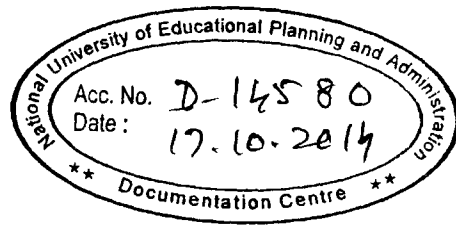# SUSTAINABILITY PLAN

(Draft)

October 1999

DPEP

जिला प्राथमिक शिक्षा कार्यक्रम
DISTRICT PRIMARY EDUCATION PROGRAMME

KERALA

FOREWORD

The District Primary Education Programme (DPEP), implemented in six districts of Kerala has initiated a variety of processes, systems and structures aimed at the qualitative improvement of primary education in the state. Since the project is nearing its fag end in Phase I districts it is imperative that steps are to be taken for the sustainability of various project initiatives both in DPEP districts and non-DPEP districts.

This document is a prcr sal towards the same, being drawn up by functionaries from the project, the educational system and others. It also suggests future activities, strategies and its implication giving a time frame.

An exhaustive list of the people who have contributed to the present effort is attached.
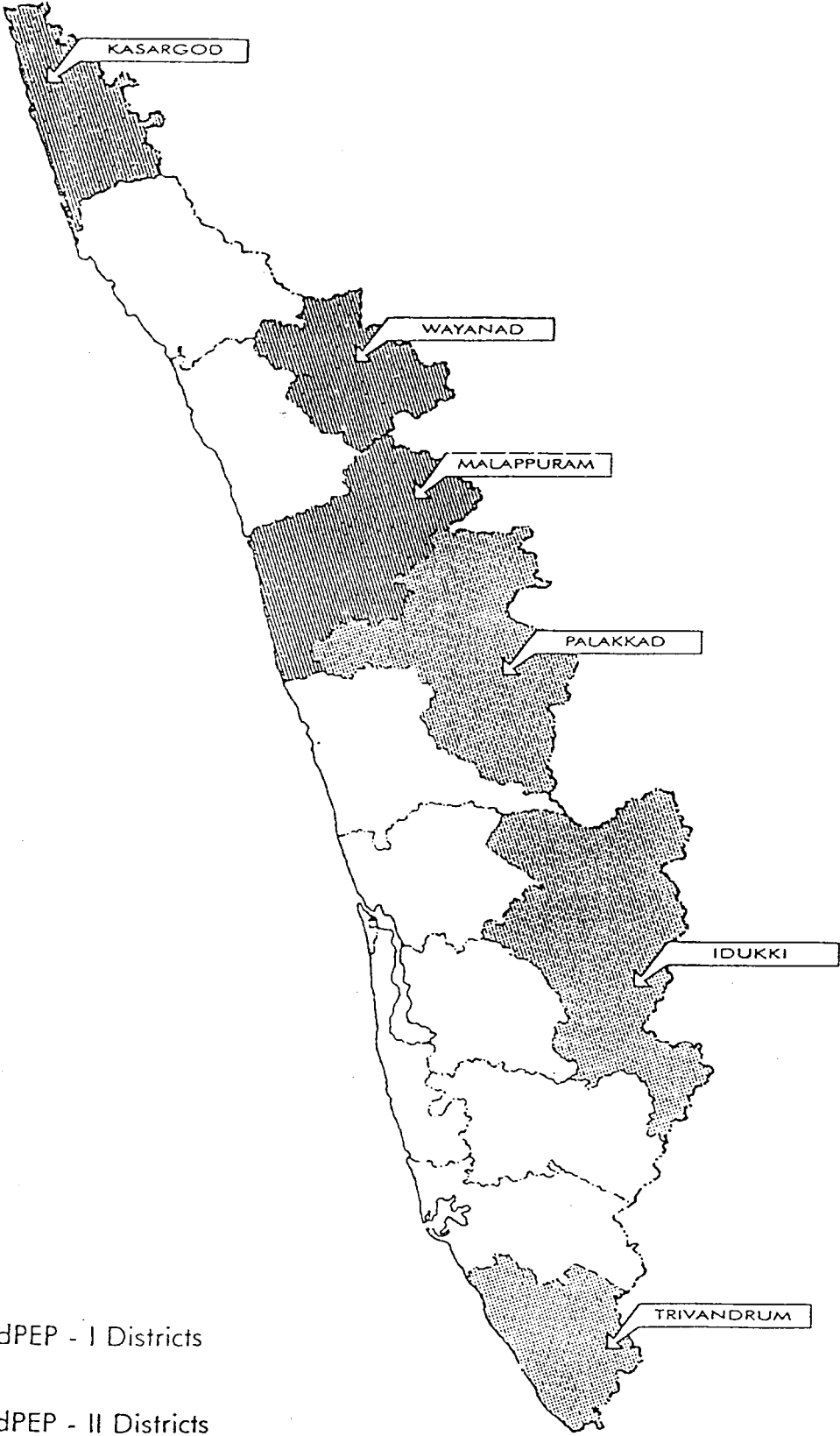
LIST OF PARTICIPANTS

Sl. No.	Name and Designation	Signature
1.	Sri. P. Abdul Razak, Programme Officer, DPO, Malappuram	
2.	Dr. K.N. Anandan, Consultant, DPO(DPEP), Thiruvananthapuram	
3.	Sri. K. Basheer, Deputy Director of Education, Thiruvananthapuram	
4.	Smt. J. Beena, Deputy Director (Employment), Office of the DPI, TVPM	
5.	Sri. P. Bhaskaran, Programme Officer, DPO, Kasargod	
6.	Smt. Elsy Abraham, Programme Officer, SPO(DPEP), Thiruvananthapuram	
7.	Sri. P. Ganesan, P.D. Teacher, GUPS, A.R. Nagar, Malappuram	
8.	Sri. C. Gokuldasan Pillai, Asst. Professor, SCERT, Thiruvananthapuram	
9.	Sri. M. Gopalan, Adl. Director of Public Instructions	
10.	Sri. G. Jayadhar, Lecturer, DIET, Attingal, Thiruvananthapuram	
11.	Sri. K. Jayakumar IAS, Secretary, General Education Department	
12.	Sri. G. Jayanandan, Programme Officer, SPO (DPEP, Thiruvananthapuram	
13.	Sri. C.C. Jayasankar, Trainer, BRC, Ottappalam	
14.	Dr. John Palaparambil, Professor, IMG, Thiruvananthapuram	
15.	Smt. Jyoti.G.V., APO, SPO (DPEP), Thiruvananthapuram	
16.	Dr. Jyotsna Jha, Consultant	
17.	Sri. K.V. Karthikeyan, Headmaster	
18.	Dr. P. Kelu, Professor and Head of the Department of Edn., University of Kerala	
19.	Sri. P.K. Krishnan, DPC, Thiruvananthapuram	
20.	Sri. P.V. Krishnakumar, Programme Officer, DPO, Kasargod	
21.	Smt. Lida Jacob IAS, Director of Public Instructions	
22.	Sri. V.K. Madhu, Standing Committee Chairman	

	(Welfare), Dist. Panchayat. Thiruvananthapuram	
23.	Sri. E.K. Majhi IAS. State Project Director (DPEP), Kerala	
24.	Sri. N. Manikantadas, Principal, DIET. Attingal, Thiruvananthapuram	
25.	Sri. T.C. Mathai, Trainer, BRC. Edappal	
26.	Dr. Michael Tharakan, Professor, Centre for Development Studies, Thiruvananthapuram	
27.	Sri. N.K. Mohandas. Director (Operations), SPO, Thiruvananthapuram	
28.	Sri. K. Nanu, Co-ordinator, BRC, Hosdurg	
29.	Sri. C.P. Narayanan, 'Chintha' Thiruvananthapuram	
30.	Sri. V. Parameswaran, Lecturer, DIET, Malappuram	
31.	Sri. O.V. Pavithran, Trainer, BRC, Sulthan Bathery	
32.	Smt. S. Prasanna Kumari, Academic Co-ordinator, BRC. Balaramapuram	
33.	Smt. K. Prema, Documentation Officer, SPO (DPEP), Thiruvananthapuram	
34.	Smt. Prema Alexander, Chief Planning Officer, O/o the DPI, Thiruvananthapuram	
35.	Sri. K.P. Purushothaman, P.D. Teacher. GUPS, Hosdurg, Kadappuram	
36.	Sri. P.V. Purushothaman, lecturer. DIET, Kannur	
37.	Sri. C. Radhakrishnan. Trainer, BRC. Cherplassery	
38.	Sri. K.V. Raghavan, Asst. Ednl. Officer, Hosdurg	
39.	Sri. T.S. Rajan Warrier, Programme Officer, DPO, Palakkad	
40.	Sri. V. Raman Kutty, Trainer. BRC. Cherplassery	
41.	Sri. V.A. Ramanujan, Principal, DIET, Kannur	
42.	Dr. Ravisankar, Asst. Professor, SCERT. Thiruvananthapuram	
43.	Sri. V. Saifudeen, Asst. Ednl. Officer, Ottappalam	
44.	Sri. K. Sasidharan, Programme Officer (Monitoring) (SPO), Thiruvananthapuram	
45.	Sri. P. Sathyanesan, Research Officer. SCERT, Thiruvananthapuram	
46.	Sri. N. K. Sathyapalan. Asst. Professor, SCERT, Thiruvananthapuram	
47.	Sri. O.M. Shankaran, Programme Officer, SPO	

	(DPEP), Thiruvananthapuram	
48.	Prof. Shyam Menon, Delhi University	
49.	Smt. Sikha Barua, Media Asst. SPO (DPEP), Thiruvananthapuram	
50.	Sri. O. Sivaraman, Lecturer, DIET, Wayanad	
51.	Smt. K. Snehalatha Devi, Project Officer, O/O the DPI, Thiruvananthapuram	
52.	Sri. K.P. Sreekumar, Lecturer, DIET, Malappuram	
53.	Smt. Subhadra N.B., Academic Co-ordinator, BRC, Bekal, Kasargod	
54.	Sri. M.I. Sukumaran, Co-ordinator, BRC, Munnar	
55.	Dr. A. Sukumaran Nair, Former Vice Chancellor, M.G. University	
56.	Sri. N. Suresh Kumar, APO, SPO (DPEP), Thiruvananthapuram	
57.	Smt. P.T. Valsala, Adl. Director of Public Instructions	
58.	Sri. P.R. Varghese, Standing Committee Chairman (Welfare), Dist. Panchayat, Thrissur	
59.	Dr. Vasantha Ramkumar, Professor and Head of the Dept. of Edn., University of Kerala	
60.	Dr. B. Vijayakumar, Director, SCERT, Thiruvananthapuram	
61.	Sri. M.K. Vivekanandan Nair, Programme Officer, SPO (DPEP), Thiruvananthapuram	
62.	Sri. J. William, F & AO, SPO (DPEP), Thiruvananthapuram	

DPEP Districts

KASARGOD

WAYANAD

MALAPPURAM

PALAKKAD

IDUKKI

TRIVANDRUM

dPEP - I Districts

dPEP - II Districts

An Overview of the Report

In the present attempt to give a coherent framework to DPEP Kerala's sustainability initiatives, the vision, a description of the processes at work, concerns / limitations have been systematically recorded. Tables, charts and statistics have been incorporated at the necessary points. While the fourth chapter lists proposals towards sustainability the next chapter presents the steps to be taken in the near future.

The report comprises the following chapters:

Chapter 1 presents the rationale and methodology of the Sustainability Plan.

Chapter 2 presents the vision that has been evolving through the project, that has guiding its strategy and initiatives.

Chapter 3 describes the processes initiated through the project.

Chapter 4 makes an assessment of the relative success and problems with respect to the process generated through the project, and further presents a blue print of sustainability initiatives.

Chapter 5 discusses the implications of the sustainability initiatives suggested, specifically presenting a list of immediate steps to be taken before a full-fledged sustainability plan is ready.

CHAPTERS

WHY A SUSTAINABILITY PLAN?

1.1 Background

DPEP Objectives

District Primary Education Programme (DPEP) is a centrally sponsored programme intended for the comprehensive development of primary education and the various related institutions. DPEP was launched in 149 selected districts in the country. The objectives of the programme are:

(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 substantial improvement in quality of education.

DPEP in Kerala

After 1957, Kerala made tremendous progress in expanding school facilities and in improving enrolment in primary classes. Drop out rate was also brought to less than 10%. However the achievement levels of students continued to be pathetically low. So strategies to improve learner achievement were given priority over attempts to increase access and retention in the state.

The District Primary Education Programme (DPEP) was launched in Kerala in 1994, and is being implemented in Malappuram, Kasaragod, and Wayanad districts under phase I- and Palakkad, Idukki and Thiruvananthapuram districts in phase-II. A profile of the project districts are presented in Table. (Table-1.1)

DPEP Districts - A Profile

Table - 1.1

District	Population					Literacy Rate			No of Schools
	Male	Female	Total	SC	ST	Male	Female	Total	
Phase I									
Kasargod	528803	542705	1071508	17231	5970	88.97	76.29	82.51	443
Wayanad	341958	330170	672128	7556	22557	87.59	77.69	82.73	239
Malapuram	1508280	1588050	3096330	51951	2115	92.08	84.09	87.94	1108
Phase II									
Palakkad	1155822	1226413	2382235	80489	5075	87.24	75.72	81.27	760
Idukki	545872	532194	1078066	26274	6911	90.82	82.96	86.94	321
Trivandrum	1447594	1499056	2946650	66895	3244	92.84	85.76	89.22	682

DPEP interventions both in horizontal and vertical dimensions have started yielding results in a number of directions. The serious debate that Kerala witnessed on the new pedagogic and curricular initiatives of DPEP can be seen as an 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. Not withstanding a possible lack of consensus on pedagogic and curriculum questions, DPEP of Kerala seems clearly to have raised the level of professional discourse in this area. The profile of our primary classroom has changed radically from what it had been a decade ago.

An overview of the major milestones of the project and the various initiatives undertaken is presented at the end of the chapter.

1.2   Rationale

DPEP as a project is meant to raise the level of effectiveness of primary education in the entire state; it is just a matter of strategy that the project concentrates on the six educationally backward districts of Kerala. The project has a coherent strategy involving intense inputs within a specific time frame. These inputs are expected to trigger off a series of processes, leading to raised effectiveness of the whole system permeating beyond the project districts and sustaining beyond the project time.

DPEP phase I completes its project time in 2001. This, therefore, is the time to consolidate our thinking related to ensuring sustainability of the various project initiatives. It is necessary now to specifically address questions regarding:

1.   Identification of the processes generated by the project which have demonstrated their crucial linkages with greater effectiveness in the primary education system;

2.   Strategies for ensuring sustenance off such processes in the project districts;

3.   Strategies for adoption of initiatives which trigger of such processes in the non-project districts;

4.   Formulating linkages between project initiatives and departmental structure;

5.   Possibilities of linkages with Panchayati Raj Institutions (PRI);

6.   Creation of an enabling policy environment for sustainability of the project generated processes.

The launching of experiential pedagogy in our primary schools effected visible and desirable changes in the classroom. Since there has been a drastic deviation from the conventional methods of teaching, teachers actually involved in the transaction of the curriculum face a host of problems both conceptual and empirical. These are the issues to be addressed.

Moreover, the interventions initiated by DPEP have to be institutionalised, modified or re-organised from the point of view of their sustainability. For this we have to be looking at the DPEP vision, its structures, functionaries and interventions holistically and analytically, addressing every issue from the perspective of 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. Besides we must probe deeply into an array of concerns bearing in mind the post-DPEP scenario and the structures to be entrusted for carrying out the interventions. It is in this context that the present exercise on sustainability of DPEP interventions has emerged.

The study addresses itself to the following questions :

- What is the DPEP vision and what are the interventions that have been initiated so far in order to materialise this vision?

- What are the gains we have made so far in terms of access, retention and quality improvement?

- What are the factors that have contributed to these gains?

- How can these achievements be sustained?

- What are the major concerns and what strategies can be taken for addressing these?

1.3   Methodology

Thinking on the issue of sustainability has been an on going phenomenon in the project as well as in the educational policy making circles in the State. The result was a spectrum of initiatives within the project and in the general system However, now that the project period is ending, consolidation of this thinking is imperative.

It was visualised that a sustainability plan must necessarily evolve out of the collective perceptions of the functionaries of the project, those of the education system in the State, and the major stake-holders. It should therefore be generated through a process of consultation and collective reflection

The present report was generated through a consensual process, comprising of two workshops. The first workshop was an in-house exercise with an active participation of a cross section of project functionaries at the state, district and sub-district levels, and the faculties of the State Council for Education and Training (SCERT) and the District Institute of Education (DIET) and Training faculty.

In these workshops, the perceptions of the various participants were collated. collected and presented in a coherent perspective. The second workshop was an attempt to elicit reflections on the above draft document from a spectrum of people outside the project, SCERT and DIET functionaries, officials of the Education Department, teachers, representatives of the PRIs and educators from the higher education system. This report is a product of those two intense steps of this exercise.

This is not a final sustainability plan. It is, in fact, a proposal to generate such a plan. It presents in a coherent framework, the thinking consolidated through the two workshops. It also identifies certain specific activities, including collection of additional evidences, substantiating broad arguments with objective information. and wider and intensive consultations with those who would be involved in the

sustainability initiatives. It also presents a time frame within which these additional steps in the present exercise will be conducted.

CHRONOLOGY

1994-95

- Formation of PEDSK

- Pre Project Activities

  - Decentralised planning programme

  - Baseline studies conducted

  - Study sharing workshops

  - Negotiations on signing the project agreement

  - Signing of credit agreement for DPEP I districts

    - Vilambara Jathas

    - Pulling up systems in place

    - Deploying key staff

    - Planning of in-service training programme.

1995-96

- Starting of programme in phase I districts Kasargod, Malappuram, Wayanad

- Mobilisation/awareness programme

- Signing of project/credit agreement for DPEP II districts.

- Formation and orientation of BRC

- Joint Supervision Vision, Kerala 1995

- Formation and orientation of BRC, buildings

- Civil Works and construction of BRC

- Provision for drinking water/building/toilets

- Construction of classrooms/separation walls, compound walls, additional classrooms and CRC

- Construction and replacement of rented schools

- Setting up of Resource Centres

- Targeting interactions for girls and SC/ST.

- Social Assessment Study

- Pre appraisal Mission

- Printing and distribution of pamphlets

- Revision of training module/handbook-*Karuka. Manchadi*

- Textbook development process

- Development of curriculum and Teaching / Learning-Training material
- Free Text books for girls and tribal students
- Grant to teachers and schools
- Development of self learning material
- Change in classroom practices, child friendly and activity based

1996-97

- Baseline assessment study-DPEP II district
- Social Assessment Study-DPEP II district
- Media Unit functional
- DPEP In-depth Review Mission, 1997
- Documentation of all the activities undertaken during IIIrd, IVth, Vth Joint Supervision Missions
- Curriculum/textbook development process
- Video documentation of training programme
- Launching of DPEP news letter-*Karuka*
- Spot Programme in Doordarshan
- CD ROM Project Presentation
- Completion of the Civil Works in Phase I
- Continuation of mobilisation/awareness campaigns
- Intensive in-service training for teachers
- Revision of Teaching/Learning, Training Materials
- Strengthening of Resource Centres
- Exposure Trips
- Computerizing of Text book production and distribution
- School based planning
- *Karadu*, Evaluation process
- Initiating Research and Evaluation Programme
- Three day's Refresher Programme at CRC covering 28,000 primary school teachers
- Tribal Link Language Material-An experiment (Wayanad)
- Public Awareness Programmes Organisation (Palakkad)
- Special Campaign Programme in Tribal and Coastal Area
- School Mapping Programme (Idukki and Palakkad)
- Launching of Multigrade Centres in Remote areas in Phase I districts.

