

DRAFT

**DISTRICT PRIMARY EDUCATION PROGRAMME
(DPEP)**

**Report of Fifth Supervision Mission
Tamil Nadu**

15 - 29th January, 1996



Educational Consultants India Ltd.
(A Government of India Enterprises)
C-24, Friends Colony
NEW DELHI - 110065

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THE FIFTH INTERNAL SUPERVISION MISSION TO TAMIL NADU
17-24TH JANUARY 1996
SUMMARY REPORT

The Fifth Internal Supervision Mission visited Tamil Nadu from 17.1.96 to 24.1.96 to review teacher training strategy. Special focus group i.e. education of tribal and girl child and the process of formulation of AWPW, its appraisal with special reference to the nature of participation, reality orientation and feasibility.

The Mission visited Thruvannamalai and Dharmapuri districts, interacted with the and district officials, faculty members of DIETs, schools and met with Headmasters, Teachers, members of VECs, MTCs, PTAs and NGOs.

The DPEP was began work in 1994-95 in three districts of Tamil Nadu. DPEP emphasises on being decentralised, participatory and contextual in nature. Most of the interventions proposed during two plans are based on perceptions of the management as information base was inadequate. Data base about existing infrastructures at field level may be used to help in formulation of realistic plans. Immediate formation of core groups of experts in the focus areas at all levels to provide specialised input into planning may be given immediate attention. DPEP is seen as a substitute and not as an additionality. In addition to efforts planned for the state as a whole special efforts are required in focus areas in DPEP districts. This needs to be reflected in AWPB.

The VECs and MTCs have been formed in many of the villages. For formulation of AWPB for 1996-97, these groups may be involved in the planning process. However goals and objectives of such meetings must be clearly defined and communicated to the village level functionaries.

Civil work has been undertaken on large scale to fulfill the objective of Access to school. Construction work undertaken under DPEP is of good quality compared to other schemes being implemented. However there is huge backlog due to centralised processing of construction proposals. Process could be decentralised by involving district level committees to accelerate and complete construction activities as this has bearing on other activities planned under DPEP.

Flow of information required for appropriate appraisal and monitoring needs to be strengthened and systematised. Scheduling of activities along with target dates may be prepared and communicated to other departments who are involved with the implementation of DPEP schemes. In order to clear the backlog of the current work plan, activities which are feasible in the remaining period of the current year may be taken up on priority basis. Supervision through inspection should transform to regular monitoring through regular flow of information through EMIS. EMIS format provided by the national bureau to the state does not allow any kind of change according to the local requirements. Tamil Nadu requires to collect information in broad category of SC, ST, MBC, BC and

others, while software provided by the national bureau only allow such information to be compiled in broad categories of SC, ST, OBC and others. Specific local requirements should be allowed to be incorporated in the software.

The project is aware of the need to focus their attention on bringing the girl child into the education system. Attempts are being made through campaigns MTCs and VECs to explain the relevance of schooling. At SPO women's Development officer has been appointed and is in the process of defining the role, tasks, of this position. Efforts are required in developing a state level perspective approach paper to deal with the issue of girl child education. This in turn would serve as a guide to planning Studies, Strategies & Interventions as required from time to time. A Gender Resource Group of individuals & Institutions may also be set up at the state & district level. This may be a 'Think Tank' to support the work of the Women Development Officer. Gender issues and girl child education may not be seen in isolation. Every intervention requires gender aware planning. Therefore integration is strongly recommended.

The state has opened ashram shalas for the tribal children. Yet the service does not seem to be fully utilized. Due to migration, often seasonal, the children drop out of schools periodically and therefore are unable to integrate themselves with the ongoing activities of the school. Teachers also find this a barrier to the child progress, ultimately leading to high dropout and lack of enrollment. To address the need of the tribal child we need to prepare a perspective paper on the concept and importance of NFE in Tamil Nadu, this will clarify the role NFE can play within DPEP. If NFE is to be considered an effective strategy for inclusion of tribal children in the education system attention may be paid to the participatory, process oriented and value based philosophy of the Non-formal Education. Curriculam building, planning interventions etc. must not be centralised.