- *Grihasadas* (Kasargod)
- *Ayalkoottams*
- Starting of new schools
- Sample Monitoring and Evaluation (SAME)
- Orientation for AEO. and DEO

1998-99

- State Finance Study
- Construction of New School Buildings
- General Body Meeting
- Training of DPEP functionaries on Management, Procurement etc.,
- Equipping Multigrade Centres
- Exposure trips to other projects
- Equipping State Resource Group
- *Kinginikkoottam*
- Continuation of training programme for teachers
- Starting of Multigrade Centres in Phase II districts
- Integrated Education for the Disabled Children Programme
- Formation of SRG. Pilot project launched in Edapal
- Early Child-hood Care and Education formation of SRG, DRG. Module prepared for training of Anganwadi teachers, training for Anganwadi teachers
- Distance Education (DEP) & Teleconferencing Workshop to prepare timetable for teleconferencing in DPEP district
- Second Language Acquisition Programme (SLAP), Pilot programme in 60 schools
- Headmasters' Training
- Orientation of AEOs and DEO
- Training for tribal volunteers
- General Body Meeting

THE VISION

The Vision has been evolving through the project. The project functionaries have been constantly reflecting on their goals and tasks, and through the process, have been articulating the vision with greater and greater clarity. In this chapter, we present the vision as it has evolved. Any thinking on sustainability would necessarily have to keep the vision as the backdrop.

What is the vision that guides DPEP in Kerala?

We want to see activity based, child centered experiential learning taking place in the class room, where children acquire knowledge and skills on their own, exercising their own innate potentialities.

We want to see our class rooms as learning centres where,

The child

- gains confidence in facing problematic situations.

- interacts freely, meaningfully and joyfully with his classmates, teachers and the teaching learning materials.

- shows interest in interacting with groups and makes use of other resources for expanding her knowledge.

- compares 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, parents.

- undertakes tasks on her own without any hesitation.

- recognizes the peer group and gives due respect to elders and behaves admirably.

- selects reading materials of her own choice.

We want to make our class rooms interactive centres where,

The teacher

- designs and implements activities taking into consideration the individual differences of the child.

- elicits regular feedback and changes accordingly.

- helps and guides the child as and where necessary.

- improves herself based on systematically recorded observations.

- keeps regular contact with the School Support Group (SSG) members in society and plans accordingly.

- takes part in team thinking and collective planning with her co-workers in the daily and weekly School Resource Group (SRG) meetings.

- holds academic discussions with colleagues.

- makes use of reference books and other resources to update knowledge.

- uses local resources fruitfully for planning and designing activities in the class.

- facilitates the activities as one among the group during class room interaction without any inhibition.

- proves herself a professional researcher.

- prepares Teaching Manual (TM) as an indicator to daily planning.

- takes up class room problems for conducting action research.

- formulates innovative techniques and practices in the class.

- sets clear tasks and gives instructions which are pitched at the precise learning capability of children.

We want schools to be enjoyable learning centres where

The Head teacher

- proves herself as an academician.

- makes others feel that she is a leader to the teachers in all academic and related activities in the school.

- proves he is a good planner and encourages participatory planning exercise.

- conducts monitoring and supervision of the work of the school effectively

- keeps good relationship with the society.

- keeps healthy relationship with the departmental machinery of the system.

We want the parents,

- To participate in planning, implementing and evaluating school activities.

- To perform a role complementary to that of the teacher.

- To take part in Parent Teacher Associations (PTA) meetings and puts forward practical suggestions.

We want our community to

- feel ownership of the school.

- with Panchayat Raj Institutions (PRI) and other organisations.

- actively participate in planning school development. plan along with PTA/MPTA and in the process of development of the school.

THE PROCESSES

3.0 An Overview

This chapter describes the processes generated through the project.

It takes up description of the process under curriculum renewal, teacher empowerment, material development, community mobilisation, monitoring and evaluation, other access / retention related initiatives, linkages with PRI and management structures and processes

3.1. Curriculum Renewal Process

3.1.1. Minimum Level of Learning (MLL) – Related Initiatives

While the stated programme objectives relating to access, enrolment and retention have significant implications only in isolated backward "pockets" in Kerala inhabited by socially disadvantaged groups, the major problem to be addressed was identified as the deplorably low achievement levels of children. Consequently, the thrust of programme implementation in Kerala has been on improving the achievement levels of primary school children.

The first major attempt to address the issue of low quality of primary education in Kerala was taken up even before the inception of DPEP in the state in 1993-94 with the adoption of MLL strategy. With the assistance of UNICEF, a state - level workshop was organised at Trivandrum in February 1993, for orienting the State-level functionaries of the Education Department and selected DIET faculty from all the districts on the MLL strategy for quality improvement.

The national MLL document was adopted without any major modifications and translated into Malayalam. Although a formal revision of the curriculum was not attempted, MLL textbooks and teachers' hand books for grades I and II were quickly developed by SIE and introduced in 20 schools in each district for field testing in the academic year 1994-95. Text books were developed and introduced for grades III and IV in the same 20 schools during 1995-96 for field testing along with a revised version of grade I and II text books and hand books. During the academic year 96-97, MLL based text books were introduced in 100 schools in each district. The expansion to cover all schools was scheduled to be attempted during 97-98.

3.1.2 Building Child friendly Modes in Curriculum and Text books

1. Teachers Training

The first and second Joint Supervision Missions had commented on the inadequacy of MLL based text books and the mode of teacher training, both not being in conformity with child centered approaches. A major repair job was taken up to address the issues highlighted by the Joint Supervision Missions. Experts from outside the state were involved in the effort, since it was thought that the expertise in the relevant institutions within the state would thus get an opportunity to get explored to, and creatively relate with the national experiences on innovative pedagogy. Consequently, in January 96 Training of Trainers workshop was organised in Malampuzha involving such experts. The participants included a team from SCERT and DIET/BRC faculty from the DPEP districts. The primary objective of this workshop was to expose them to a variety of 'Training methods'. This may well have been one of the first training programme organised 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 work shop, the team that participated developed training modules to be used subsequently at district and sub district levels.

2. Teacher's Hand Books

Feed back from the teachers pointed to the urgent need to revise the teacher' hand books to make them child friendly. Responding to this need a series of interactive workshops were organised directly by DPEP involving SCERT/DIET/BRC faculty and selected primary school teachers taking up the development of a new set of teachers hand books.

"Karuka" the general handbook attempted to cover principles of child centred, activity based pedagogy while the subject/grade specific 'Manjadi' suggested the classroom activities that could be attempted in the class rooms for specific learning outcomes. Thus Manjadi attempted to bring the general principles discussed in Karuka directly into the class room. Teachers were encouraged to take up classroom activities on their own rather than to directly replicate the classroom activities given in Manjadi. The immediate result of the revision of the teachers hand books was a strong demand from the DPEP teachers for the renewal of the primary school curriculum and text books.

The group of SCERT/DIET/BRC faculty and primary school teachers who had been involved in the re-designing of the training modules and in the development of Karuka and Manjadi emerged into a strong state level Resource Group (SRG) whose existence was subsequently formalised by the state government.

3. Curriculum / Text Book renewal

In October 1996 the state government ordered that the complete revision of the curriculum and text books be taken up, under DPEP with support from SCERT.

The curriculum/Text book development process was launched as a three way process.

i.   *At the Panchayat Level*

Seminars were organised in DPEP districts at District/ Block/ Panchayat level on the theme "Textbook : why and for whom". The major suggestions from these seminars were considered for textbook revision.

ii. *From the Public*

Feed back and suggestions from the public were sought through press releases in major news papers. The responses were sharp and constructive.

iii. *Survey among Teachers*

DPEP conducted a survey covering 2,213 primary teachers across the state to assess their impressions about existing curriculum and text books.

Assumptions about the child, his/her learning process, teachers and school education formed the foundation stone for curriculum and textbook development. These were developed through a series of workshops in which primary school teachers from different districts participated. The main focus throughout this elaborate process was on the 'CHILD', her interests, capacities, her ways of looking at things and the expectations of the society regarding her schooling.

Several workshops were organised involving experts, DIET faculty members and primary school teachers to prepare the curriculum, textbooks and hand books. These textbooks were then tried out improved and presented before the State Level Steering Committee for Curriculum Revision which unanimously approved them for use in the DPEP districts during the school year 1997-'98 and after further refinement in all districts in Kerala.

3.1.3   Second Language Acquisition Programme (SLAP)

English as a second language is introduced in Std IV and Arabic as an optional language for some students from Std I onwards. While the holistic language approach prevailed in the teaching of the mother tongue

for second language teaching by and large, the alphabetic method of teaching was followed. No major interventions had been made in the area of teaching of these second languages. As regards Std V, children have to learn Hindi as a compulsory language, apart from English.

The existing English language teaching package. It ignores the innate system of the child, which enables her to acquire a language. It may be resolved through Cognitive Interactionist Approach which encourages non-conscious acquisition of the language.

It was in this context that DPEP initiated the intervention in second language teaching by proposing a project namely the Second Language Acquisition Programme (SLAP). It sought to bring the transaction of English and other second languages under the single roof of experiential pedagogy. A series of workshops were conducted towards this end.

The first step was to identify a group of teachers who could be trained as resource persons in English through a selection workshop.

A state level conceptualisation workshop was conducted for these persons. Based on the findings of the conceptualisation workshop a draft approach paper on Second Language Acquisition was developed.

It was then presented and fine tuned in a seminar of experts. It was decided that the new approach would be tried out in STD IV and V in sixty selected schools in the project districts.

- A workshop for a core team of Resource Persons in English was conducted for developing materials for the try out after identifying the curricular statements for STD IV and V.

- After training the teachers, the programme was tried out in sixty selected schools of 6 project districts.

All the process concerning SLAP were carried out as a joint venture of DPEP and SCERT. Besides, the technical assistance of a consultant was made available for conceiving and implementing the programme.

3.2   Teacher Empowerment

3.2.1   Teacher Training Programmes

The new curriculum and text books made it necessary for the teacher to reassess the learning process in the classroom. His/her knowledge-base about the children and how they learn, his/her strength and weakness for arranging the learning experience 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 mere impersonal listener but a thinker and doer, actively involved in the learning process. mentally as well as physically. This in turn. meant that the teacher had to shift her

own role from that of an authoritarian expositor to that of a friend and facilitator.

The approach to teacher training was experiential, the strategy was that of promoting self introspection, analysis and planning for improvement. The approach towards teachers was to collaborate in their self reflection process and to provide continued support through BRC trainers' visits to classrooms.

For equipping the teacher with the understanding of attitudes and skills required for undertaking the new role and new set of tasks, a series of training programmes were conducted during the year.

3.2.4   *Kinginikkoottam*

Kinginikkoottam addressed both the issue of upgradation of teacher skills for handling the real multi level and multi grade issues, and for trying out and developing strategies for managing group learning and trying out new strategies like team teaching. Thus Kinginikkottam 1998 and *Kinginikkoottam* 1999 are to be perceived as 'hands on training' programmes for empowering the teacher.

Through the process of curriculum revision, the learning opportunities to be provided for children had been introduced. This process combined the learning process in the class room and outside. The teachers experienced a number of inability and anxieties. So it was decided that for making learning process more life oriented and contextual, the teachers should be given real opportunities to plan, tryout, evaluate and self design teaching learning strategies like conducting classroom projects and field trips organising reading corner in the class, and developing and using of local texts.

Kinginikkoottam 1998 was conducted in all the project schools during the last week of May' 98 as a unique summer schooling programme. This programme was a multi dimensional one. For the teacher, it was a training programme for 15 days of which 5 days training was centralised and 10 days training was "hands on". This gave them an opportunity to observe children closely in their informal life situations and evolve new strategies through tryout for transacting the curriculum in conformity with these informal situations. For the children it was a pleasurable learning programme which gave them an opportunity to come out of the closed walls of the class rooms and mingle freely with nature, so that learning became more meaningful, life oriented and joyful. For the parents it was an awareness programme which helped them realise their role as complementary to that of the teachers in providing better learning experience to children.

As *Kinginikkoottam* was aimed at equipping teachers as better facilitators and researchers, the process employed for this purpose had to be

continuously monitored and evaluated. The structures involved were to be evaluated to know whether they were capable enough to undertake the tasks entrusted with them. This pointed towards the need for an in built evaluation process to be conducted along with the *Kinginikkoottam* programme at all levels. The strategies developed and used for monitoring *Kinginikkoottam* were.

- Programme evaluation by SRG
- District level monitoring and evaluation cell
- VEC level monitoring team.
- SPO Level monitoring
- Online feed back from functionaries
- Direct communications from CDRG members
- Video documentation of process on a sample basis

A workshop was conducted for reviewing the findings of the team and for evolving tools for evaluating *Kinginikkoottam*.

During the next academic year, *Kinginikkoottam 99* the programme was replicated with new thrust areas. The thrust area was continuous and comprehensive evaluation. The duration of the programme was shortened for 8 days.

A number of systems, concepts and strategies have emerged since the experiential pedagogy came in to being. These are Reading Corner, Wall Magazine, Class/school Magazine, Class News Letter, My story/songs/environment/book, Diary Writing, Field trip, Teaching Manual. My children, School Resource Group (SRG), School annual plan, Class teacher system, School Support Group (SSG), Class PTA. *Pravesanotsavam*, Teacher/school grants, beautification of schools. Cluster Resources Centre(CRC), On-site support, weekly planning at BRC level, Panchayat/Block/District/Monitoring cell, VEC/BAC. The process and context of these are being refined continuously in all training programmes including *Kinginikkoottam*.

As a teacher support material, an issue of *Karuka* was published as *Kinginikkoottam* Special.

3.2.5 *Kalari*

One of the findings of the Internal Academic Support Missions was that trainers were not able to give adequate academic support and guidance to teachers mainly because they did not have any first hand experience in transacting the new curriculum. Some of the trainers were high school teachers who did not have any experience in teaching children at the primary level.

In order to empower the professional skill of the trainers. a unique programme namely 'Kalari' was implemented. Each trainer was assigned work in a school for 15 days where he had to transact the curriculum. Everyday the trainers and the class teacher jointly planned for classroom facilitation and discussed issues. When the trainer handled classes. the teacher documented the process.

3.2.6   Arangu

Another innovative teachers training programme namely, "Arangu" was conducted exploring curriculum statements through music, dance and other forms of fine art. This programme was conducted and video-documented in May 98.

3.2.7   Narayam

Till now only teachers of Std I-IV in the project district were given training in the new pedagogy. In the year 1998-99, children who emerged out of activity-based classrooms in STD IV had naturally reached Std V where they had to be taught by teachers who knew nothing about the new pedagogy.

In order to address this issue a workshop for giving preliminary orientation to teachers of Std V in the project districts was conducted in October 98.The programme named as "Narayam" was conducted as an attempt to innovate the curriculum for upper primary classes in tune with that of Std's I-IV. This was necessary in order to sustain the pedagogical renewal processes that had already been carried out in the primary classes(i.e.. Std's I-IV).

3.2.8   Evaluation

The new pedagogy envisages learning and evaluation as complementary to one another in the sense that every learning activity is an evaluation activity. At the same time, our children had to face term-end examinations. In this direction a workshop for formulating strategies for evaluation was conducted in February '99.

3.2.9   Grants

Each primary school in the project district was given an yearly grant of Rs.2000/- which the schools used for possessing better infra structure by purchasing furniture, carrying out school beautification programmes. buying books for the school library etc.

A Teacher Grant of Rs.500/- was given to teachers to encourage them to procure raw materials to prepare Teaching Learning Materials of a new text books, handbook, learning materials, monitoring aids for the renewed

curriculum. These were developed through a process of consolation in the teacher themselves played the reading part.

3.2.10 Extension of Teacher Training Programmes to non DPEP Districts

The primary curriculum for I-IV standards was implemented in all non-DPEP districts in 1998-99. The training during that year was planned and conducted by SCERT making use of the services of DIET faculty members who were acting as SRGs during 1997-98 in DPEP districts. During 1998-99 further co-ordination between SCERT and DPEP functionaries was explored through development of teacher training modules jointly.

3.2.2 Resource Groups

State Resource Group, which had been set up by the state government to provide academic support for the programme developed into a strong, creative and committed team, as they got totally involved in the pedagogic renewal process. The SRG confidently and successfully met the challenges in spite of a number of hindrances which are only to be expected in a major change process.

Processes were initiated for operationalising DRGs (District Resource Group), BRGs (Block Resource group), Panchayat Resource Groups (PRGs) and School Support Groups (SSGs). For details see 3.10 Managerial Structures, Page 32-33.

1. Block Resource Centres (BRC)

Block Resource Center (BRC) is established in each block. BRC is the teacher training center in each BRC. BRC co-ordinator is in charge of BRC. He is in the rank of AEO. One faculty member of DIET is also placed as academic co-ordinator in each BRC. Academic activities within the block is co-ordinated by him. Expert primary school teachers are selected from the schools in the block and employed as BRC trainers in BRC. Each trainer is given charge of one Panchayat within a BRC and in charge of three or four schools. Trainers conduct school visits for 5 days and conduct review and planning once in a week. A hall is provided for the use of training, an office room and toilet facility are provided in each BRC.

2. Cluster Resource Centres (CRC)

Five schools are brought under a Cluster and the most convenient school to which the teachers belonging to other schools can reach is selected as Cluster Lead School. The headmaster in the lead school is responsible for organising cluster meetings every month. BRC trainers lead the

discussion in the cluster. Classwise teachers assemble in CRCs they can also plan for the next month. One classroom building is provided in each cluster. This room is used for the meetings.

Efforts were also made to strengthen support structures like BRCs and CRCs. BRC trainers were provided several rounds of training apart from involving them in the preparation of training modules, development of text books, hand books, video films etc. Efforts were also made to streamline communication channels between all levels so that information about the nature of changes taking place in the class rooms and problems encountered could be immediately passed on to all levels for prompt responses.

3.3   Material Production

DPEP has revolutionized the method of teaching, having brought into the field a new philosophy of child oriented education. This has necessitated the development.

3.3.1   *Karuka, Manchadi* – Teacher Hand Books

When it was learnt that the existing Hand books of MLL text books were not helpful to teachers for transacting the activity oriented and child centred Pedagogy, it was decided that hand books be prepared to help the teachers. *Karuka*, a General Hand Books to all teachers and *Manchadi* a specific handbook for language, Mathematics, Environmental Science of I to IV classes were developed with the help of primary teachers.

Now, the Government of Kerala has taken steps to make available a few expert teachers who can effectively monitor the classroom activities in each block

3.3.2   *Karuka* The Video

For supplementing the in-service inputs in the context of possible transmission losses, 10 short video films were produced. These films were designed also for public viewing through Dooradarsan for familiarising the public about the new pedagogy. Academic support for this innovative and multi-media approach in teacher training was provided by SRGs who developed the overall approaches, and wrote up the scripts.

3.3.3   *Amma Ariyan*

Conventional examination system best serves as effective filters for filtering out some students as "block heads" who are destined to be failed. Examinations are purely content oriented and what is tested is the ability

of children to memorize reproduce in writing information they were able to store through crude methods.

Consequent to the pedagogic renewal process there was a pressing need to revamp the conventional examinations. DPEP visioned activity based evaluation and training programmes were organised for equipping teachers with strategies for conducting them.

Since teachers are transacting well defined curricular statements and not the content of the text book. a grading system was evolved which would help the teacher know exactly what the achievement levels of the children are. The aim of conducting evaluation is not to fail certain weak students but to plan and implement learning activities so that the child acquires what each of the curricular statements stands for. This will be recorded in *Amma Ariyan*, a document which substituted the conventional progress cards.

3.3.4 *Karuka* - The News Letter (Kinginikkoottan Special)

In the SRG/DRG training workshops. modules for *Kinginikkoottam* were developed. The module provided the detailed frame work of all activities to be conducted each day, the order of the activities etc. Modifications of the module were brought about at each BRC. A *Kinginikkoottam* special issue of *Karuka*-News letter was brought out for the use of teachers as valuable source material for planning strategies of *Kinginikkoottam* during 1998 and 1999.

The format of the special issue was that of a magazine than that of a hand book. Special efforts were made to break the rigidity of hand book by including stories, riddles, folklore, and local knowledge, cluster activities for teachers, inventories, checklists etc.

Learning activities were developed centering on the theme 'My Village' during 1998. Based on this central theme, other thematic areas were identified. Using each sub thematic areas, the concepts, skills. information and processes that children had to acquire were mapped. The activities were integrated. During 1999. the theme selected was 'When rain comes'. There was another package of activities for which the theme was Independence day.

3.3.5 The Evolving Text Book (ETB)

The materials for the use of learners of English at Stage1(i.e. STD IV and V) have been developed using the concept of an evolving textbook. The Second Language Acquisition Programme (SLAP) has conceived as a process-oriented syllabus. wnich included a variety of linguistic tasks to be carried out by the learners both individually and in-groups. The material named as "My English Book" contains a series of spiraled lessons of an ended nature. which allow the learners to interact with them

in a number of ways. The material elevates the learner to the status of the creator of the text book from that of the passive recipient.

3.3.6 The English Teachers Companion

The teacher support materials developed as part of SLAP is named as English Teacher Companion. It contains a variety of learning activities meant for facilitating the acquisition of English. The strategies used are in conformity with those of the whole language approach. The materials make use of the same Curriculum Statements used in the existing textbook.

3.4 Community Mobilisation / Awareness

Though the rate of school enrollment in Kerala in general is very high and that of dropout relatively low, there have been a few pockets where more attention was to be paid in these areas of intervention. A variety of mobilisation/awareness programmes were organised as a part of launching the programme.

3.4.1 House to House Survey

Both in phase I and phase II of DPEP, house to house surveys covering every household in the project districts were conducted for generating awareness as well as for gathering data at the household level with regard to the school children and potential drop outs. This exercise was undertaken in DPEP 1 & 2 districts as part of programme implementation. The data from the survey was used for a variety of interventions such as forecasting school enrolment, identifying problem pockets, organising prevention drives.

3.4.2 School Survey

Data related to enrolled students, infrastructure available at the school etc was gathered through a school survey covering every primary school in the project districts. The summary data from the survey was used in formulating district plans. After further analysis this was put to a variety of uses while planning interventions at the school level.

3.4.3 Vilambara Jatha or Enrollment campaigns

The *Vilambara Jatha* was conducted in DPEP districts for making parents aware of the need of quality primary education and their role and responsibility in realising this need. Special enrollment campaigns were conducted at the beginning of school year. These include home visits and other awareness programmes

All the districts developed, printed and distributed pamphlets containing information on the various activities being taken up in the district under the programme and soliciting public support for the efforts.

Special campaigns were organised in backward tribal pockets and the coastal areas in the districts. Volunteers were deployed in these pockets for making household level efforts to prevent dropout and for ensuring total enrollment.

3.4.4 *Pravesanothsavam - Introducing the school to new comes*

The *Pravesanothsavam* was conceived as a readiness programme for children newly enrolled in schools. Most children feel uncomfortable with the rigidity and formalism of the school atmosphere as they are transplanted from an informal and friendly atmosphere at home. The school and the teachers are apparently 'alien' to them. The first week of the academic year was set apart for familiarizing children with school by making the atmosphere as friendly and informal as possible. 'New comers' were welcomed to school by giving them toys, balloons and sweets. Parents were seen showing much enthusiasm in *Pravesanothsavam*.

3.4.5 Other Awareness Initiatives

During the process of curriculum revision, feedback and suggestions from the public were sought through press releases in major newspapers. The responses were sharp and constructive.

A survey was conducted covering 2,213 Primary School Teachers across the State to assess their impressions about existing curriculum and text books.

Kinginikkoottam Programme 1998 and 1999 also served as an awareness programme, which helped the parents realise their role as complementary to that of the teachers in providing better learning experience to children.

The success of the *Kinginikkoottam* Programme was also ensured by the visits of monitoring cells at Panchayat, block and district levels. The team visited the schools at random and encouraged the teachers and parents and local public'

3.4.6 Constitution of Village Education Committees (VECs)

VECs were constituted so that there will be more involvement in and owning up of the programme from the part of functionaries of the local Panchayat. The VECs are also envisaged as bodies for monitoring the programme at frequent intervals.

3.4.7 Self Management School by 2000 AD

To make the quality improvement initiatives sustainable in the long run it was necessary to systematically involve the community more and more in the planning and implementation of interventions. It was also necessary to transfer the DPEP vision to the local community so that it would ultimately own the change process. To transfer the vision to all levels and to ensure community ownership, a programme was initiated to facilitate the development of school based perspective plans for every school in the DPEP districts. This programme which was named as *Self Management School by 2000 AD* was received with much spirit and enthusiasm by the community.

3.4.8 Awareness Programmes in Non-DPEP Districts

As part of extending the new curriculum and pedagogy to non-DPEP districts, certain Grama Panchayats took initiative to organise *Adhyapaka Sangamam* (teachers' conference) at Panchayat Level and DIET Faculty members addressed the teachers explaining the concepts and details of pedagogic renewal. Pamphlets explaining the strategies regarding the new curriculum were distributed to parents in the PTA meetings. Certain Grama Panchayats prepared on activity calendar for the academic year and distributed it to all schools.

Since systematic and well planned public awareness programme have not been initiated in non-DPEP districts, a certain amount of anxiety prevails among parents in the new Teaching Learning Strategies, revised role of text books and mode of evaluation. *Patanotsavam-1999* organised in non-DPEP districts in the first week of June, provided occasion for the parents to co-operate with teachers in the activities of the schools.

3.5 Monitoring and Evaluation

A number of studies have been conducted since the launching of the project in order to assess the status of the project at specific points and to monitor the interventions that have been initiated at various points of time.

3.5.1 State Level Studies

As part from House to House Survey, Baseline Assessment Study and Social Assessment Study, the following studies were also conducted.

State Finance Study - DPEP-II

A State Level Finance Study was conducted to access the state capacity to sustain the quality of education and to meet the increased financial needs that may arise to provide quality education at the levels of secondary, university, etc.

Study on utilisation of Teacher Grant and School Grant

To assess the effectiveness of the utilisation of teacher grant and school grant, this study was conducted with the help of C-Graf, Department of Future Studies, University of Kerala. Detailed guidelines were prepared relating to the use of grants, after the results of study were analysed.

Study on Perceptions

A study on perceptions/relations of students, teachers, parents and the community towards new methods of teaching / learning materials and classroom evaluation process was taken up through the Department of Future Studies, University of Kerala.

3.5.2 Studies in DPEP districts

As part of monitoring and evaluation of classroom practices the following arrangements were done in DPEP districts:

a)   Teacher Education profile

b)   Observation Schedule of classroom practices

3.5.3 Review Meetings

Quarterly meetings of district officials are organised for the assessment of progress on monitoring and evaluation of classroom activities DPCs. Programme Officers and DIET principal attended the meeting. They are expected to submit quarterly reports of their districts for future assessment, on the basis of this, a team verified the quality of field interaction through their visits.

3.5.4 The Internal Academic support Missions

The professional calibre of the teacher has been conceived as the most important factor in implementing the project. A number of strategies have been developed at various points of time to empower the teacher.

In the years 1997-98, and 98-99 various teacher training programmes were organised based on the academic studies conducted in the previous four years to identify the training needs of the teachers.

The first Internal Academic Support Missions was constituted to assess the impact of activity based evaluation. Necessary changes were made in implementing evaluation programme based on the findings of the mission.

The second Academic support mission conducted a holistic study touching every stage of the implementation of the project. Its findings stressed the need for more programmes for developing teachers skills. The *Kinginikkoottam* programme was organised as a hands-on training programme for teachers as it was found that a good number of teachers

confronted with problems in implementing child centered activity oriented. experiential pedagogy. The main objective of the programme was to give more input to teachers in conceiving and implementing programmes such as reading corner. project. field trip, multi level teachings. peer-learning. team - teaching group-work. the hands on training programme founded in empowering the teacher to take up the role of a researcher who can identify problems and develop solutions to these by herself.

The third academic study assessed the achievement of learners and proposed suggestions for enhancing the effectiveness of all components involved in transacting the curriculum.

There was a misleading propaganda against DPEP interventions from certain quarters on grounds that experiential pedagogy has brought down the achievement levels of children. The fourth internal academic mission was constituted to find out what the reality was and what exactly has been happening in the class rooms.

The reports of the internal academic support mission reflect the professional and academic calibre that the SRGs have acquired in such an incredibly short period. The tools for the study were developed by SRGs themselves.

BRC co-ordinators were to be properly oriented so that they would be able to effectively monitor various programmes at BRC level. Keeping this in view an orientation programme for BRC co-ordinators was conducted in two spells during the second week of June 1998.

From the experience of *Kinginikkoottam* 1998, it was realised that monitoring of the programme has to be strengthened. So during 1999. monitoring was done at various levels by monitoring cells constituted at Panchayat. Block and District Levels (PMC, BMC and DMC). AEOs also participated in the Monitoring Programme.

3.5.5   Sample Monitoring and Evaluation (SAME)

A national workshop on monitoring and evaluation was conducted during June '98. There were delegates from Assam, Madhyapradesh and Kerala. The body of participants included DPEP functionaries such as SPDs, Programme Officers. delegates representing the European Commission NCERT experts and SRGs. The participants shared their experience with DPEP and realized the need for evolving an effective device for monitoring and evaluating the programme. The workshop reviewed in depth interventions and worked out the dynamism that result from the interaction of these components. Each state proposed its "way forward" keeping in mind how the interventions of DPEP could be sustained in the District project period and what the role of DIETs would be in the context of DPEP.

Strategies have been conceived for monitoring the Second Language Acquisitions Programme, a major intervention undertaken during the year, which brings the transaction of English under experiential pedagogy.

3.5.6 Monitoring and Evaluation in non-DPEP Districts

Patanotsavam (the equivalent activity of *Kinginikoottam* in non-DPEP districts) was conducted in all schools of non-DPEP districts during the first week of June 1999. SCERT monitored and evaluated the teacher training during May 1999 and also *Patanotsavam* during June. The evaluators were DIET faculty members who were trained for the same by DPEP functionaries. Now Government of Kerala has taken steps to make available a few expert teachers who can effectively monitor the class room activities in each block.

3.6. Distance Education Programme (DEP)

The DEP activities have been initiated in the State with a view to support the ongoing teacher training programme, so as to reach large number of teachers and other personnel in the shortest possible time with minimum transmission loss.

3.6.1 Material Production and distribution

Action has been taken to develop Distance Learning Materials such as Self Instructional Materials (SIM), Audio/Video Programmes and Multimedia Packages through capacity building activities in certain different areas/concerns of teachers and others. Once the materials are ready, it has been decided to

- Supply of SIMs to teachers directly and

- Supply of SIMS/Audio/Vide/Multimedia Packages to CRCs / BRCs and DIETs and

- Give training through different modes such as face to face training, teleconferencing etc., for the effective use of these materials for Self Learning and in training situation.

3.6.2. Extension to non DPEP Districts

It has been proposed to distribute materials to DIETs of DPEP districts and extend training to teachers educators of the districts through different modes including teleconferencing mode. For this, the state has already initiated action for the procurement of Direction Reception System (DRS) for non-DPEP districts.

3.7 Access, Retention and Related Initiatives

3.7.1 Girls Education

1. Sensitisation Programmes

The National Policy on Education envisions education as an effective tool of women's equality and empowerment. It also envisages equal participation in developmental process by access to legal literacy and information (relating to their rights and entitlements in society). With this in view DPEP Kerala has taken up sensitisation programmes for elimination of gender bias in teacher training programmes. A sensitisation package and module are prepared at the state level.

2. Volunteers

Volunteers have been appointed (mainly in coastal and tribal areas) for mobilisation efforts and also for organising enrolment drives to ensure girls enrolment and reduction of drop-outs. District Resource Groups give training to these volunteers in a need-based manner.

3.7.2 Early Chilhood Care And Education (ECCE)

With a view to strengthening the existing Anganwadi Centres, capacity building of functionaries (Anganwadi Workers and helpers) is taken up through the convergence mode. Essential learning materials are also supplied to these centres. State Resource Groups and District Resource Groups comprising of people from the department of social welfare, SCERT, Child Development Centre, NGO etc., are formed for imparting intensive participatory training. They prepare the module for training and also help department in the preparation of learning materials for the centres. Presently, pre-school education is not given much importance in these centres as the workers have to attend to other areas like health, nutrition, immunization etc.,

3.7.3. Integrated Education for Disabled (IED)

DPEP Kerala launched IED Programme as envisaged in the National Policy of Education 1986. The programme was launched in the State in 1999.

District Level Functionaries

A State Level Technical Support Group comprising experts from different areas and heads of various departments have been formed. Since other agencies too are working in the area they are also involved in the activities so that sharing of experience takes place and duplication of activities are avoided. Resource materials for conducting survey are also

developed and supplied. A State Level Orientation Programme was organised for capacity building of district and block level functionaries.

Pilot Project

As a pilot project, Edappal block in Malappuram District was identified for implementation. A block level organising committee was constituted for implementation. An awareness campaign for community leaders, social workers, NGOs, district/block/grama panchayat member was organised subsequently. A house to house survey followed by medical detection camps (in which 472 cases were identified) was also established. Teacher training programmes are also planned. In the light of the experience of the pilot project it is decided to extend the programme to all blocks in Phase I and districts and selected blocks in Phase II districts Since the programme was initiated late, an exhaustive and comprehensive strategy is yet to be formulated as regards sustainability.

3.7.4 Tribal Education

Tribal Education is a major intervention under DPEP. Almost all the districts have tribal population. Wayanad district is having the highest tribal population-nearly 52,000. DPEP has initiated a number of Programmes in this field.

The Tribal Education Unit, DPEP prepared a background paper on tribal education which will be refined in a larger consultative meeting. A State Tribal Resource Group will be formed shortly.

Certain specific initiatives were undertaken by DPEP in the field, which are as follows:

1. Free supply of Learning Materials

   In order to facilitate enrollment and retention of girls, free notebooks and textbooks were supplied to them. SC/ST students, who represent the weak stratum of the society, were also provided with free note books and text books.

2. Multigrade Learning Centres

   As already mentioned there are a few geographically isolated areas in the project districts, where children have had no access to primary education simply because of the distance to the nearby school. Those who took pains to some how get enrolled in a school could not reach there everyday and eventually children hailing from these isolated areas happen to be at various levels of academic achievement. At the same time, opening a regular school was not a feasible idea. This problem was overcome by opening 48 Multigrade Centres (MGLCs) in DPEP I & II districts A single teacher will be handling children belonging to various levels and age groups (hence multigrade) in these centres. Special learning materials for children in

these centres were supplied free of cost. Also instructors selected from the locality were given training to teach in these centres

Prior to implementing these programme, centres where MGLCs were to be opened had been identified. Also instructors were selected and given training.

MGLC materials were initially developed with the technical assistance of the experts involved in the Rishi Valley project. Initially materials for grade I were developed. Materials for grade II and III have been developed by a core group of our own SRGs.

District	School	Number of Students	No. of ST students
Kasargode	10	238	208
Wayanad	10	200	193
Malapuram	10	300	265
Palakkad	11	211	196
Idukki	--	--	--
Trivandrum	7	117	108

Preliminary works has been started for opening MGLC at Idukki.

3. Special Campaign Programmes

Special campaigns were organised in backward tribal pockets and the coastal areas in the districts. Volunteers were deployed in these pockets for making household level efforts to prevent drop-out and for ensuring total enrollment. 205 such volunteers in the districts organise *Kalajathas, Ayalkkoottams, Sahavasa Camps* to ensure access and retention

4. Tribal link Language Materials

Multi lingual situation in the classroom was found to be one of the reasons for dropout. Children speaking tribal languages found it difficult to comprehend what was transacted in the regional language (Malayalam). In order to overcome this problem, materials in tribal link language was developed and used in Palakkad, Wayanad and Kasargod districts. Teachers were given training in the tribal language so that they could establish friendly rapport with children.

5. Mid-day meal

Children attending MGLCs hailed from socially and economically poor conditions. These parents most often found difficult to feed them. It was a felt necessity that they should be provided with mid day meal at school. But since MGLCs did not fall under the mid day meal scheme of the government. DPEP took initiative to get

Government sanction for providing mid-day meal to children attending MGLCs.

6. *Sahavasa* Camp

    Sahavasa Camp of tribal parents are organised at VEC level by the tribal volunteers 2-3 times in a year. In these camps mothers especially from tribal settlements were given orientation on educational needs and social change they were also provided with working lunch and tea. *Mooppans* (Heads) of the settlement will also participate. This is organised under the leadership of Panchayat President Members, Headmasters and teachers.

7. *Ayalkoottam*

    To mobilise community participation and to attract the parents to general stream of education, *Ayalkkoottams* are conducted 20-30 families assemble together and discuss the need for educating children. Tribal Volunteers organise this programme with the support of VEC members. Educational problems of children of the locality will be discussed in detail. Motivation and participation is the basic object of this activity.

8. **Special Teacher Training Course (TTC) for Teacher Absenteeism**

    Teacher absenteeism is a serious issue in tribal area. Hence from the very beginning DPEP initiated special programme for this. Tribal candidates were selected by a committee and the course was organised by the DIET. The candidates were given free boarding and lodging at the DIET hostel.

    The intention of DPEP is to utilise these trained pupils in tribal area schools where teacher absenteeism is a serious issue. So far DPEP has trained 240 students.

3.8   Civil Works

There were several significant changes initiated by DPEP in civil works, which stemmed from the recognition that good education requires not only an enlightened Education Policy, good syllabus and competent teachers but also a well conceived, elegantly designed child friendly but economical school building.

Identifying inadequacies, increasing allocation for building activates community participation development child friendly designs etc were same of the interventions made in this sphere .

3.8.1   School Mapping

School Mapping was done in both DPEP I and DPEP II c.stricts with a view to identifying the areas where children live in geographically isolated pockets. These were areas where new schools have to be opened.

3.8.2 Civil Works

Allocation for civil works is restricted to 24% of the total project cost. Qualitative improvement in learning can be enhanced by providing school buildings suitable to the pedagogical and local interest. The fundamental principles of DPEP is reflected in the area of civil works programme in its involvement of community local specificality, decentralisation etc,. Civil Works include construction of Resource Centres (BRC and CRC), new school buildings, repairs and providing of toilets and drinking water facilities, separation walls, compound walls etc.