The teachers expressed their interest and enthusiasm for training received by them at the DIETs. The teachers were also able to transfer their enthusiasm to other primary school teachers who were equally looking forward to new inputs. The DIETs have effectively begun training. They have generated innovative ideas for training material. They have held meetings with Headmasters, AEOs, to assess some of the training needs of this group. The DIET faculty also plan to adopt schools to experiment with new ideas as well as look for alternatives to existing problems. Action Research projects are also envisaged. To ascertain that the training is effective, we suggest capacity building for DIET staff in the areas of the principles of and skill in Curriculam Development and Designing of Training Modules, in understanding & integrating gender issues in their defined areas of work, area based action research, supervision, monitoring & evaluation of their work. The staff for BRCs has been identified. We now need to clearly lay down the roles and tasks of this BRC staff. This is a new unit and therefore can develop itself without a backlog.

DPEP is attempting to redefine education and introduce the concept, community participation and equity between boys and girls. SPO, DTERT, DIET need to address themselves to translate these concepts to the concerned officials teachers and the community.

REPORT OF

THE 5TH INTERNAL SUPERVISION MISSION

TAMIL NADU

The Fifth Internal Supervision Mission for the DPEP visited state of Tamil Nadu from 17th January 1996 to 24th January 1996. The mission members were Shri A.K. Parashar and Smt. Anjali Dave.

The following were the terms of reference for the Internal Supervision mission :

- i. To look into the teacher training strategy developed by States, for renewal of teacher education practices and the progress made in operationalising it.
- ii. To look into the special focus group strategy and activities proposed for education of the tribals and girl children.
- iii. Annual Work Plan & Budget
 - (a) To look into the process of Annual Work Plan formulation in the States and how far the processes are decentralised and participative.
 - (b) To look into the appraisal process whereby the State examines district and other AWP&B proposals with special reference to realism and actual implementation capacity.

The mission members visited two DPEP districts : Thiruvanamalai and Dharmapuri, held discussions with the state and district officials, met headmasters, teachers, members of Villages Education Committee, Mothers Teachers Councils, Parents Teacher Associations and interacted with students. Members visited various schools, Block Resource Centres and other institutions involved with DPEP.

Mission would like to place on record its appreciation for Shri S. Paramasivan, State Project Director, DPEP who accompanied mission members on field visits and explained functioning of DPEP in the state of Tamil Nadu in detail. Members would like to thank all other officials at state and district levels who explained various attempts which are being made at district, block and village level. Mission also likes to thank all headmasters, teachers, members of VECs, MTCs, PTAs, DIETs Faculty members at Krishnagiri and Kilpannathur for their valuable suggestions in the focus areas. Members would like to thank the children of various schools who helped mission members to understand the effect of interventions made under the DPEP.

ANNUAL WORK PLAN AND BUDGET

(A) Formulation

Three districts were selected for DPEP in the state of Tamil Nadu. During current year various institutions like VEC and MTC are strengthened to involve people in the planning process. The work of preparation of work plan for the year 1996-97 is in progress. Plan preparation is at various stages in the districts mission visited. In some of the blocks, Headmasters and AEOs have called meetings at the village and block level to assess the requirement of interventions at this level and involve people in the planning process. On the other hand in many of the blocks this process is yet to start. Once blocks finalise their work plans it would be consolidated at district level. After the district level committee approves this plan then the state will consolidate and revise plans as per the requirements and assessment of the resources at the state level. It was informed that the process at district level would be completed by the end of February 1996 so that state plan is ready by the 1st week of March 1996. As mentioned the annual work plan for 1994-95 and 1995-96 were prepared in a short period and there was no institutional arrangements for involving people in the planning process. Thus most of the interventions proposed were decided at districts and state level. Now VECs and MTCs are formed in all villages covered under DPEP, it is expected that they would play a major role in planning process, implementation and monitoring of DPEP Programme. In order to make planning process participative and make DPEP as peoples' movement, mission suggests the following:

- i. It has been observed that clearly defined goals and objectives of calling MTCs and VECs meetings have not been clearly explained to AEOs. AEOs or headmasters may be clearly explained the requirements and objectives of such involvement. Such meetings may not be turned into fund raising campaigns.
- ii. More intensive interaction between departments and MTCs, VECs is required. Right now these institutions are contributing very little to the process of planning implementation and monitoring.

In order to prepare a realistic, feasible plan it is necessary that needs are identified and adressed to. So far most of the plans are prepared by people who were administering the programme without much data base and expertise. Use of professional inputs both in terms of data as well as person power is the key to success. Ground level realities are required to be integrated with plan formulation. Since interventions are planned by the administrators solutions to the problems are mostly administrative in nature. Attempts to involve experts from out side in the field of priority areas like teacher training, tribal, girl child education, gender aware planning, etc. are requierd to be interwoven into the planning for the DPEP. It is suggested that :

- i. Data base about existing infrastructures at field level may be prepared to help in formulation of realistic plans.
- ii. Immediate formation of core groups of experts in the focus areas at all levels to provide specialised input into planning.
- iii. To help convergence of benefits from other programmes to DPEP and decentralised planning, a more efficient interaction and regular meetings of the district level committee is suggested.
- iv. DPEP is seen as a substitute and not as an additionality. In addition to efforts planned for the state as a whole special efforts are required in focus areas in DPEP districts. This needs to be reflected in AWPB
- v. Actions to create new posts for DPEP may be started immediately so that as soon as the infrastructure is ready teachers may begin their work.

In order to improve access, in the first two Annual Plans, construction activities have been taken as one of the most important intervention and implemented. Civil construction activities are at various stages in various districts. One wing of PWD is under taking construction works only for the education department as a whole. This wing headed by Chief Engineer is working under Directorate of Technical Education. Civil work under DPEP is also looked after by this wing. The quality of construction work under DPEP is far superior to the construction work undertaken under other programmes like JVVT, MP area schemes and decentralised schemes due to good supervision. However at present proposals have to go to the chief engineer level. This centralised processing of approving the construction projects, at state level is causing considerable delays. The construction works proposed during 1994-95 are at various stages of implementation. As many as 49 proposals of the work plan of 1994-95 are still to be awarded. For 1995-96 as many as 388 works are proposed. However, so far, only bids have been called for these works and they are still under processing. Out of 388, works no bid has been received for as many as 54 projects. Mission would like to suggest that :

- i. Some amount of delegation is required immediately. It is suggested that district level committee headed by district collector may be given responsibility to scrutinise the tenders and award to the contract at district level. DLC may award contract as per the norms laid down by the PWD without compromising on quality.
- ii. Although PWD should remain as the focal point of monitoring process involvement of local VECs and MTCs should be further strengthened particularly for monitoring of day-to-day quality of construction.

(B) Appraisal

Continous Appraisal of planned activities in required for successful implementation & future planning. Appraisal also helps in mid course correction if any. The appraisal process is mostly through Supervision by the staff and not always information based. In the process success of interventions are team specific. Flow of information both from state to village and village to state is urgently required to be strengthened. PMIS and EMIS formats have been provided to the state. One computer has been taken on hire at the state level and only skeletal staff in provided. Computers are still to be installed at the districts and will be in place in each district very soon. Scheduling of activities are not being attempted, making it difficult to monitor activities during inspections. It is therefore proposed that :

- i. Scheduling of activities along with target dates may be prepared and communicated to other departments who are involved with the implementation of DPEP schemes.
- ii. In order to clear the backlog of the current work plan, activities which are feasible in the remaining period of the current year may be taken up on priority basis.
- iii. So far state headquarter is only at the stage of initialising the information collected through the format provided for EMIS. Huge arround of data is to be entered in order to make EMIS operational. The data entry work for initialisation of data base may be given on contract basis immediately so that EMIS becomes operational as soon as hardware is put in place in DPEP districts.
- iv. EMIS format provided by the national bureau to the state does not allow any kind of change according to the local requirements. Tamil Nadu requires to collect information in broad category of SC, ST, MBC, BC and others, while software provided by the national bureau only allow such information to be compiled in broad categories of SC, ST, OBC and others. Specific local requirements should be allowed to be incorporated in the software.

GIRL CHILD EDUCATION

The project is aware of the need to focus their attention on bringing the girl child into the education system. Attempts are being made through campaigns, MTCs and VECs to explain the relevance of schooling. The mission attended one such campaign wherein the importance of girl child education was stressed using slogans, posters, speeches, folk songs and `Jatra's. The evidence of new school buildings and training programmes is generating interest and enthusiasm amongst parents & teachers. At the SPO a Women's Development Officer has been appointed and is in the process of defining the role and tasks, of this position.