3.8.3 Design Renewal

Kerala was the first to initiate steps in this direction. Necessitated by the demands of an activity based, child centered pedagogy there was a breaking away from conventional designs. A national workshop on Design Renewal Process in Civil Works was conducted by DPEP in November 1996. The workshop included architects, engineers, DPEP functionaries, Teachers, parents and the community.

3.8.4 Cost Effective Construction

Kerala is well below the expected level of infrastructural requirement for the schools. The demands are many and the resource limited. Cost effectiveness in construction is one way to solve the problem. A large number of schools under DPEP has used cost effective technology in construction wherever possible. Consultants were appointed to render on site support and provide supervision to PTAs.

3.8.5 Community Participation

A remarkable feature of the Civil Works process under DPEP was the active involvement of the community. The entire construction was taken up by the community. The design aspect was also discussed by the community. The construction of school buildings is the responsibility of the community. So PTAs and VECs were asked to share the responsibility of school construction.

3.8.6 Improved Design based on Evaluation

The new designs were appreciated by teachers and community. Since the process is a continuous one, a second initiative to further improve the design based on evaluation of existing designs was taken up. This process has to continue even after the project period. A series of consultative meetings with the Department of PW and General Education has to be made in order to orient them.

3.9 Linkage with Panchayat Raj Institution (PRI)

Decentralization has been one of the areas of emphasis in the implementation of DPEP in Kerala. The Panchayats were encouraged to play as active role in facliliating the reveal process in primary education. The village Education Committee (VEC) . The Block Advisory Committee and the District Advisory Body are the major peoples organisation given responsibilities in this process.

3.9.1 Village Education Committee

In DPEP districts Village Education Committee (VEC) is formed in each Panchayat with President of the Grama Panchayat as Chairman and one of the cluster level school Headmaster as the Secretary. All ward members, selecied head teachers, representatives of Teacher Associations and Non Governmental Organisations and educationalists are members of VEC.All the Project activities in the Panchayats are implemented though VECs and monitored by a monitoring committee constituted for the purpose. The fund for construction of new school building and Multi-grade Learning Centres is related to VEC Secretary/President and the construction is done under the responsibility of VEC. VECs meet every month.

3.9.2 Block Advisory Committee (BAC)

The Block Advisory Committee (BAC) is constituted in every block as Block President as Chairman and Academic Co-ordinator of BRC as the Secretary. In addition to VEC level monitoring, BAC has constituted a Block Level Monitoring Team to monitor the programmes in block level.

3.9.3 District Advisory Body (DAB)

District Advisory Body (DAB) is constituted with Jilla Panchayat President as chairman and all District Project Co-ordinator as the convenor. All District level academic meetings are chaired by Education Standing Committee Chairman of the District.

3.10 Management Structures and Process.

The District Primary Education Programme of Kerala is being run in the State through PEDSK-a registered society. The day-to-day management is the responsibility of State Project Office at the State Level and the District Project Office at the district level. Please see the Chart showing the Management Structures in DPEP.
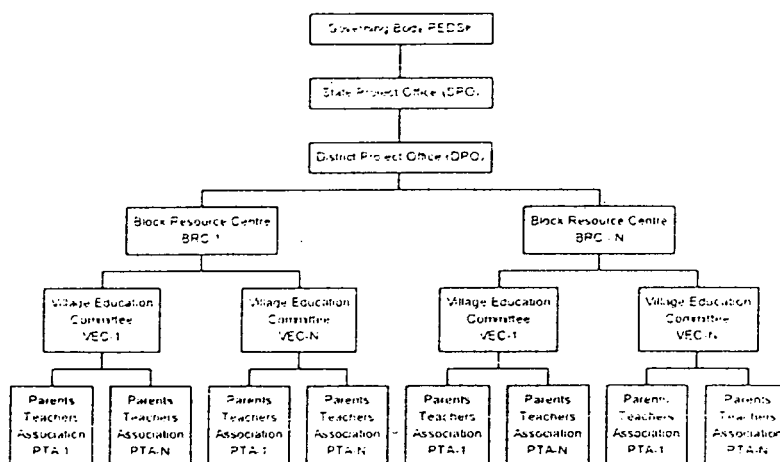
3.10.1 State Project Office

The State Project Office is headed by State Project Director, supported by Director (Operations), Finance and Administrative Officer ,Programme Officers and support staff. The members of the staff are on deputation from the Gen. Education Department. Few of them have been deputed from other departments also.

Functions of State Project Office

- Providing resource support to District Project Office

- Providing leadership to District Level Programmes.

- Administrative and financial control of DPO

The SPO is governed by General Body chaired by the Chief Minister of the State and Governing Body chaired by Education Secretary of the State and the State Project director is the member Secretary of General Body and Governing Body.

3.10.2 District Project Office

DPO is headed by District Project Co-ordinator assisted by an Additional District Project Co-ordinator (DIET Principal), Programme Officers, Finance Officer and other supporting staff. The members of the staff are on deputation generally from the General Education Department, some of them have also been deputed from other departments.

In the District there is a District Advisory Body chaired by the President of District Panchayat. District Collector is the Vice Chairman. The other members of the District Advisory Body are Educational Standing Committee Chairman of the district, Members of the District Education Standing Committee, Deputy Director of Education, District Education Officers, Representative of Assistant Educational Officers, Teachers' Unions, NGOs, District heads of the various departments etc., The DPO functions on the advise of the District Advisory Body. The implementation of the various district programmes are decided by the district Implementation Committee chaired by the District Collector.

Functions of DPO

- Total implementation of the district specific programme as planned in the Annual work Plan and Budget

- Providing resource support to the Block Resource Centres, Cluster Resource Centres and other substructures.

- Monitoring and supervision of Block Resource Centres, Cluster Resource Centres, VECs and other substructures.

3.10.3 Block Resource Centre

The programmes chalked out in the Annual Work Plan is carried out through the DPO, Block Resource Centres, CECs, VECs and other substructures.

Block Resource Centre is headed by a Co-ordinator (Administration) who is in the rank of Assistant Educational Officer and is deputed from the General Education Department. The Academic activities of the Block Resource Centre is carried out under the leadership of the Academic Co-ordinator who is on working arrangement and is a faculty member of the DIET.

In the block there is a Block Advisory Committee similar the District Advisory Board. The Block Panchayat President is its chairman and other members are Education Standing Committee Chairman other block presidents, AEO, Representative of Teachers Union, NGO, BDO, ICDS Officer, Two educational experts. BRC Co-ordinator is the convenor of the committee.

3.10.4 Village Education Committees

Village Education Committees are co-terminus with Grama Panchayat and is headed by Grama Panchayat President. The members of the VEC are Grama Panchayat Educational Standing Committee Chairman, all the Primary School Headmasters, all PTA Presidents, all MPTA Presidents, Two Educational Experts, BRC Trainer a social worker. The lead school head master is the convenor of the Committee. The VEC is responsible
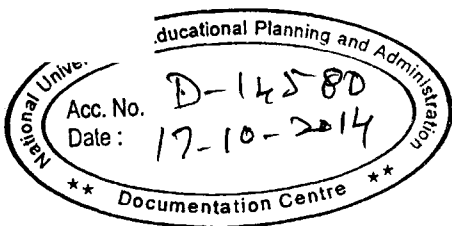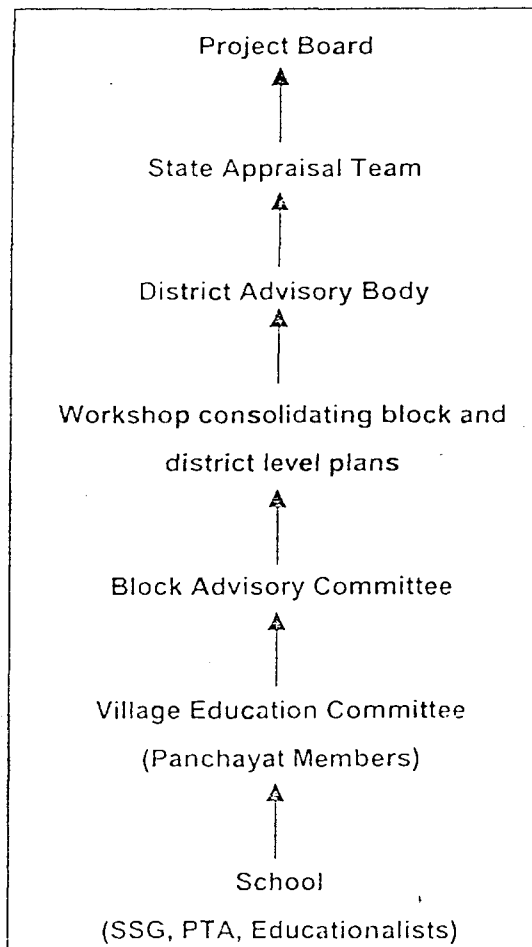
for monitoring the school level activities, cluster level activities. school teacher grant distribution. monitoring the utilisation of school/teacher grants. The funds for construction and school development flows through the BRCs.

3.10.5 Cluster Resource Centre

Cluster Resource Centres are substructures in the BRC. Their functions are more as well as of academic managerial. This includes gathering of information from schools. The academic functions of VEC has been spelt out earlier. Cluster Resource Centres are constituted for every 5 schools. The headmaster of the lead school is its convenor and the other headmasters its members. The Cluster Resource Centres are responsible for convening monthly meetings of teachers and organising seminars, teacher training etc.

There is a District Resource Group in the district consisting of selected academic co-ordinators, selected trainers, Programme Officers and experts in the intervention areas of DPEP. They decide the quality and standard of district level programmes.

3.11 Managerial Functions

Project Board

↑

State Appraisal Team

↑

District Advisory Body

↑

Workshop consolidating block and district level plans

↑

Block Advisory Committee

↑

Village Education Committee
(Panchayat Members)

↑

School
(SSG, PTA, Educationalists)

Planning and Financial Management

The planning process in DPEP is district specific, participatory and highly decentralised. The the schools are identified as the basic units. Needs are identified at the grass root level ie., school. There is a school plan preparation team at the school level consisting of SSG members, PTA members, Educationalists. The needs are identified within the broad framework and mandate of DPEP.

After identifying the needs at the school, these are consolidated at the VEC level with the participation of Panchayat members. The plan is then discussed at the Block Advisory Committee where some prioritization takes place. A workshop is organised for consolidating the various block level plans and a draft district plan is developed. This plan comes up for discussion in the District Advisory Body. Incorporating the suggestions of DAB makes final version of the District Plan. A State Appraisal Team then appraises the plan. The plan modified on the basis of appraisal of the State is then sent to MHRD for approval. The process of appraisal is based on discussion and examination of documents.

Strengths

1. Decentralised, need based, participatory and district specific planning.

2. Needs of the district are identified, prioritised and addressed in a systematic way

3. Needs that could be addressed by Panchayats are excluded from AWPB

Limitations

*   Total involvement of Panchayat Raj Institutions as envisioned has not been achieved.

*   The participation of main stream education department officials has been very limited, presently no formal provision exist for their mandatory participation in the planning process.

*   Project guidelines and procedures at times don't allow for incorporating certain needs later identified.

Non DPEP System

In the non DPEP system the planning is not decentralised and participatory. The planning is basically done at the level of the Directorate for the Deputy Directors of Education and at SCERT. The Planning is highly centralised and the participatory process is minimal so it can be said that the role for planning for the DDE, DEO. DIET is not very significant.

SUSTAINABLITY INITIATIVES

This chapter gives an account of the achievements of project interventions so far and the contributory factors. Also, it contains an account of the major concerns where more emphasis will have to be paid during and after the project both in DPEP and Non-DPEP districts.

4.1 Teacher Training

4.1.1 Achievements

It was a longstanding complaint from teachers and teacher organisations that they to lose instructional days when they attend long periods of teacher training twice or thrice in a year. DPEP rose to the occasion to meet this demand by organising teacher-training programs for five days during summer vacation. This facilitated the teachers to utilise a part of their vacation for academic discussions and related works and also to make good the loss of instructional days in schools. This vacation course which was just before the reopening of the schools, gave a fresh look to the classroom activities and enabled the teacher to act immediately with full vigour and enthusiasm obtained from the training.

The initial intensive course, as well as the subsequent booster courses and cluster meetings succeeded in developing the concepts of Local Text; Thematic Integration, Multi Level Activities in the teachers. They could also gain confidence in preparing Teaching Manual, for planning AB class and also *Ente Kuttikal*. It can be claimed that a good percentage of practicing teachers now successfully plan meaningful activities in the class and handle child centered activity oriented classes.

The advantage of collective planning and team work was greatly felt by the teachers. The individual efforts in preparing and collecting the necessary inputs for classroom planning has been lessened. At the same time quantum of input was enhanced.

The teachers identified the role of the text book as one among the various relevant tools in the teaching learning process. They also gained practical experience in the proper use of each learning material.

The relevance of continuous evaluation in the teaching learning process was realised, the teachers gained skill in developing and practice evaluation tool and practicing it in the class.

ine role of society in the process of education was recognised and opportunities for the participation of society in school activities utilised.

The series of in service courses, cluster meetings, discussions, collective planning exercises. SRG meetings etc developed confidence in the teacher to take up the activities in full swing for the total improvement of school. They helped her to identify herself as a potential teacher and also made her aware of her weakness in certain areas.

The teachers gained practice in dealing with children in a democratic way which helped to develop a co-operative attitude among the learners.

Teachers conceptualized the curricular approaches to mother tongue. environment education and mathematics in the light of norms of revised curriculum.

Some teachers took up action research on the academic issues in their own class.

It is a notion among teachers and parents that only the teacher who covers the portions given in the text book, is a good teacher. After lengthy discussions related to acquiring of skills and competencies, and when they practiced it in the actual class, they discovered that acquiring competencies will automatically lead to meaningful learning and unless experiential learning is effected in the class, affective and psychomotor domains will not be developed. As such, teachers realised that helping the children to acquire the stated competencies related to each discipline is what is really needed rather than finishing the teaching topics in the texts.

No where in the history of teacher training in Kerala, we had a system of preparing teacher training module after assessing the needs of participant teachers. But each DPEP training module was designed and finalized only after getting feed back from the teachers as to their needs for the class.

4.1.2. Contributing factors

1. Resource Groups

In DPEP programme. the State Team. District Team and Block Level Team are a heterogeneous group. State Resource Team consists of State officials as well as staff from DIETs and BRCs and schools. District Resource Team consists of members from DIETs, BRCs. and School Teachers / Head Teachers. BRC team consists of BRC staff and expert practicing teachers.

This team has deferential levels of experience and as such each one could contribute from his own level and at the same time develop a power to think subsequently and plan in the same range. This also enhances acceptability of the Resource Group by the participant teachers and

trainers. Moreover each Resource Group develops ownership of the programme, as it is brainstormed, planned and worked out by themselves.

Different levels of training are monitored with reference to monitoring tool prepared for the purpose. This feed back enables DPEP to effect appropriate changes when the next set of training is planned.

2.   Financial Assistance

The financial back up and flexibility provided by the project to meet the enormous expenditure for each and every component relating to training was a contributing factor.

3.   Participatory Training Methodology

The approach to teacher training was experiential, the strategy was that of promoting introspection, analysis and planning for improvement. The approach towards teachers was to collaborate in their self-reflection process and to provide continued support through BRC trainers' visits to classrooms.

For equipping the teacher with the understanding attitudes and skills required for the new role and the new set of tasks, a series of training programmes were conducted during the year.

4.   Hands-on-Experience and Try-outs

Kinginikkoottam was an attempt to address both the issue of upgradation of teacher skills for handling the real multi level and multi grade issues, try-out and develop strategies for managing group learning and try out new strategies like team teaching. Thus *Kinginikkoottam* 1998 and *Kinginikkoottam* 1999 are to be perceived as 'hands on training' programme for empowering the teacher.

For the teacher, *Kinginikoottam* was a training programme for 15 days of which 5 days training was centralised and 10 days training was "hands-on". This gave them an opportunity to observe children closely in their informal life situations and evolve new strategies through tryout for transacting the curriculum in conformity with these informal situations.

5.   Kalari

In order to empower the professional skill of the trainers a unique programme namely *Kalari* was implemented. Each trainer was assigned work in a school for 15 days where he had to transact the curriculum. Everyday the trainees and the class teacher jointly planned for classroom facilitation and discussed issues. When the trainer took classes the teacher documented the process. Implementing agencies include DRG, BRC, teachers, School Resource Group and PTA.

6. *Procedure in selecting the Resource Persons (RPs) for training preparation of materials etc.*

It has been a practice of field testing the material whether it is a training module. text book. evaluation tool or the like. This enabled us to evaluate the process and redesign or restructure the draft material and to ensure that it is need based. Similarly when the teacher training is in full swing. a monitoring team was entrusted to visit the centres and evaluate the process. Field testing and feedback gave confidence to the Resource Group.

These RPs in due course were capacitated for taking up a variety of challenges like developing training modules , conducting in depth studies. monitoring, developing tools, evolving new strategies and producing learning materials.

During the rest of the project period, implementing agencies will be State Project Office (SPO), District Project Office (DPO), DIET Block Resource Centres. After the Project Renewal, role of State Project Office and District Project Office will have to be taken up by SCERT and DIET. D.D. (Education) and A.E.Os and Panchayat Raj institutions.

7. *Involvement of stake holders*

Stake holders are involved in planning and implementing and the follow up activities of all the academic and managerial functions.

SRG, BRG. DPO and VEC will be the implementing agencies during the project period, but there after SCERT. DIET, AEO and PRI will have to take up the responsibility.

8. *Continuous and Comprehensive Evaluation (CCE)*

We have realised that the teacher becoming a researcher is a cyclic process identical with the process of continuous and comprehensive evaluation. It involves process of careful planning and implementation. evaluating its impact and shortcomings and further planning and implementation based on the findings. We have already floated the concept of CCE as an activity not distinct from any learning activity. In other words, every learning activity is an evaluation activity and vice versa. When CCE is implemented successfully, it inevitably elevates the teacher to that of a researcher. This was how CCE became a central concept of *Kinginikkoottam* 99.

The implementing agencies will remain the same during and after the project. The agencies are SRG, DRG. BRG. DPO and SPO.

4.1.3. Concerns

Teacher Training

1. *Negative and pessimistic attitude of certain teachers and other functionaries.*

Even though a minority, they keep aloof from change. Their attitude at times affects the smooth flow of the training programmes.

2. *Non acceptability of societal interventions to the activities of school.*

Certain sections among the teachers feel that academic programmes are purely official and formal in nature and people representatives, or educationists other than their Head Teacher, or AEO are not authorised for attending or monitoring their work. So they do not cooperate during the monitoring by VEC members or trainers.

3. *Shortage of academically proficient trainers*

The transaction of the present curriculum demands a lot of academic brilliance on the part of the teacher. Teachers stand at various levels in terms of their professional skills and aptitude. The improvement is to be effected by the constant encouragement, guidance and support provided by the trainers. But in spite of the incentives offered to trainers, at present, it is felt that expert teachers do not come forward to accept the trainers' job.

4. *Shortage of time for teacher training at the block level*

More often the duration of teacher training and the content of the module does not tally. It is felt that certain important areas had to be attended fully or at least partly by the end of the training course. This badly affects the quality of the training programme.