The mission recommends the following in the light of the observations made during the visit to programme area :

- i. To develop a state level perspective/approach paper to deal with the issue of girl child education. This in turn would serve as a guide to planning of Studies, Strategies & Interventions as required from time to time.
- ii. In Tamil Nadu the dropout rate is approximately between 15% to 24%, (girls and boys) inspite of the number of schemes & programmes devised by the Government. To draw this group of children, special efforts will have to be made to understand why they opt out of the education system. An indepth study may be considered.
- iii. Training programmes are being conducted for officials at different levels. Issue of girl child education and gender aware intervention are not consistently interwoven. A comprehensive strategy for training may be planned.
- iv. A Gender Resource Group of individuals & Institutions may be set up at the state & district level. This may be a 'Think Tank' to support the work of the Women Development office.
- v. To strengthen the WDO, resource persons/consultants are crucial. Intergration of Gender issues is imperative to the processes which have already begun eg. teacher training, civil works, campaigns etc. Both at the level of SPO & DPO such teams are required.
- vi. Gender issues and girl child education may not be seen in isolation. Every intervention requires gender aware planning. Therefore integration is strongly recommended.
- vii. Participatory method will have to be integral to the program especially if the results are expected from the lowest economic group, which are being left out of the schools in Tamil Nadu. Organisation and groups working towards organising and mobilising people for their rights and responsibilities could be involved. VEC, MTC and people of the village could be activated by Community organisers. They could be drawn from the community itself thereby sustaining the interest and need created by the campaigns & other media interventions.
- viii. The new ideas generated by DPO, DIET & teachers like the Action research projects, may be experimented under the budget head innovative programme. The insight will help us build future strategies so as to reach, education to all.

THE TRIBAL CHILD

The state has opened ashram shalas for this group. Yet the service does seem to be fully utilized. Due to migration, often seasonal, the children drop out of schools periodically and therefore are unable to integrate themselves with the ongoing activities of the school. Teachers also find this a barrier to the child, progress, ultimately leading to high dropout and lack of enrollment. To address to the needs of the tribals, DPEP Tamil Nadu has defined for itself three main strategies viz escort services, residential schools & Non-formal Education apart from all the other DPEP interventions.

For effective implementation of these plans the mission suggests the following :

- i. To prepare a perspective paper on the concept and importance of NFE in Tamil Nadu, this will clarify the role NFE can play within DPEP.
- ii. If NFE is to be considered an effective strategy for inclusion of tribal children in the education system attention may be paid to the participatory, process oriented and value based philosophy of the Non-formal Education. Curriculam building, planning interventions etc. must not be centralised.
- iii. Mobilizing & organising work with this group may be taken up with the help of community organisers. This may also begin under the innovative budget head/Action project.
- iv. Understanding the culture of this group, their values belief and practices will help in drawing this group in to education system.

TEACHER TRAINING STRATEGIES

DIETs of the two districts had completed the first phase of training with primary school teachers of std. 1. The importance of developing teaching learning materials is clearly evident from the display and use of material in class rooms. The teachers expressed their interest and enthusiasm for training received by them at the DIETs. The teachers were also able to transfer their enthusiasm to other primary school teachers who were equally looking forward to new inputs.

The DIETs have effectively begun training. They have generated innovative ideas for training material. They have held meetings with Headmasters and AEOs, to assess some of the training needs of this group. The DIET faculty also plan to adopt schools to experiment with new ideas as well as look for alternatives to existing problems. Action Research projects are also envisaged. The mission visited DTERT, DIETs and number of schools and interacted with trainers, teachers and children. Discussion and observations with them, leads the mission to suggest the following :

- i. A number of handbooks are planned some training designs are also ready. A comprehensive strategy for training of teachers, master trainers and DIET facility may be formulated. To ascertain that the training is effective, we suggest capacity building for DIET staff in the following areas.
 - (a) The principles of and skill in Curriculam Development, and designing of Training Module.
 - (b) In understanding & integrating gender issues in their defined areas of work.
 - (c) Area based action research.
 - (d) Supervision, monitoring & evaluation of their work.
- ii. The staff for BRCs has been identified. We now need to clearly lay down the roles and tasks of this BRC staff. This is a new unit and therefore can develop itself without a backlog.
- iii. The SPO is considering the use of secondary schools as BRC, till independent buildings are ready. This may begin at the earliest. This will give the much needed impetus to DIETs and fulfill the needs on the ground as per plans.
- iv. One of the issues raised by teachers was multigrade teaching. There needs to be a concerted effort made to address this problem, especially where lack of teachers or vacancies may be a long term problem.
- v. The mission noticed the use of charts, posters and teaching material in schools and DIETs. Many of these aids were purchased and some of them were in english. The use of contextual teaching learning material seem more relevant. Both teachers and children could be encouraged to develop indogenous material. Workshops may be conducted for this purpose, as also abundant resources are available on the subject.
- vi. In many schools that the mission visited, children were quick to show their new reading and writing skills. Second language like english may require newer approaches since children's comprehension of this was limited to rote learning.
- vii. The DTERT has developed material on a variety of areas. These training designs and the content developed may be sent to the core groups of focus areas for comments, since integration has also been suggested.
- viii. DPEP is attempting to redefine education and introduce the concept, community participation and equity between boys and girls. SPO, DTERT, DIET need to address themselves to translate these concepts to the teachers and the community.

CONCLUDING REMARKS

The socio political climate in Tamil Nadu has lead to the growing institutions for education. Facts and figures show that the Tamil Nadu population has higher literacy rate and educational facilities than the national average. Tamil Nadu has laid stress on making facilities available for SC and girl children. DPEP's emphasis is also on the STs, along with the concept of equity between genders and participation of the community in the education system.

The state has taken the responsibility of being a provider while DPEP expects an interactive approach. The officials find this approach slightly tedious and labourious. There is fear of loss of control. Therefore this process is sometimes fraught with tension, confusion, resulting in helplessness and inaction. For this concept to take root the process of unlearning learning and relearning may be essential for all concerned.

If we want reach the children who have been inaccessible to us, our thinking may have to shift from structures to people. To this end we sincerely think that networking, building linkages with existing resources in the community, young and enthusiastic teams, and facilitative administration could be some of the alternatives to achieve both our and people's goals for education.

ITINERARY OF MISSION

17.1.96	Departure to Madras
18.1.96 Thursday	Departure from Madras to Thiruvannamalai Visit to DIET, Kilpennathur Meeting with Principal, Staff and District Officials Visit to BRC (under Construction) Kilpennathur Primary School Kilpennathur Meeting with District Collector, Thiruvannamalai and Chairman, District Level Committee DPEP Halt at Thiruvannamalai
19.1.96 Friday	Visit to Primary School Adi Annamalai Visit to Primary School Renugunda Puram Visit to BRC (Completed) and Primary School Thuringapuram Visit to BRC (Completed) and Primary school Thandrampet Visit to Residential School for SC/ST Kilnachipattu Meeting at DPO Office, Thiruvannamalai.
20.1.96 Saturday	Departure to Krishnagiri Visit to Primary School, Singarapettai Visit to Primary School, Mittapalli Visit to Primary School, Genginaickpatty (Building Visit) Visit to BRC (under construction) Mathur Visit to Primary School Mittapalli Visit to Primary School Giddampatti Visit to Primary School Kattinayanapalli Inauguration of Retention Campaign by the Team members a Katinayanapalli Village
21.1.96 Sunday	Discussion with the Collector, Dharmapuri and Chairman, District Level Committee D.P.E.P. Visit to DPO & meeting with staff at Dharmapuri Visit to Primary School, and BRC site Cottamalai
22.1.96 Monday	• Visit to Primary School Veppanapalli BRC at Veppanapalli, New School Opening at Maniandahalli Meeting at DIET Krishnagiri with faculty, HMs, AEOs, MTCs, PTAs, NGOs Departure to Madras
23.1.96 Tuesday	Visit to State Project Office State wrap up at the State Project Directorate Meeting with the Additional Secretary, Education, Government of Tamil Nadu at the Secretariat
24.1.96 Wednesday	Visit to the State Level Offices, DTERT and Text Book Corporation Leaving Madras to Delhi.