5. *Teacher scarcity*

It is certainly a paradox, that even though there are a number of trained teachers waiting for a chance, a lot of teacher vacancies exist especially in Kasaragod, Idukki, Wayanad. etc. Absence of the teacher in the classes naturally affects our endeavours.

6. *Outdated curriculum for pre-service training*

Though primary schools in Kerala, and teachers in service, moved far ahead in the area of curriculum transaction mechanism. fresh teachers adding up the teacher community come out with certificates after assimilating only the outdated teaching methods and approaches Revising the TTC curriculum to meet the challenges of the time remains a far cry.

4.1.4. Initiatives proposed

Initiatives Proposed for Teacher Training

The reasons for sustaining the efforts in teacher training are that the strategy ensures

- Need based training

- Development of research attitude among teachers and trainers.

- Development of ownership

- Making it locally specific

- Maintenance of standards

- Sharing of materials

During Project Period	After Project Period
• Collecting issues from the field by direct study. Academic missions, OSS, CRC review and feed back etc.	• Same may be repeated.
• Identify training objectives from the collected issues.	
• Develop strategies, process and materials for realising the objectives.	
• Ensure the participation of members from different strata, from school to state office.	
Proposal for non-DPEP districts	
All activities after project period in DPEP district should be followed in non- DPEP districts	

During the rest of the project period, the programme should be taken up by the existing structures namely DRG, BRG, BRC, CRC. The same structures are to be sustained.

Initiatives Proposed for Participatory Training Methodology

The reasons for sustaining participatory training methodology are that

- The methodology of training is in tune with the expected teaching learning process.

- The method maintains the democratic nature of the training process.

- Skills and attitudes of the teacher are developed through this method.

- The process of equipping the DRG by SRG and BRG by DRG and the teachers by DRG is to be sustained. State Resource Group (SRG) includes members from DPEP State Office. SCERT, DIET. trainers and expert teachers. District Resource Group (DRG) includes all faculty members of DIET, members from BRC and selected teachers. Block Resource Group (BRG) includes all trainers of BRCs and selected teachers. This mechanism is to be sustained.

During Project Period	After Project Period
- Assessment of Training needs - Preparation of module and materials by SRG - Conducting training at different levels - Financial assistance from DPEP - District, Block and Gramma Panchayat assistance may be sought for both finance and monitoring - Augmenting DIET and BRCs	- One trainer for each Panchayat - Trainer must be a person with academic caliber among primary school teachers (present trainers have to be considered) - Selection of trainers to be undertaken by DIET - Academic leadership by DIET faculty member - BRC to be developed as a 'Centre of Academic Excellence' - Financial assistance to met by Panchayat and department. - Sufficient funds are to be allotted to meet the expense of the training programme. - Sufficient number of DIET faculty members has to be posted proportionate to the number of BRC. - All the facilities existing in DPO and SPO are to be distributed to the agencies.
Proposal for non-DPEP districts	
- All activities after project period in DPEP district should be followed in non- DPEP districts. - Civil structures and other facilities available in the DPEP district should be made available in non- DPEP districts also.	

Initiatives Proposed for Hands on experience and try-outs

The hands-on-experience and try-outs are to be sustained,

- To develop skills, confidence and clarity of concepts.

- To sustain the dynamic nature of the training programme.

- To realise the scope and limitations of the innovative ideas developed.

- To realise an effective class.
- To realise an effective attitude among teachers.
- To involve community in school activities.

During Project Period	After Project Period
• Framing the objective from field issues. • Selecting appropriate strategies • Developing tools • Implementing, collecting feed back • Disseminating the findings	• Provision to be ensured in PRI plan for providing appropriate inputs in terms of materials, training, monitoring etc. • The strategy of implementation is same as in the project period
Proposal for non-DPEP districts	
• All activities after project period in DPEP district should be followed in non- DPEP districts	

Initiatives Proposed for Selection of Resource Persons

The same procedure is to be sustained in order to

- Utilise the practical experience of the RPs
- Ensure acceptability
- Ascertain ownership among the Resource Groups.
- Develop democratic approach in planning implementation and feed back.

During Project Period	After Project Period
• Identification of capable personnel • Selection of the personnel through assessing field performance and selection work shop • The performance of the RPs should be evaluated continuously and rectified.	• continuously and taken up rectifying measures
Proposal for non-DPEP districts	
• Identification of capable personnel through assessing the field performance and selection work shop • The performance of the RPs should be evaluated continuosly and rectifying measures taken up	

Initiatives Proposed for Involvement of Stake holders

The strategy of involving stake holders will have to be sustained to.

- Ensure transparency,
- Ensure need based planning,

- Ensure quality,

- Develop a positive attitude.

- · Promote capacity development of stake holders.

During Project Period	After Project Period
• Ensure participation from cross-section of society and departments	• Same to be continued
Proposal for non-DPEP districts	
• All activities after project period in DPEP district should be followed in non- DPEP districts.	

Initiatives Proposed for

Continuous and Comprehensive Evaluation (CCE)

The system of evaluation is to be sustained because,

- CCE is an inevitable part of activity based pedagogy.

- It helps to assess teacher herself, pupil attainment and learning activity.

- It helps teacher to plan scientifically.

- Transforms the teacher to a researcher.

- It helps the teacher to assess the achievement of the child in a systematic and scientific manner.

During Project Period	After Project Period
• Evaluation of the present status of C.C.E has to be made at various levels.	• Ensure conduct of C.C.E by the different implementing agencies at all levels.
• Based on this, further tools, strategies, training materials etc to be developed.	
• Ente Kuttikal, Amma Ariyan and related records and documents of C.C.E to be redesigned, and disseminated among parents and community.	
• The relevance of existing term evaluation is to be re-examined based on the success of C.C.E	
• Till the C.C.E is institutionalized the activity based term and evaluation is to be continued. The evaluation tools may be developed at the school level	
Proposal for non-DPEP districts	
• Process, tools and strategies of C.C.E has to be disseminated to non-DPEP districts.	

4.2. Materials

4.2.1. Achievements

1. Development of learning materials for multi-grade learning centres (MGLCs)

For the first time in Kerala. DPEP succeeded in developing suitable self learning materials for the use of children in the Multigrade Learning Centres of the project districts. These materials enable the children to learn and move on to higher levels of learning at their own pace. They enable the instructor in the center to facilitate their learning in different groups or individually.

2. Skill to develop training modules

The constant practice of designing training modules, conducting training. getting feed back, revising the module, assessing the need of the participants etc. helped the resource groups to acquire module developing techniques as per the needs of the participants.

3. Process Documentations

This was again a novel attempt in the field of conducting of educational programmes, as against usual practice of keeping a report of the programme. Hence, two or three participants in the group are entrusted the task of recording the whole interactive process of the programme in detail. This helps us a lot in re-designing of the programme further by identifying the slots where alternate strategies or interventions are to be introduced after getting feed back from the field.

4. Activity oriented Text Book / Hand book

Introduction of the revised activity oriented text book is a milestone on the road to learner achievements. The traditional content oriented text were replaced by child friendly and activity oriented text book. Though it created sharp criticism from several quarters the critics themselves later realised the tremendous possibility of the child to develop her imagination and creative talents and the possibility for the teacher to manipulate it constructively. Similarly, the text related hand book containing sample activities for the teacher to initiate her action and to develop on her own was the need of the time. This was also accomplished by DPEP.

The hand books and text books are always subject to revision. The process adopted for developing the text books and hand books was identification of efficient teachers, other experts. giving them training. productions of text books and hand books, trialling and refining and finalisation. SCERT should take up the initiatives for preparation and revision of the books in the post project period.

5. Participation of primary teachers in the preparation of text book

A pertinent point to remember here is the nature of the team of writers who prepared the text books and hand books. The 'Yashpal Committee' had specifically suggested that teachers should be involved in the process of writing text books, because nobody other than the practicing teacher would have immediate and direct 'feel' of the class room situation and pulse of the children. Hence DPEP included about 50 practicing teachers along with experts in the field for preparing text books and hand books.

6. Local text development

The teachers identified the relevance of 'local texts' in the process of class rooms interaction and gained practice in producing local texts and to help the children to develop local texts and the techniques of using it in the class effectively.

7. Pamphlets for parents and public

Even after the implementation of the revised curriculum, text books and teaching learning strategies, many a people are not aware of the positive aspects of the said programmes. Moreover there occurred sharp criticisms and misinterpretations from certain corners. To address this issue, pamphlets describing the significance of the new curriculum transaction methods were prepared, printed and distributed among among the parents and the local public. This served as an effective tool for parental awareness.

8. Development of 'Amma Ariyan'

This was a novel 'achievement card' of the child addressed to the mother, in which the achievement level of the child is recorded in. At present after each term end evaluation, the class teacher prepares Amma Ariyan and informs the mothers of the children in her class to have a gathering on a particular day. From our experience, most of the mothers very eagerly and anxiously come and discuss academic progress of their children with the teacher and obtain advises and instructions from the concerned teachers as to how to help the child at home. Amma Ariyan has been highly appreciated by the parents.

9. Development of 'Teaching Manual' and 'Ente Kuttikal'

As against the traditional teaching notes of the teacher which was generally written mechanically, and produced before the Head Teacher, DPEP developed a 'teaching manual' which gives provision for the teacher to write the class room teaching learning process in detail in 'activity page' and also the responses and nature of interaction of the children in the 'response page'. This practice gives the teacher enough

confidence and strength in moving on to the class and also it serves as a feed back for him to refine and redesign the activities and strategies in the following class. Meanwhile, 'Ente Kuttikal served as a filler for the teacher to document the learning progress and related data pertaining to her student. All these had augmented the teaching learning process adding to the fruitful interaction of the parent – child – teacher – trio and fulfilling the pedagogic vision of DPEP.

10. Preparation of evaluation tool bank

The realisation that teaching and evaluation are two sides of the same coin, awakened the teachers to design suitable evaluation activities for the use in the class. To initiate their actions and to persuade for developing the most appropriate learning evaluating activity for the different competencies, DPEP developed a sample evaluation activity bank and printed and distributed to teachers. This enabled them to design new competency based activities.

11. Flourishing of creative talents of teachers as well as children

The revised text books demands the creatively of the pupils as well as by the teachers. To make the child actively involving in the learning process mentally and physically, the teacher could not help taking the role of the facilitator and creative thinker. Through Interactions especially during language classes children got ample opportunities for developing and flourishing their creativity and increasing creative imaginations.

12. Production of 'Self Management School-2001' Document

This was one of the best occasions DPEP provided for the school authorities, the parents and the benefactors of the community to sit together and think seriously for acquiring self sufficiency by the school within a stipulated time. Though most of the schools could not move forward as planned, it was undoubtedly a fruitful exercise in gaining experience in Planning and Management.

13. Approach paper on second language acquisition programme (SLAP)

Developed an approach paper on second language acquisition programme. This presents a holistic vision of the transaction of all second languages in general with special emphasis on English. The paper has been made as comprehensive as possible covering all aspects of second language acquisition programme. The paper shows how the Whole Language Approach can be extended to the domain of second languages thus bringing the transaction of all second languages under the single roof of experiential pedagogy.

14. My English Book (stage 1)

DPEP has developed materials for the use of learners of standard IV & V in the tryout schools. The curricular statements used in this materials are the same ones which form the basis of existing text books. My English book has been developed purely from the child's point of view using the concept of evolving text book. This would elevate the child to the status of the creator of the text book from that of the passive recipient of a prescribed text book.

15. English teacher's Companion (stage I)

This is a teacher support material for helping teachers of Std. IV & V in transacting the curricular statements in English using the strategies of Whole Language Approach.

4.2.2. Concerns

1. Non availability of Kannada, Tamil materials in time

Though the materials are produced in the state unit accordingly to schedule, the translation of materials to Kannada and Tamil producers further delay and so these materials are not made available in Tamil medium schools and Kannada medium schools in time. Hence complaints are always heard from these corners.

2. Ineffective use of the materials

It is understood that many a time, some materials prepared and distributed after strenuous effort are not being used effectively or properly so as to fulfil the objective. Teachers, trainers, DIET faculty and others, all are in the same boat in this regard.

3. Under utilisation of the materials

Some materials can be used in different class ranges when very little alterations are made in the text/nature of the materials. But many trainers and teachers are incapable of doing this exercise. Hence they demand new materials in each operation.

4. Scarcity of reading materials for lower classes

Reading corner has been evolved widely in the schools, but it is felt that we are unable to provide sufficient reading materials of good quality, especially to lower classes.

5. Exploring the possibility of using local resources

The gap between the teacher and the society is not yet bridged fully. Hence the teacher is not in a position to utilise effectively the real local resources for the benefit of the school.

6. Newsletter not targeted

Eventhough a newsletter is being released. it has not acquired the qualities of a newsletter in its full sense. Role identifications of different elements in the newsletter is not yet done. The target group also is not fixed.

7. Under utilisation of audio/video cassettes

The use of audio video materials are not as widespread as printed materials

8. Absence of mechanism for disseminating innovations

There is no mechanism to identify the practicing teachers who are doing innovative tasks and to document it and to disseminate among others.

9. Absence of source books

Source books pertaining to the basic philosophy behind the curricular approaches are not made available to trainers/DIET staff.

4.2.3. Initiatives proposed

Initiatives Proposed for Child Centered Activity Based Curriculum

The child centered activity based curriculum and, the processes of developing and revising it should be sustained since,

- it considers the nature, abilities and process of learning of the child.
- it helps to develop concepts skills and values.
- it fulfills the current needs and aspirations of the society.
- it promotes self learning.

During Project Period	After Project Period
• Curriculum revision (1 to 4 std.) should be undertaken as a joint venture of SCERT, DPEP, DIET etc.	• Studies and revision process of curriculum should be continued
• Curriculum preparation for Std. 5 to 7 should be undertaken as a joint venture of SCERT and DPEP to provide a meaningful continuation of LP Curriculum	
• DPEP can contribute in the on-going discussion upon the draft of the curriculum perspective document.	
Proposal for non-DPEP districts	
• Same curriculum and learning process can be extended	

Initiatives Proposed for Child Centered Activity Based Text Books & Hand Books

This process is to be sustained because.

* The writing group contains expert practicing teachers
* The process is systematic and scientific
* Capabilities the teachers. trainers and other in the team to take up similar tasks in future

During Project Period	After Project Period
• Text Book, Hand Book revision (Std. I to 4) is to be undertaken by SCERT & DPEP jointly.	• Same strategies should be continued
• The process of revision has to keep the steps followed in the production stage.	
• Reactions can be collected by keeping revision copies at various levels.	
• Camera copy of Text Book and Hand Book may be developed centrally. Printing and distribution is to be entrusted with District Panchayat	
Proposal for non-DPEP districts	
• Same Text Book and Hand Book can be utilised.	

Initiatives Proposed for Publishing Journal and News Letter

Publication of journals and news letters is to be sustained because

- Innovative ideas and practices can be shared through journals ,

- Action research results etc., can be disseminated through newsletter.
  SCERT, DPO, SPO, DIET will have to take up the task during Project
  period and DIET, SCERT will do it in the post Project period.

During Project Period	After Project Period
• Systematic publication. • Major areas to be included in the journal are • Suggestions and clarifications about the curriculum practices. • Activity packages on difficult areas such as integration, project in EVS etc. • Research findings by practicing teachers and experts. • Theme based activity packages on celebrations, festivals etc. • Later, the findings and practice of ideas and materials in journals may in turn influence Text Book, Hand Book revision	• SCERT should be strengthened and restructured so as to undertake these and other research
Proposal for non-DPEP districts	
• Same may be utilised.	

Initiatives Proposed for Library and reading material supply

Process of selecting books to be used in classes as reading materials is
to be sustained, since

- As per the new approach Text Book has only a limited roll. Other
  reading materials have to play a significant role.

- Teachers have to be helped for selecting suitable reading materials for children and for themselves

- The process is to be accompanied by SCERT, and DPEP during project period and SCERT and DIETs afterwards.

During Project Period	After Project Period
• Graded reading materials for children, reference materials for teachers may be developed through a series of workshop so as to set a trend in the publication field. • Since our pedagogy is being practiced in several foreign countries, supplementary reading materials are available in other languages. Steps may be taken to transcribe them. • Preparation of list of suitable materials may be retained.	• A publication wing comprising experts may be constituted in SCERT to meet the increasing demand.
Proposal for non-DPEP districts	
• Same can be made available.	

Initiatives Proposed for Local Text

The practice of formation and utilisation of local texts which includes materials collected and prepared by teachers and children is to be sustained

- to make learning activity locally specific.

- To arouse interest among children.

- to ensure contextually of learning

During Project Period	After Project Period
■ Intensive further training for teachers in this direction may be provided. ■ Exhibitions of local texts at various levels. ■ Selection and printing of children's writings and pictures at state level. ■ Materials prepared by children may be evaluated and considered for scholarships	■ Same activities may be continued.
Proposal for non-DPEP districts	
■ Same may be extended	

Initiatives Proposed for Teaching Manual, *Ente Kuttikal*,
Amma Ariyan

The tools are to be sustained for the following reasons

- The flexible nature of TM gives freedom for teachers

- TM reflects Continuous and Comprehensive Evaluation (CCE) findings

- It germinates ideas and concerns to be discussed in SRG and CRC meetings

- EK provides a clear picture of the achievements and limitations of each and every child.

- EK plays a major role in making class PTA fruitful.

- *Amma Ariyan* provides the parents a clear picture where the child stands and what to do next.

During Project Period	*After Project Period*
• Class PTA, SRG and CRC must be strengthened and monitored • More studies may be launched to improve PM, EK and *Amma Ariyan*	• Same may be done. Printing of *Amma Ariyan* can be done with the help of *Grama Panchayat*
Proposal for non-DPEP districts	
• Same may be extended.	

Initiatives Proposed for Preparation of Self Learning Materials

Preparations and proper utilisation of self learning materials will have to be continued as

- The methodology of learning in MGLC is solely depended on these materials

- For effective learning to take place these materials are needed in general stream also.

- During daily planning session of teachers, children can make use of it.

During Project Period	After Project Period
• Preparation of remaining materials for MGLC • Training for MGLC instructors • Study and periodical revision may be undertaken. • Preparation of sufficient number of materials for general stream	• Proposed agencies may prepare the materials by the financial help of PRI
Proposal for non-DPEP districts	
• Same may be extended and used	

Initiatives Proposed for Preparation of Evaluation Tools

Preparation of evaluation tools by practising teachers

- It ensures suitability and accuracy of the tool

- The teacher can evaluate herself, which builds confidence

- It helps to design further learning activities

During Project Period	After Project Period
• Training to increase clarity in curriculum statements and learner achievements among teachers • Strategies and Materials have to be developed to evaluate areas like personal and social development, health and hygiene etc..	• Training and CRC/PRC level sittings may be continued
Proposal for non-DPEP districts	
• May be extended	

Initiatives Proposed for Process Documentation

Process of documentation of all activities is to be sustained as documents are needed for further reference and corrective measures.

During Project Period	After Project Period
• Process should be strengthened	• Same may be continued
Proposal for non-DPEP districts	
• Same may be extended	

Initiatives Proposed for

Second Language Acquisition Programme (SLAP)

The approach for Second Language Acquisition and Learner materials (My English Book) and Teacher Support Material (English Teachers' Companion) has the following distinctions

- The process of acquisition of the Second Language is the same as that of mother tongue.

- Transaction of second language is brought under the Whole Language Approach.

- The transaction of all Second Language is brought under experimental pedagogy.