List of Officials Present at the DIET, Kilpennathur meeting on 18.1.96

<i>Name</i>	<i>Post</i>
1. Thiru S. Paramasivan	State Project Director, TN
2. Tmt. K. Rajamani	Principal DIET, Kilpennathur
3. Thiru V.D. Deenandayalan	District Programme Coordinator, DPEP, Thiruvannamalai & District Elementary Education Officer, Thiruvannamalai
4. Thiru S. Venugopal	Chief Educational Officer, Thiruvannamalai
5. Thiru Anthony Jacob	District Asst. Co-ordinator - DPEP Thiruvannamalai
6. Thiru P. Babu	Dt. Asst. Co-ordinator- DPEP S-A-V. District
7. Thiru S. Thirunavukkarasu	Media and Documentation Officer DPEP, Thiruvannamalai
8. Thiru S. Doraipandi	Finance and Accounts officer DPEP, Thiruvannamalai

and staff members of DIET

List of Officials present at DPO meeting on 19.1.96 at Thiruvannamalai

<i>Name</i>	<i>Post</i>
1. Thiru S. Paramasivan	State Project Director, TN
2. Thiru S. Venugopal	Chief Educational Officer, Thiruvannamalai
3. Thiru Deenadayalan	District Programme Coordinator, DPEP, Thiruvannamalai & District Elementary Education Officer, Thiruvannamalai
4. Thiru Anthony Jacob	District Asst. Co-ordinator - DPEP Thiruvannamalai
5. Thiru P. Babu	District Asst. Co-ordinator- DPEP S-A-V. District
6. Thiru Thirunavukkarasu	Media and Documentation Officer DPEP, Thiruvannamali
7. Thiru Doraipandi	Finance and Accounts officer DPEP, Thiruvannamalai

Officials Who Accompanied the Internal Supervision Mission Team in Dharmapuri District

<i>Name</i>	<i>Post</i>
1. Thiru S. Paramasivan	State Project Director, TN
2. Thiru R. Munusamy	Chief Educational Officer, Dharmapuri
3. Thiru P. Mani	District Programme Co-ordinator and District Elementary Educational Officer, Dharmapuri
4. Thiru K. Rajarathinam	Assistant District Programme Co-ordinator, Dharmapuri
5. Thiru K. Rajarathinam	Media and Documentation Officer
6. Thiru R. Palaniandi	Principal, District Institute of Education and Training, Krishnagiri
7. Thiru Muniraj	Asst. Educational Officer, Krishnagiri
8. Thiru Jayapal	Addl. Educational Officer, Krishnagiri
9. Thirumathi Janaki	Addl. Educational Officer, Barugur
10. Thiru Deiva Marughachalam,	Asst. Ele. Edn. Officer, Uthangarai
11. Thiru V. Ramanaiah	Addl. Ele. Edn. Officer, Uthangarai
12. Thiru Sundaraman	Sub Divisional Officer, P.W.D., Vellore Division
13. Thiru Sundarappan	Assistant Engineer, P.W.D., Polur Division

List of Officials present at DPO meeting on 21.1.96 at Dharmapuri

<i>Name</i>	<i>Post</i>
1. Thiru S. Paramasivan	State Project Director, TN
2. Thiru P. Mani	District Programme Co-ordinator
3. Thiru K. Rajarathinam	Asst. District Programme Co-ordinator
4. Thiru K. Rajarathinam	Media and Documentation Officer
5. Thiru R. Chandrasekaran	Finance-cum-Accounts Officer
6. Thiru V. Jayadevan	Superintendent

and other Staff of the office of the DPEP

List of Officials present at DIET, Krishnagiri meeting held on 22.1.96

<i>Name</i>	<i>Post</i>
1. Thiru S. Paramasivan	State Project Director, TN
2. Thiru R. Manusamy	CEO, Dharmapuri
3. Thiru R. Palaniandi	Principal DIET, Krishnagiri Dist. Programme Coordinator
4. Thiru P. Mani	Dharmapuri
5. Thiru K. Rajarathinam	Asstt. Dist Prog. Coordinator
6. Thiru K. Rajirathinam	MDO, DPEP, Dharmapuri

and Staff members, AEOs, HMs, Teachers, members of VECs, MTCs, PTAs and NGOs.