During Project Period	After Project Period
• Fine tuning of the materials and strategies for the transaction of English in standards IVth and Vth (Stage 1) • Refined materials and strategies to be disseminated in all schools of the project districts • Developing materials and strategies for standards VIth and VIIth (stage 2) • Developing materials and strategies for the transaction of other second languages (Sanskrit, Hindi, Urudu and Arabic for standards Vth, VIth & VIIth	• Dissemination of same materials to all districts
Proposal for non-DPEP districts	
• Same may be done	

4.3. Process Evaluation

4.3.1. Achievement

1. Improvement of training modules etc. after trialling

It has been a practice of field testing the material whether it be a training module, text book, evaluation tool or the like. This enabled us to evaluate the process and redesign or restructure the draft material and to ensure that it is need based. Similarly when the teacher training is in full swing, a monitoring team was entrusted to visit the centres and evaluate the

process in to. Field testing and feed back gave confidence to the Resource Group.

2. Conduct of evaluation by external agencies

More often the teacher training, trainers training, *Sahavasa Camp*. etc. were monitored by agencies who are not directly involved in designing the process. This ensured transparency in the project activities.

3. Capacity gained by the Resource Group in process evaluation

Regular monitoring was conducted by the team consisting of members from the resource group including DIET staff and BRC staff. Repeated occurrence of acting as process a evaluator has capacitated them for conducting process evaluation in a systematic manner.

4.3.2. Contributing Factor

1. Participation of community

VEC level evaluation team consisted of representatives of parents and Panchayat members. Their participation in such programmes created a feeling of ownership among them as well as the participants in the programme.

2. Process Evaluation

During the distribution of text books, a set of text books in all classes has been intentionally issued additionally in all CRCs. This was considered as a revision copy, in which the teachers in the CRCs are expected to note down the areas and strategies, which are to be revised for the next year as and when they get feed back from their own classes throughout the year.

A few clusters did this work appreciably well. But this work was not considered during the process of revision of text book.

4.3.3. Concern

Monitoring Committee includes peoples' representatives. Quiet often it is found difficult to make them available when the different training programmes are on.

4.3.4. Proposed Initiatives

Process evaluation is to be sustained as it adds advantage to the conduct of the programme

4.4. Support Mechanism

4.4.1 Achievement

1. Self Supporting Mechanism for Teachers

Live class room interactions necessitated the teacher to plan thoroughly. design appropnate activities. get immediate feed back and redesign activities. provide additional help to low achievers. provide challenging tasks to high achievers. etc. This was achieved through the preparation of teaching manual and maintaining *Ente Kuttikal*. These two records are earmarked as two important ' Teacher documents'.

2. Collective Planning by Teachers

The possibility of holding academic discussions was greatly explored in the school context. The realisation of their own academic growth through sharing of ideas and classroom experiences was a great achievement. This motivated the teachers to practice daily planning in the last period of the day in the school itself.

3. Readiness to accept different levels of monitoring and support system

Formerly many teachers were resistant to accept any person other than their inspecting officers to observe their classes and to comment on their work. But as a result of trainer interventions, they do not feel uneasy to be observed by trainers. academic experts. educationists. and also they accept creative suggestions and constructive criticism from the Panchayat level monitoring team which included people representatives.

4. Develop ability to use local resources

Collective planning, and interaction with SRG members and other support systems. helped the teacher to identify and utilise the local resources to enrich the class room processes.

4.4.2. Contributing factors

1. Head Teachers' On Site Support

Head Teacher's On-site Support is to be strengthened and sustained. as Head Teacher is the prime agency to extend support to the teachers constantly.

Grama Panchayats should monitor the functions of Head Teachers.

2. Involvement of Class PTA's

Head Teacher,' Grama Panchayats and DIET should monitor this after project period.

3. Involvement of PTA/MPTA in school Activities

Head Teachers. Teachers and Grama Panchayats have to see that the involvement is effected for a betterment of school.

4. School Support Group (S.S.G.)

SSG has a wide spectrum of membership covering teachers retired hands. PTA member, ward member. experts and other professional and well-wishers of the school which will lead to local resource mobilisation and improved community support and monitoring.

5. School Resource Group (SRG)

6. Cluster Resource Centre (CRC)

Cluster Resource Centre (CRC) is generally comprised of 6 to 8 nearby schools. Monthly meetings of teachers in each cluster.

7. Village Education Committee (VEC)

VEC is the Panchayat level body. President of Grama Panchayat is the chairman of VEC. One Head Teacher in the Panchayat is the secretary of VEC. All the members of the Panchayat, selected Head Teachers, educationists, representatives of teacher organisation, non governmental organisations are the members.

8. Block Resource Centre (BRC) and Block Resource Group (BRG)

BRC is the academic centre in the block. Teacher training, CRC meetings. monitoring schools and the Project activities in each BRC are stored by BRC. It is administered by a official in the rank of AEO. One faculty member of DIET is the academic co-ordinator in each BRC. Expert teachers are selected and appointed as trainer in BRC. These trainers and selected expert teachers constitute the block Resource Group.

9. Block Advisory Committee (BAC) and Block Monitoring Cell

Block Panchayat President is the chairman of the BAC, Standing Committee Chairman AEO, Academic Co-ordinator in the BRC. representatives of teacher association. selected Head Teachers. educationists are members. BRC co-ordinator is the convenor. BAC is convened at least once in three months and plan and review the activities.

10. District Project Office

All the project activities are implemented through DPO. District Project Co-ordinator is in charge of the office, Finance Officer, Programme Officer and clerical staff are functioning in the office. An MIS is also attached to

this office. Principal DIET is placed as the Additional District Project Co-ordinator.

Presently most of the academic, monitoring and co-ordination of various activities are being done by District Project Office.

11. District Institution of Education and Training (DIET)

DIET is the academic centre of the excellence in the district. Seven faculties are functioning in the DIET. In Service Teacher Training for primary school teachers are convened as per the approved annual plans. Pre Service Teacher Training is also conducted in the DIET. Educational Research is also entrusted to the faculty members. All academic activities under DPEP are stared by DIET. Faculty members are placed in charge of each BRC Academic Co-ordinators, Academic Monitoring is done by all the staff members of DIET.

Conference of all educational officers in the District, including Deputy Director of Education is held at DIET. Planning of educational Programmes is done periodically under the leadership of Deputy Director of Education.

12. State Project Office (SPO)

All the activities of the Project are done at State Level by State Project Office. The functions of the office have to be taken up by SCERT and SIEMAT after the Project Period.

13. Annual work Plan and Budget Preparation (AWPB)

The preparation of AWPB is prepared in a participatory process with the help of all DPOs, BRCs, DIET, VECs and PRI.

After the Project period, the same process is to be sustained. starting from schools to PRI, Blocks and district and then to be consolidated in the SCERT. The process is to be sustained because

- Participatory planning process is inevitable for the effective implementation of any programmes.
- Functionaries and stake holders develop a sense of ownership.
- Need based participatory planning

4.4.4. Concerns

1. Non convergence of project structures with Panchayat Raj Institutions.

In the very year of launching the project in Kerala, DPEP kept the structures and mechanisms in place. But convergence in functions of

these structures like BRC. CRC. VEC etc with the Grama Panchayat is not yet made possible in its true sense.

2. The structures are not self operational

Though we have been operationalising units right from top to bottom. it is felt that unless actions are triggered or instructions are released from the state unit. district units will not start working and this habit continues to the lower most unit-school. DPO. DIET. BRC. CRC. VEC. school all these units should have a self operating mechanism and trend. in addition to the usual state triggered operations.

- The issues arising in different levels of activities in CRC. BRC. DIET etc are left unattended to by the hierarchical system. Sometimes the system fails to act promptly. Rectification process is not being done.

- Many instructional days are lost for teachers for attending inservice courses. Teachers hesitate to attend this training on Saturdays and Fridays.

- Shortage of trainers in BRC's affect the onsite support system. There may be schools where the teachers do not get O.S.S for months.

- The Primary Section attached High Schools and Higher Secondary Schools are badly in need of an academic supervisor. It is a dismay that the primary sections in almost all high schools are ill managed and unguided.

- Teacher training strategies and materials for second language acquisition have been evolved and are being tried out in selected sixty school of the project districts. After the try out the refined strategies and materials are to be disseminated. Anxiety is being expressed by teachers handling English, Hindi, Arabic. Urdu, and Sanskrit for this inordinate delay.

- BRC and AEO office still keep distance in providing combined academic inputs in their jurisdiction. It is high time that AEO and BRC co-ordinator has to move hand in hand.

- The role of DIET is not yet redefined as per the changed academic structure in the district.

- The selection of BRC co-ordinator is not on the basis of academic calibre or brilliance.

4.4.5 Initiatives proposed

Initiatives Proposed for Support Mechanism

During Project Period	After Project Period
• The educational Project formulation can be done with the help of DPEP functionaries by the Village Education Committee and Educational Task Force free of the Panchayat. • The financial and technical support of implementing the Educational Plans of PRI can be done by DPEP. • *Ayalkkoottam* so formed has to be linked with activities like MGLC, field trip, *Kurunnukoottam* etc.. • Orientation Programmes can be conducted on Pedagogical changes in *Ayalkkoottam*. • Activities like *Panchayath Mela, Kadamkatha, Kali, Nadan Padal,* interview with freedom fighters etc., can be conducted.	• Educational Projects so formed in *Ayalkkoottam* should include items to sustain the aspects of Curriculum renewal. Activities like *Panchayath Mela. Kadamkatha. Kali. Nadan Padal,* interview with freedom fighters etc., can be conducted.
Proposal for non-DPEP districts	
• The same activities described above can be planned and executed.	

Initiatives Proposed for Head Teachers On Site Support

During Project Period	After Project Period
• Head Teacher should be equipped for the effective monitoring and support through *Kalari* training and other similar training programmes. • The BRC trainer and Head Teacher should plan and implement on-site support jointly and share their observation in the weekly SRG meeting to find out solutions.	• Also the same strategy followed during the Project period can be made use of
Proposal for non-DPEP districts	
• On-site support can be given to the Head Teachers through training programmes organised at Panchayat level by DIETs. • The sub district level trainer and Head Teacher can plan and execute on-site support.	

Initiatives Proposed for Involvement of Class PTA

Involvement of class PTA in effective learning is to be sustained because

- *For effective learning, orientation of parents is highly needed.*

- Parents can understand class room process and realise their role in the learning process of child.

- This forum helps to share children's achievements and drawbacks.

During Project Period	After Project Period
• Thorough planning for class PTA may be done in the CRC meetings. • Arrangements for exhibiting materials, utilising EK and *Amma Ariyan* may be undertaken by SRG. • Parents may be invited to participate in all learning activities. • The Head Teacher may take up the role of implementing this programme in an effective manner.	• The same plan and activities described during the Project period can be executed.
Proposal for non-DPEP districts	
• The same plan and activities described during the Project period can be executed. • The process of PTA, MPTA may be converged to concentrate to the class PTA.	

Initiatives Proposed for Involvement of PTA

Involvement of PTA in school activities is to be sustained, since total participation of parents in school activities enhances the quality.

During Project Period	After Project Period
• Steps can be taken to formulate and strengthen School Support Group. • Orientation may be given to PTA members regarding this so that SSG can be sustained effectively.	
Proposal for non-DPEP districts	
• The same process can be done.	

Initiatives Proposed for School Support Group

The service of SSG is to be sustained to

- For prompt community intervention in school activities

- It will also help in managing a situation related to teacher absence.

- It can help in school based planning which has a larger bearing on the improvement of facilities, infrastructure and environment.

- It helps for better feed back and interaction with school and community.

During Project Period	After Project Period
• Identification of responsibilities of SSG members and to provide orientation on these aspects	• The Prime concern of the SSG may be the same.
• Involving them in school development programmes Academic Activities and weekly SRG meetings	
• Developing and providing handbook on rules and responsibilities and aspects related to effective community support	
• Helping them in developing a monitoring tool	
• Involving them in teacher training activities and cluster meetings	
• Identifying appropriate RPs from among the SSG to familiarise different materialise (Leaflets, *Amma Ariyan* etc.,) in PTA, MPTA meetings.	
• Field trips to SSG members in neighborhood schools.	
• Initially steps to make SSG a statutory body.	
Proposal for non-DPEP districts	
• The formulation of SSG. Initiation has to be done by AEO, DD, DIET and Panchayat and a strategy may be evolved for the execution of the same.	

Initiatives Proposed for The School Resource Group

Wherever school resource group is functioning, the achievement level of pupils has been found significantly improving. This body has therefore to be activated and sustained.

School Resource Group meeting is convened (weekly and daily planning of School Resource Groups)

- Helps in collective planning and review of classroom activities.

- Helps teacher significantly by analysing problems and good experiences

- Identifies issue which needs discussion at CRC

- The intervention has been readily accepted by the teaching community

During the Project period, Head Teachers, trainer and resource group convenor will be the implementing agencies during project period. Head Teachers and Convenor will take up the responsibility after the Project period.

During Project Period	After Project Period
• The School Resource Group may be enabled to develop a knowledge base on various aspects such as Yaspal Committee Report, Language Approach etc.,	• The activities of School Resource Group can be continued.
• They may be given chances to act as resource persons in Cluster meetings.	
• They can organise innovative Programmes like 'Kalari' for managing self managing activities while planning takes place.	
• Steps has to be taken to make the School Resource Group Statutory Body.	
Proposal for non-DPEP districts	
• The positive aspects of SRG meeting has to be highlighted.	

The system is to be sustained, as it

- Helps to find solution for school based issues

- Helps to share innovative practices & findings

During Project Period	After Project Period
• A study to look into the following aspects has to be initiated - • Linkage with Panchayats (PRI) • Whether to make Panchayat areas a unit of CRC • Effective CRC meetings • How to make CRC a resource centre. • Steps has to be taken to make CRC a statutory body	• A self managing CRC should be established.
Proposal for non-DPEP districts	
• Explore the possibility of setting up of CRC (buildings & functions) with the help of Panchayat • Orientation to the Presidents and Standing Committee Chairman of Panchayats.	

Initiatives Proposed for Village Education Committee

This system is to be maintained because

- It is a body for effective community involvement in the functioning of schools

- There has been instances of successful monitoring by Panchayat Monitoring Cell (PMC), a cell under VEC

- VEC helps improvement of enrolment and retention

- VEC forms a link with Grama Panchayat

During Project Period	After Project Period
• In the case of Village Education Committee (VEC) steps should be taken to merge VEC with Panchayat Education Committee (PEC). • The PRC members may be given orientation for effective school monitoring. • Monthly review and sharing of experience meeting of PMC can be conducted. Steps may be taken to initiate steps to make PMC a Statutory Body. The PMC should act as a feed back mechanism and pressure group for bringing issued of schools to the notice of Panchayat. • An academic body namely Panchayat Resource Group (PRG) can be formulated.	• The same aspects of VEC, PRC, PMC and PRG discussed above can be followed.
Proposal for non-DPEP districts	
• Steps may be taken to constitute VEC, PMC and PBG and other strategies described above can be initiated at the earliest.	

Initiatives Proposed for Block Resource Centre

Initiatives Proposed for Block Resource Group

This system is to be sustained because

- Prime agency to identify the training needs of teachers and arrange training programme accordingly.
- Agency to provide on-site support to teachers.
- Block level Agency to provide academic leadership.
- Agency to mobilise and monitor the functions of VEC, PMC, CRCs etc

During Project Period	After Project Period
- Ensures one trainer for each CRC - Each trainer selects one school from his cluster to tryout the floated ideas such as SSG, SRG, CPTA, Head Teachers Monitoring, time management, school plan etc., - Identify the specific issues of the school and plan on-site support systematically - Identify the specific issues of the school and plan on-site support systematically - Joint visit of co-ordinators and academic co-ordinators to strengthen on-site support of trainers and school level activities - The BRC co-ordinators appointed should be a person with academic excellence. The post of BRC administrative co-ordinator has to be follow up from array the creative & talented, Head Teacher and Teachers from Primary Schools.	The BRC should be the block level Resource Centre. The BRC co-ordinator should be a person with academic excellence selected from Primary Teacher. The number of BRC trainers should be proportional to the number of schools and VECs. In the case of municipalities and corporations the number of trainers may be one per ten schools. One DIET faculty member will be the Block Level Academic Co-ordinator.
Proposal for non-DPEP districts	
A similar strategy and set up can be formulated.	

Initiatives Proposed for Block Advisory Committee and Block Monitoring Cell (BMC)

Block Advisory Committee and Block Monitoring Cell are to be sustained because it

- Ensure the community participation in block level activities.

- To converge PRI facilities to schools

During Project Period	After Project Period

• The BAC and the BMC will have to be strengthened for planning, implementing and monitoring the programme. For this a few initiatives are suggested:
 	
  • Orient the role and functions of BAC and BMC.
 	
  • Provide opportunity to participate in BRC level training
 	
• In order to establish linkage between BMC and Panchayat Monitoring Cell, the BMC convenors may be the BMC members.
	• These initiatives are to be continued

Proposal for non-DPEP districts
• In non-DPEP districts BAC and BMC should be constituted and the members should be given adequate training so that these bodies function effectively with those in DPEP district

Initiatives Proposed for The District Project Office

If District Project Office as such is impossible to be sustained the duties. responsibilities and initiatives has to be sustained either through merger or through convergence of DIET, PRI and Education Department.

During Project Period	After Project Period
• The principal in the ADPC of the project has to be oriented and equipped to meet the scenario and ADPC has to be entrusted with some of the academic activities.	• A programme cell comprising the present Programme Officers working in the District Project Officer's may be constituted at DIET to oversee academic planning.
• A detailed process documentation of various initiatives and activities taken-up by District Project Office has to be done and compiled so that it become available even after the project period This can be transferred to the proposed programme cell in DIET.	• The existing documents. MIS unit, vehicles etc. may be attached to the Programme Cell.
• Since the BRC's and CRC's have to be make self sustainable in terms of academic activities a conscious decentralising exercise has to be originated in District Project Office.	• A corpus fund to take care of the annual expenditure may be provided.
	• Programme advising committee should be strengthened.

All the DIET faculty members are to be regularly capacitated and all the functions are to be sustained. DIET is to be strengthened so as to take up more specific academic activities of the district. It is

- To provide the academic leadership to BRC and CRCs.

- To identify the training needs at district level. block level and school level.

- To develop and distribute various materials required for the academic purpose.

- Various input related to curriculum revision of pre-service and in-service training has to be given by DIET based on their feed back and experience and try-outs

During Project Period	After Project Period
• A visioning workshop to out line a perspective in the existing end emerging scenario of DIET must be conducted.	• DIET should be a self sufficient body to under take the emerging, challenges such as
• The faculty members should be equipped to face the emerging challenges.	• Identification teachers need
	• Designing training programme
• The existing unit of DIET should be restriction in the light of new curriculum and teaching learning process.	• Developing teacher supporting materials.
	• Monitoring Block Level Activities.
• DIET should be made into a Districts Resource Centre.	• Under take the academic functions carried out by District Project Office during the project period.
• The staff pattern of DIET should be restructured in proportion to the number of sub districts and teachers.	• Preparing AWPB.
	• Innovative Pre-service training (lab: TTI)
	• Recommended the changes in primary and pre-service curriculum by conducting studies and try-outs.

Initiatives proposed for State Project Office

Academic co-ordination and monitoring of various activities are done at state level by State Project Office. And these functions have to be sustained.

Committed and research minded State Resource Group has been evolved. With the help of this group, activity based curriculum and related materials were evolved. Hence the functions of State Project Office have to be retained.

During Project Period	After Project Period
• Curriculum and training material development activity has to be entrusted to SCERT who will in turn do this job, with the help of 'SRG'.	• Academic Resource Group and the Method Resources available at State Project Office may be distributed to SCERT and SIEMAT.
• The Managerial and Administrative aspect has to be looked in to by this SIEMAT (A new body which has to be formed during the project period)	• The curriculum and related materials have to be periodically revised an the basis of researches and the feed back from the field continuously
• Annual Work Plan & Budget preparation has to be done at various levels (school), PEC, BRC, DIET) with the participation of state holders which should be complementary with the PRI concerned.	
• State should initiate discussion with planning board.	

During the project period a large contingent of teachers/teacher educators and other personnel will be given training to develop and use different kinds of distance learning materials. The directory of such personnel will be available for using their service in future. Further a large variety of materials developed during the project period will also be available, which could continuously be used by the trained personnel (if required).

4.5. Access and Retention

4.5.1 New Schools in remote inaccessible areas

No other means for primary education except these schools

During Project Period	After Project Period
• Civil works should be completed by DPEP. The child friendly school building has to be ensured	• All the ongoing activities will be the responsibility of the Educational Department
• All the infrastructure facilities should be provided by DPEP.	
• Appointment of teaching and non-teaching staff should be done by the Educational Department.	
• Steps can be initiated to open new schools in remote tribal and backward areas.	
Proposal for non-DPEP districts	
• *Grama* Panchayat of non-DPEP District should locate such inaccessible and remote areas and initiate steps to open new Govt. Primary Schools	

4.5.2 Multi-grade Learning Centres

In certain areas no other primary education facilities exist except these Multi-grade Learning Centres. The geographical and cultural barriers prevent the children from getting enrolled in the nearby schools. The students of the locality belong to different age groups. Sufficient number of children of the same age group is not available in these schools to have separate classes for each grade

During Project Period	After Project Period
• All the civil works should be completed by dPEP.	• The provision of civil works, infrastructural facilities, learning materials, noon-feed, uniform, utensils, honorarium for instructors should be included in the PRI plan.
• Necessary infrastuctural facilities should be provided by dPEP.	
• Self learning materials for Grade III to IV should be developed, supplied and the instructors trained in using the materials	• Separate funds should be set apart for the smooth functioning of these centres in the Edl. Plan of *Grama Panchayats* concerned making necessary amendments. In the *Janakeeyaasuthranam*.
• Recurrent training and cluster workshops should be conducted	
• Monitoring through Panchayats, BRCs and DIET should be strengthened	• Ensure monitoring with the help of PRI, BRCs and DIET
• Steps should be initiated to renew the SLM materials in the light of field experience.	
• More centres may be opened in the remote areas that lie yet inaccessible to primary education	
• Convergence should be established for providing noon-meal, uniform, learning materials infrastructure facilities with various departments including planning board.	
• Steps should be completed to make necessary amendments in the General Education Rules to make the centres statutory	
• The learning centres run by ITDP should be augmented properly	

Proposal for non-DPEP districts
• Inaccessible areas should be identified through school mapping and Multi-grade Centres may be opened in the light of experiences in DPEP Districts
• Inaccessible areas should be identified through school mapping and Multi-grade Centres may be opened in the light of experience in DPEP Districts

4.5.3 ECCE

Processes to be maintained, strengthened and adopted

The District Resource Group for ECCE is to be maintained and through proper convergence measures. The DRU of the DIET may be converted for ECCE, so that DIET and ICDS officials may join together to form the District Resource Group. The Anganwadi workers may be provided with periodical training for updating their knowledge. The new scientific child friendly play way method of pre-school education is to be sustained.

Now the remaining 42 Community Development Blocks are being taken up for the implementation of ICDS and few of these along with certain urban and coastal projects where already ICDS has been implemented earlier are also taken up under the World Bank funding programme. In these blocks the infrastructure of the Anganwadi centers need to be strengthened and the workers may be given intensive training for getting equipped towards the new approach of pre-primary education.

Possible Cost Effective Alternatives

The World bank funding through ICDS projects wherever applicable may be utilised for the equipping of District Resource Group and training of Anganwadi workers. The local bodies also may be entrusted for taking up the training programmes and supply of materials by including under women and child welfare schemes.

The focus should be on developing skills, concepts attitudes among pre-primary teachers (Anganwadi & Balawadi) to prepare the pre-school children for primary education.

- To develop school readiness among pre-school children
- The pre-primary education has to be made scientific and child friendly in tune with revised primary curriculum

During Project Period	After Project Period
• Workshop for developing a pre-primary approach considering the nature and mental development of the child	• Monitoring
	• Recurrent Teaching
	• Distribution of materials
	• Onsite support
• The approach should comprise vision about Nature of child	• The activities should be continuous
• Activities (Reading, Play)	
• Atmosphere	
• Teachers role	
• Role of parents	
• Role of society	
• Nature of materials	
• The participants of the workshop should be a mixture of experts, primary school teachers, pre-primary school teachers, ICDS official etc.,	
• Preparation of training module for pre-primary teachers based on the output of the workshop (module should be prepared by the above mentioned mixed group)	
• Organise a training programme for selected group and conduct pre-primary classes on pilot programme	
• Collect feed back for the pilot programme and revise the approach of strategies.	
• Extend the training and practices to all pre-primary schools	
• Distribute play material in tune with the approach	

Develop and distribute a handbook for pre-primary teachers in tune with the new approach	
Establish an onsite support mechanism	

Proposal for non-DPEP districts
• Monitoring
• Recurrent Teaching
• Distribution of materials
• Onsite support
• The activities should be continuous.

4.5.4 Activities for ensuring total enrollment and retention

During Project Period	After Project Period
• Enrollment campaign with the help of volunteers, PRI and NGOs	• Enrollment campaign with the help of volunteers, PRI and NGOs
• *Preveshanotsavam*	• *Preveshanotsavam*
• Special campaign in tribal, coastal and other backward areas with the help of volunteers and NGOs	• Special campaign in tribal, coastal and other backward areas with the help of volunteers and NGOs

Proposal for non-DPEP districts
• Enrollment campaign with the help of volunteers, PRI and NGOs
• *Preveshanotsavam*
• Special campaign in tribal, coastal and other backward areas with the help of volunteers and NGOs

4.5.5 Free supply of Text books and note books for SC/ST and Girls

During Project Period	After Project Period
• Continue the free supply of text book and note book for SC/ST Girls • Initiate Steps for convergence activities with the concerned department	• The programme may be continued with the help of Social Welfare Department, PRI
Proposal for non-DPEP districts	
• The programme may be continued with the help of Social Welfare Department, PRI	

4.5.6 Integrated Education for Disabled Children (IEDC)

During Project Period	After Project Period
• Identification of children with mild and moderate disability through, survey, medical detection camp • Distribution of aids and appliances to children concerned • Teacher Training • Awareness creation to parents and society • Establish on-site support to teachers, through sub district centres with the help of special teachers • Convergence activities with the Social Welfare Department, Planning Board, Health Department and NGOs	• The programme should be continued with the help of concerned department
Proposal for non-DPEP districts	
• The programme should be continued with the help of concerned department	

4.6. Civil Works

4.6.1 Assessing the needs of schools through a participatory process

- Such a process is helpful in finding and fulfilling the actual needs.
- This avoids the misuse of money

During Project Period	After Project Period
• DPEP should strengthen already existing mechanism of this type. • SSG can undertake this task and suggestions may be consolidated by VEC	• SSG can do the planning process initially and consolidation may be done as part of the Panchayat planning process
Proposal for non-DPEP districts	
• SSG can do the planning process initially and consolidation may be done as part of the Panchayat planning process	

4.6.2 Construction of child and eco-friendly classrooms

- It accelerates learning process
- It follows low-cost building construction methodology.

During Project Period	After Project Period
• To continue constructions already started • Need identification can be with the participation of PRIs and new constructions may be started. • All I and II standards of Govt. Schools can be furnished neatly (light –weight chairs for children, heavy display boards which can also be used for partition purpose. class almirah, good blackboard etc) • Outdoor classes under trees may be started as a pilot programme	• All need assessment is through participatory process • A society for eco-friendly construction may be started at block/Dist. level • Construction may include classrooms, compound wall, separation walls, drinking eater facility, toilet, outdoor classes, smokeless choola etc
Proposal for non-DPEP districts	
• All need assessment is through participation. • A society for eco-friendly construction may be started at block/Dist. level • Construction may include classrooms, compound wall. separation walls, drinking water facility, toilet, outdoor classes, smokeless choola etc	

4.6.3 Practice of construction by peoples' participation

- It is cost benefit
- It develops an attachment to the school
- It moves towards self managing community

During Project Period	After Project Period
- Monitoring of construction activities has to be strengthened	- As a part of participative planning such practice is already started. The same may be continued and strengthened
Proposal for non-DPEP districts	
- As a part of participate planning such practice is already started. The same may be continued and strengthened	

4.8 Management

The system of decentralised and participatory planning is a good practice to be sustained. In the final years of the project active involvement of DDE, DEOs and Panchayat Raj Institutions should get sufficient hands on experience for planning process. Hence it is necessary to give intense capacity building exercise for equipping the departmental functionaries and the resource groups. In the subsequent work plans there should be programmes for developing greater cohesion amongst the various departmental functionaries, Panchayat Raj Institutions and other related bodies.

4.8.1 Post Project Period - Initiatives Proposed

DPEP and non-DPEP districts have a similar pattern of Resource Groups at the three levels namely District. Block and Grama Panchayat. The same structure should be retained.

More emphasis should be given for capacity building exercises for the resource groups.

4.8.2 Financial Management

- Funds are obtained from Govt. of India as grant to State Government. 15% of the budgeted amount is met by the State exchequer and 85% of the funds by Government of India.

- Funds are allocated to DPO by SPO based on the Annual Work Plan and Budget. The funds allocation to DPO in the early years were tied ie..for a specific purpose. On the basis of the review meeting of the DPCs, it was understood that the tied nature of funds did not offer the flexibility. Now the fund released to the District is untied. District Project Office is also placing untied funds to the BRCc.

Strength / Contributory Factors

a) Funds allotted are untied-flexible.

b) Negotiation possible

c) Mid course correction.

d) System of audit-internal and external, annual audit by Charted Accountants and also by the Accountant General of Kerala

e) Accountability is through monthly submission of Statement of expenditure by the District Project Office and in case of the schools. it is based on the submission of utilisation certificates.

Limitations / Concerns

Initial allotment in the early years was tagged but this has since been corrected.

System in the Department

a) Amount allocated as per State Budget by DPI to DDE

b) DDE hands it over to *Grama* Panchayat and in turn its given to the schools

c) The financial transaction is through Govt. Treasury-the process is time consuming and cumbersome

d) The system of audit is departmental and also by Accountant General of Kerala.

Initiatives Proposed

- Govt. of Kerala should look at its own funds flow system which is rigid and compartmentalised and should make it faster flexible and efficient.

- Financial powers to be given to Panchayat Raj Institutions additional funds required for providing physical facilities to schools should be mobilised by the Panchayat itself.

- Funds should be set apart from the project for developing the capacity and skills of the PRIs for carrying out those activities in the post project period.

4.8.3 Supervision and Monitoring

Achievements

DPEP has introduced several new monitoring and supervision mechanisms. These include information technology based system such as PMIS, EMIS and other processed based mechanisms.

1. IT based monitoring

PMIS and EMIS are being made operational in the State and in the Districts. PMIS was initially used for financial management. Now it is effectively used for physical management. EMIS is used for monitoring school and educational outcomes. The detailed database of the various schools that are periodically updated helps to monitor the progress and grass root level and for taking up the corrective steps. The State Level and District Level Monitoring is done with the help of EMIS. PMIS datas Datas are collected from the districts and used for planning purposes and monitoring.

2. Process based monitoring

Programme Officers of the State will visit the district at least once in a month to assess the achievements of the programme. There are monthly review meetings at the State level and District level. In these meetings problems will be discussed in detail and suggest corrective measures. In the State Project Office there is Co-ordination between Logistical Staff, Programme Officer's, Finance and Accounts Officer, Director (Operations) and State Project Director. And also there exist Co-ordination between units. The units will share the details of activities undertaken.

Monitoring committees are constituted at the District level block level and Panchayat level for monitoring the DPEP programme. The District Level Monitoring team consists of the District Panchayat Presidents, members of Educational Standing Committee, DPC, DDE, DEOs, Programme Officers and two members from the District Implementation Committee. The Block level monitoring team consists of the Block Panchayat Presidents, Educational Standing Committee members, BRC Co-ordinators, AEOs, Trainers and representatives of Head Teachers. The Panchayat Monitoring Team consists of the Grama Panchayat Presidents, Educational Task Force Convenor, Trainer and Head Teacher Representatives. These committee periodically monitor the various activities of the DPEP. The reports of these committees are discussed in the review meetings and appropriate remedial actions initiated.

At the state level Internal Support Missions are conducted for taking stock the academic and other allied activities and corrective measures resorted to based on the internal support mission. The monitoring of the classroom activities is more of less in the form of peer review rather than an inspection by a control and a hierarchy based system.

Limitations / Concerns

In general it is felt that there is a weak programme evaluation in the project because,

PMIS and EMIS data are not utilised to the optimum at the State Level and at District Levels for Planning and Monitoring.

Review meetings should be done on the basis of a tool and it should be made effective by identifying the impediments.

The tendency on the part of the participants at the time of review for exaggeration should be curtailed. A segment of the teaching community still resents the monitoring of class room activities by committees consisting peoples representatives.

The pre occupation of people's representatives restricts their participation in monitoring.

The feed back of the monitoring committee is not studied and addressed immediately.

System in the Department

The supervision and monitoring is done by the educational officers. Educational Officers are pre-occupied with administrative and service matters, they hardly find time for supervision and monitoring. In case of the Assistant. Educational Officers with the creation of the post of Senior Suptt in AEO's offices, the administrative burden has been transferred to the Sr. Supdts. and AEOs find ample time for supervising the academic activities.

Committees at various levels headed by peoples representatives have been constituted and are functioning akin to the DPEP district, hence the same structure could be continued with better involvement of educational officers of the district and sub district.

Post Project Period

The existing system of monitoring and supervision could be allowed to continue with total involvement of the PRIs. Educational Officers and DIET Faculty members. A vision building exercise is necessary for all the functionaries involved:

4.8.4   Co-ordination, Communication and linkages

Achievements

Co-ordination is established in the system through the periodic review meetings. Every month there is a review of academic and administrative co-ordinators at the DPO level. These meetings review the academic issues, problem identified at the school CRC and BRC level and evolve methods for addressing these problems. The review meetings of block and Panchayat level monitoring committees have been useful in co-ordination with the PRIs and other agencies involved.

Panchayat Raj Institutions at District. Block and Grama Panchayat level have been useful in bringing about co-ordination at the community level and with the various departments working under them.

In the Block level there is Monitoring Committee which advises the implementation of the activities at block level.

There exists co-ordination with DIET and DIET Staff. Augmenting DIET is an activity under AWPB of all the district. DIET staff is working as Programme Officer's in the state and in district. DIET Principals are called frequently for discussion with State Project Director and District Project Co-ordinator. DIET has also a major role in the planning of activities. The co-ordination in DPEP is more on a lateral nature where as in the department it. is hierarchy based.

DAB and DIC plays a significant role for Co-ordinating the peoples representatives heads various departments at District Level and NGOs in the community level.

DDE's are the administrative heads of revenue district and DEO's are heads of education districts. DEOs are co-ordinating the academic co-ordination of the Educational districts. AEOs are the Administrative and Academic Heads of primary schools. In the General Education Department there is an Administrative System with Director of Public Instruction, Deputy Director of Education, District Education Officer and Additional Education Officer as main functionaries. There are periodical conferences and review meetings of officers at state, district. education district and sub district level. The co-ordination in the department is hierarchy based.

Limitation / Concerns

- Alienation of Departmental Officers from the main stream of DPEP activities.

- Low participation of teachers.

4.9   Linkages with Panchayat Raj Institutions

4.9.1   Planning

Initiatives Proposed

The PRIs should take up the ownership of the schools in their locality and are responsible to do the needful for the overall development of these institutions.

As far as Planning is concerned. it can be viewed in two dimensions.

1.   Plan for the building up of infrastructure facilities

2.   Plan for the building up of quality improvement.

An exercise of total school planning may be undertaken in all schools every year after visioning a school. The visioning exercise and planning for the same may be undertaken jointly by teachers and the members of the society of the catchment area of the school. Issues/problems may be identified at the school level which needs to be addressed during that year after priortisation. Panchayat level planning exercises may be undertaken by incorporating the suggestions/needs at the school level.

The PRI's can prepare a school wise data base and the data profile with regard to the schools can be used for further planning.

The PRIs can be taken initiative to conduct *Kalamela*. Sports etc., at Panchayat level so that the school becomes a place for community development.

The development year plan can be done in a cluster and Institutional Planning can be strengthened by PRIs.

4.9.2. Training

The teacher training is considered to be a crucial factor for quality improvement. Need based, locally relevant training programme is very rare. At present this training is given at block level and the role of PRI in the organisation of these training is minimal.

Initiatives Proposed

In order to tackle this problem the Panchayats can be given the role of organising the training programmes. The fund utilisation, selection of teacher &RP etc., can be done in consultation with DPEP, DIET, DDE/DEO/DEO. A well equipped Panchayat Community Hall has to be built to cater the in-service training and other community based programmes.

After the Project Period also the same procedure can be continued. but the consultation has to be done with DIET. DDE/DEO/AEO. The non Project Districts can also continue the same procedure.

4.9.3 Monitoring

PRI institutions have a role to play in monitoring the academic activities of the primary schools. The concept of Panchayat Education Centre (PEC) moved by peoples Planning Campaign of the State may be made use of effectively.

Initiatives Proposed

In DPEP district there is already PMC working during *Kinginikkoottam* activities. An attempt was made by non DPEP districts also to constitute Panchayat level monitoring committees and most of them have done that.

Panchayat may be authorised to form Panchayat Monitoring Committee (PMC) as a subcommittee of the PEC consisting of a practicing teachers.

academicians. public men. retired teachers etc.. they may be oriented properly on the various aspects to the monitored in schools/classes. They tem may visit schools weekly/biweekly depending upon the necessary.

4.9.4 Printing and Distribution of Text Books

There are nearly 150 titles of text books to be printed and distributed by the Department of Education. On an average the number of copies to be printed are approximately 4 to 5 lakhs. Every year there are complaints about the delay in printing and distribution of text books.

Hence it may be explored whether the printing and distribution of all text books be entrusted to District Panchayats. This arrangement could be same for all districts including DPEP districts.

4.9.5 Finances

As of now. the control and supervision of primary schools has been entrusted to Grama Panchayats by the State Government. As part of the Peoples Planning Campaign a major chunk of State finances has been transferred to the Panchayat Raj Institutions. Hence their funds may be made use of in discharging their duties in the field of Primary Education.

Apart from this, the training cost of teachers may be handed, over to the Panchayats by the Education Department. Also the Grama Panchayat will have to appropriate funds for filling short term / long term vacancies of teachers in schools.

PRI may further explore the possibility of pooling the local resources. like human labour, materials for building, toilet facilities, noon meal scheme etc., so that the school has healthier atmosphere a better place for children to learn.

4.9.6 Communication

DPEP Kerala constituted a Media Advisory Committee consisting of 15 members. The objective of the committee is

- To review the on-going communication related activities.

- To build capacity for Media Advocacy at district and state level.

- To build professional capacities of Media Officers at State and District.

- To establish a Co-ordinated approach between the districts facilitated by the State Level Office. Printing and Distribution of Pamphlets. Documentation of the proceedings of DAB and DIC meetings and other programmes, printing of Periodicals and News Letters at State and District level.

- In the State Project Office. there is intra and inter unit communication. The review meetings play a major role in

communication. DAB and DIC meetings helps to communicate the details of activities.

In the General Education Department there is a PRO who is co-ordinating the communication activities. Only print media is used for communication. Electronic media is rarely used. The monthly review meetings and Periodical conferences help for communication.

Limitation / Concerns

- Poor communication with General Education Department

- Weak media operations at the early stage.

- Weak response to public criticisms.

- In effective orientation and participation of community.

IMPLICATIONS

5.0 Overview of the Chapter

The Sustainability Initiatives articulated in Chapter IV have a few implications. One, in terms of certain pre-requisite steps, such as creation of an enabling policy environment; two, in terms of creating a preparedness in the systematic structures, and three. in terms of a few immediate steps that need to be taken before a full fledged sustainability plan is given shape. The sections within this Chapter are dedicated to these aspects.

5.1 Policy and Structural Implications

5.1.1 Decentralised structure of Educational administration.

The analysis of the management processes clearly establishes that certain processes initiated by DPEP had been effective and successful and beyond the project jurisdiction in bringing in more professionalism in the sector. These include the processes of planning, monitoring, decision making etc.

In order to sustain these beyond the project period, it is essential to involve the educational administration as well as the PRIs in the process.

A detailed study on the current educational management practices should identify stumbling blocks. The revision of policy related to the role and responsibilities of the educational administrators is needed in this respect. It would also involve devolution of certain additional powers at the local and sub-district levels. This would also mean change in many existing mechanisms of fund follow and monitoring in the education department. At present, it appears that these functionaries at the district level are mainly handling the administration and are not involved in many other technical activities of the sector. The exact nature and direction of policy changes required may be determined after further evidence is collected through existing research studies and fresh research initiatives if needed.

5.1.2. Decentralised structure of academic institutions and activities

Decentralisation is important not only for administrative/managerial structures/ processes but also for the academic processes and structures and assigned functional autonomy at various levels. The relevance as well as the limitations of the sub-district structures are pointed out in the respective section. The limitations posed by somewhat rigid system of department division and planning the activities at the DIETs have also been discussed. Some policy and structural changes would be desirable to attain the reform being aimed at in the primary education sector. This would mean a review of the present system of SCERT/DIET and other sub-structures like BRC and CRCs at both the DPEP and the non-DPEP districts.

Mechanisms would have to be built not only for the effective academic processes but also for efficient coordination with other management processes that influence the delivery of academic functions. In order to suggest the appropriate policy suggestions, it is essential to understand further the existing processes, practices and structures in a professional manner. Active participation of other departments in educational activities is also essential. After the project period the structural implications denote the devolution of the state and District Project Offices. At the state level pedagogic aspects are to be adopted to SCERT. Academic Management by SIEMAT and Administratory aspect by the Educational directorate, likewise in the district also. Similar measures may be taken at the district level.

Measures and mechanisms are to be initiated for effective coordination and communication between PRIs, administrative and academic institutions (vertical and horizontal).

In order to enable a holistic outlook towards the elementary education and facilitate the coordinated actions, the Government of Kerala may need to initiate some of the policy/structural changes or develop certain guidelines. The experience of Grama Panchayats in Pathanamthitta District and the Block Panchayats like Thodannur (Kozhikode) , and District Panchayats like Thrissur, is worth studying in this regard.

5.2   Financial Implications

It is important for the Government of Kerala to ascertain financial implications for the post-project period activities in order to know the post-project liabilities and the preparedness of the Government of Kerala to bear the same. For the project period, the final sustainability plan should provide the pointers towards activities that may be initiated during the project period. Later the districts and state should take those into consideration while formulating their future AWP&Bs.

The analysis so far has indicated that the total post-project financial liabilities can be ascertained only after understanding the financial

- implications of the suggested course of action for DPEP districts in the post-project period, and

- implications of the suggested course of action for the non-DPEP districts in the post-project period.

These implications can be understood only if there is further clarity regarding the following:

- The activities that would have been undertaken by then by the time through programmes for the DPEP as well as non-DPEP districts,

- The existing process of fund flow and trend of expenditure in the non-DPEP districts,

- The existing process of fund flow and expenditure trend in the DPEP districts,

- The process of fund flow and trend in the budgetary allocation by PRIs, and,

- The cost-effective alternatives that have been suggested for many activities by the sustainability plan.

The estimation of financial implications also requires the translation of the suggestions made for the post-project period into activities/items and the calculation of likely unit costs.

However, considering the tentative nature of such estimations, it is better to provide an indicative pattern rather than the definite activities and sub-activities. Probably the best way to do this is the level wise (district, block, cluster, village, school, teacher) costing. However, for certain items, level wise analysis might not be the most appropriate method, for example, teachers' salary for Multi Grade Centres. These teachers are appointed under the DPEP and the programme has been bearing their salary cost. In view of the need and the suggestion made to continue with them in future, this liability would have to be passed on the GOK after the project period. This, therefore, cannot be estimated on the basis of level. There could be several other activities of the similar nature.

Thus, the estimation of liabilities require some degree of finality in the suggestions made and also the judgement regarding several aspects including the likely unit costs and the appropriate method to arrive at the same. Since the present analysis is limited in the sense that several suggestions need further enquiries before being given a final shape, it is difficult to undertake the financial analysis. Many of these suggestions serve as assumptions for estimating certain costs and likely expenditures and hence are critical.

Another point that becomes important for the financial analysis is the implication for the state educational as well as overall budget in order to see whether the state can take the additional liabilities or not. For this, the total estimated annual post-budget financial liabilities (for all the DPEP and the non-DPEP districts) have to be examined against the trend in the state

- Overall budget,

- Educational budget, and

- Primary education budget.

Therefore, the present report does not contain the financial analysis because of the limitations posed by these factors. However, a number of activities would be initiated in near future that would facilitate the financial analysis at the time of the final report.

5.3. Capacity Building Imperatives

The project has generated a range of new processes which will need adoption and continuing support from existing resource institutions, the systems administrative machinery and Panchayat Raj institutions. This needs a certain institutional preparedness, in terms of motivation and competence, for these new processes to be effectively assimilated into the institutional structure. Capacity building of SCERT and DIET faculty, functions of the departmental structures and representatives of PRI, therefore, assumes great significance as a pre requisite for ensuring sustainability.

However, in order to ensure ownership of these initiatives by existing structures, these capacity building exercises should be treated as a part of Institutional Development Strategies that each of these structures should generate through collective reflection and introspection. The initiative in this regard will have to be taken by the project and the State System well within the few months left before the project closes down.

There is also a need for intense capacity building among structures in non-DPEP districts, to enable effective adoption of DPEP initiatives in the entire state. As a part of sustainability exercise, this may find place in the AWP & B for 2000-2001. One may also explore

possibilities of deploying savings accrued on the year from the project funds for this purpose.

5.4 Inputs for the Additional Evidences Required / Next steps

The process adopted so far for the development of Sustainability Plan has clearly shown the need for several simultaneous professional activities to be undertaken in immediate future in order to substantiate some of the observations and make the suggestions more specific and pointed. These could be in the shape of few small studies and other initiatives of consultative processes. These are:

1. Professional and participatory review of the present educational administrative system and processes in the light of the emerging role being suggested by the present report.

2. Professional and participatory review of the academic processes, structures and cost-effective alternatives. This would include study of both the DPEP and the non-DPEP initiatives. The study should assess the whole process including the effectiveness of the initiative (i.e. teacher training), fund flow and aspects of co-ordination.

3. Understanding of the initiatives related to Peoples' plan - the process, mandate, capacities etc.

4. Review of the existing and likely initiatives/programmes/capacities of the departments such as Social Welfare, Scheduled Castes and Scheduled Tribes, Women and Child Welfare, Health, Labour and NIC. This should be undertaken with a view to identify potential linkages with the primary education sector in future and also the activities that are essential to strengthen the potential linkages.

5. Analysis of the state budgetary process and the expenditure trends (total, education and primary) including the process followed by PRIs at different levels and the trends for allocation to education at respective levels; the analysis of process as well as expenditure trends for Non-DPEP districts vis a vis all the activities linked to primary education; the analysis of trends in DPEP expenditure.

All these initiatives must review the existing research, evaluation and any other relevant reports/documents that are already available before designing and starting the fresh analysis.

- Once all these analyses are available, it is important that these are further reviewed and implemented in a professional manner to develop the final Sustainability plan.
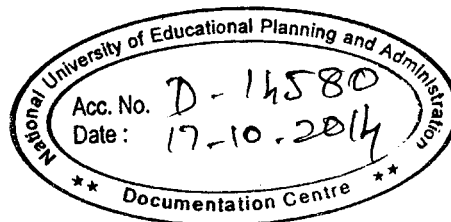
TIME FRAME

1	Initial Planning workshop for Development of a Draft Report	28.9.99 to 02.10.99
2	Development of the Draft Report on Sustainability	03.10.99 to 06.10.99
3	Discussion of the Draft Report with Govt. of India	12.10.99
4	Redrafting the Report after input from Govt. of India	Before 20.10.99
5	Circulating the report among the Departments of Education, Planning, Panchayat, SC/ST, Social Welfare Health., etc., with a questionnaire	Before 25.10.99
6	Collecting and compiling report and studies already undertaken by different agencies on various aspects of Primary Education, Managerial Structures, Classroom Process etc.,	
7	Internal study of the strengths and weakness of classroom processes	Between 20.10.99 to 20.11.99
8	Professional evaluation of classroom processes and effectiveness of various structures	Between 20.10.99 to 20.11.99
9	Discussion with representatives from SPO, BRC, CRC, School, Community Leaders, Peoples Representatives	Before 30.11.99
10	Finalisation of the report	Before 20.12.99
11	Sharing workshop with officials of Planning Board, Panchayat SC/ST, Social Welfare, Health	Before 31.12.99
12	Sharing Workshop with DPEP functionaries	Before 10.01.2000

GLOSSARY

List of Abbreviations

AA	Administrative Assistant
AB	Activity Based
ADPC	Additional District Project Co-ordinator
AEO	Assistant Education Officer
AWPB	Annual Work Plan and Budget
BRC	Block Resource Centre
CDRG	Co District Resource Group
CRC	Cluster Resource Centre
DAB	District Advisory Board
DDE	Deputy Director of Education
DEO	District Educational Officer
DIC	District Implementation Committee
DIET	District Institution for Education and Training
DPC	District Project Coordinator
DPEP	District Primary Education Programme
DPI	Director of Public Instructions
DPO	District Project Office
DRG	District Resource Group
DRS	Direct Reception System
DRU	
ECCE	Early Child-Hood Care and Education
EMIS	Educational Management Information System
ICDS	
IED	Integrated Educational for Disabled
ITDP	
MGLC	Multi-Grade Learning Centres
MLL	Minimum Level of Learning
MPTA	Mother Parent Teachers Association
NGO	Non Governmental Organisation
OSS	On-site Support
PEC	Panchayat Education Committee

PEC		
PEDSK	:	Primary Education Development Society of Kerala
PMC		Panchayat Monitoring Committee
PMC		
PMIS		Project Management Information System
PMIS	~	Programme Management Information System
PRC	!	Panchayat Resource Group
PRG		Panchayat Resource Group
PRI		Panchayat Raj Institutions
PRO		Public Relation Officer
PTA		Parent Teachers Association
RPs		Resource Persons
RPs	.	Resource Persons
SAME		Sample Monitoring and Evaluation
SIE		
SIM		Self Instructional Materials
SCERT		State Council of Educational Research and Training
SLM		Self Learning Materials
SPO		State Project Office
SRG		School Resource Group
SSG		School Supports Group
TM		Teaching Manual
VEC		Village Education Committee

APPENDIX

What needs to be sustained?

Teacher Training

What needs to be sustained? (Factors/ process/ Practice/ structure/ Material etc.)	Justification	Implementing Agency		Strategies		Proposal for non-DPEP districts
		During Project	After Project	During Project Period	After Project Period	
Identification of training needs and preparation of modules accordingly by need based teacher training	• To ensure need-based training • To develop research attitude among teachers, and trainers • To develop owner-ship • To make it locally specific • To maintain standards • To share materials	BRG DRG SRG DRG	BRG CRC SRG DRG	• Collecting issues from the field by direct study, Academic missions, OSS, CRC review and feed back etc. consolidation at Dist. Level • Identify training objectives from the collected issues. • Develop strategies. process and materials for realising the objectives. • Ensure the participation of members from different strata, from school to state office.	• Collecting issues from the field by direct study, Academic missions, OSS, CRC review and feed back .etc • Develop strategies, process and materials for realising the objectives. • Ensure the participation of members from different strata, from school to District and to state office. • Identify training objective from the collected issues	• All activities after project period in DPEP district should be followed in non-DPEP districts
Participatory training methodology	• Methodology of training is in tune with the expected teaching learning process. • To maintain the democratic nature of the process of training. • Skills and attitude of the teacher is developed through	• Equipping DRG by SPO, SCERT and SRG • Equipping BRG by DRG and DPO • Equipping teacher by BRG and BRC	• Equipping DRG by SRG. (SRG includes members from SCERT, DIET,	• Assessment of Training needs • Preparation of module and materials by SRG • Conducting training at different levels • Financial assistance from DPEP • District, Block and Gramma Panchayat assistance may be sought both for finance and monitoring • Augmenting DIET and BRCs	• One trainer for each Panchayat • Trainer must be a person with academic caliber from primary school teachers (present trainers have to be faculty member of DIET should be the Trg. Co-ordinator considered) • Selection of trainers should be	• All activities after project period in DPEP district should be followed in non- DPEP districts. • Civil structures and other facilities available in the DPEP district should be made available in non-

					Done by DIET	DPEP districts also • Similar structure and strategies for DPEP and non DPEP districts.
	Experiential training process • Periodical updating of the academic competencies of the teachers is ensured. • To capacitate the teacher to optimum level.		Trainers, Teachers, AEOs etc.) • Equipping BRG by DRG (DRG includes all DIET Staff, selected teachers, trainers etc) • Equipping teachers by BRG		• Academic leadership should be given by DIET faculty member • Some programme and strategies • BRC has to be developed as a 'centre of academic excellence' • Financial assistance should be met from Panchayat and department. • Sufficient funds are to be allotted to meet the expense of the training programme designed by concerned agency. • Sufficient number of DIET faculty members has to be posted proportionate to the number of BRC. • All the facilities existing in DPO and SPO has to be distributed to the agencies supposed to perform the said activities.	• All activities after project period in DPEP district should be followed in non-DPDP districts • Civil structures and other facilities available in DPEP district should be made available in non-DPEP districts also.
Hands-on-experience and try-outs. (Eg: Kinginikootam, Kalari	• To develop the skills, confidence and clarity of concepts • To sustain the dynamic nature of	SRG DRG BRG	SRG DRG BRG	Hands-on-experience should be gained along with the training/teachers learning process. The following steps should be	• Provision should be ensured in PRI plan for providing appropriate	• All activities after project period in DPEP district

		and Teachers School Resource Group PTA	And Teachers School Resource Group PTA		Inputs in terms of materials, training, monitoring etc.	should be followed in non- DPEP districts
etc.)	the training programme. • To realise the scope and limitations of the innovative ideas developed. • To realise an effective class. • To realise an effective attitude among teachers.			retained • Framing the objective from field issues • Selecting appropriate strategies • Developing tools • Implementing, collecting feed back • Disseminatingting the findings	• The strategy of implementation is same as in the project period.	
The procedure in selecting the RPs for training, material preparation etc.	• To utilise the practical experience of the RPs • To ensure acceptability • To ascertain ownership among the resource groups • To develop democratic approach in planning, implementation and feed back	SPO DPO DIET BRC	SCERT DIET AEO DDE PRI	• Identification of capable personnels • Selection of the personnels through assessing the field performance and selection work shop • The performance of the RPs should be evaluated continuously and take up rectifying measures if needed	The strategy to continue	• Identification of capable • Personnels through assessing the field performance and selection work shop • The performance of the RPs should be evaluated continuously and take up rectifying measures
Involvement of stakeholders in planning, implementing and follow up activities	• To ensure transparency • To ensure need based planning • To ensure quality • To develop a positive attitude • Capacity development of stake holders	SRG BRG DPO VEC	SCERT DIET AEO PRI PEC/VEC	• Ensure the participation from cross-session of society and departments	• Ensure the participation from cross-section of society and department	• All activities after project period in DPEP district should be followed in non- DPEP districts.
Continuous and comprehensive Evaluation	• C.C.E is an inevitable part of activity based Pedagogy • It helps to assess teacher herself, pupil attainment and learning activity • It helps teacher to plan scientifically • Raises the teacher as a researcher. • It helps the teacher to assess the	SRG DRG BRG DPO SPO	SRG DRG BRG PRI PEC	• Evaluation of the present status of C.C.E is required which has to be consolidated at various levels. • Based on this, further tools, strategies, training materials etc need to be developed. • 'Ente kuttikal', 'Amma Ariyan' and related records and documents of C.C.E need to be redesigned, which has to be disseminated among parents and community.	• Ensure conduct of C.C.E by the different implementing agencies at all levels.	• Process, tools and strategies of C.C.E has to be disseminated to non-DPEP districts

achievement/progress of the child in a systematic and scientific manner and to give suitable remedial measures			• The relevance of existing term evaluation is to be re-examined based on the success of C.C.E • Till the C.C.E is institutionalized; the activity based term and evaluation is to be continued. The evaluation tools may be developed at the school level		

Support Mechanism & Community Participation

What needs to be sustained?(Factors/Process/Practice/Structure/Material etc)	Justifications	Implementing Agency		Strategies		Proposal for non-DPEP districts
		During Project	After Project	During Project period	After Project period	
Development of 'Ayalkkoottom' and its functioning	• Ayalkkoottom plays a key role in the on- going planning process in the state. So education should become an agenda of Ayalkkoottom • Those who cannot participate in PTA or SSG may get a chance to take part in school activities. • Since Panchayat plans are originated in Ayalkkoottom, this body has to be properly connected with educational practices.	Grama Panchayat, DPEP volunteers	Grama Panchayat,	• Convergence between DPEP functionaries and planning bodies has to be developed • In the formation of projects, VEC and educational task force of Panchayat can work together. • DPEP can extend financial and technical support in implementing the educational plans of PRIs • Ayalkkoottom formed as part of people's planning has to be linked with activities like MGLC, field trip, 'Kurunnu koottom' etc. • Orientation programmes can be conducted on pedagogical changes in Ayalkkoottom	• Educational projects formed in Ayalkkoottom should include items to sustain the aspects of curriculum renewal • Activities like 'Pazhanchol Mela', 'Kalamkatha keli' 'Nadan Pattu' competition, interview with freedom fighters etc can be conducted.	Same can be done
Headmaster's On-site Support	• Headmaster is the prime agency to extend support to the teachers constantly.	BRC, PMC, HM	BRC, PMC, HM	• Equip headmasters for the effective monitoring and support through Kalari training etc. • BRC trainer and Headmaster should plan and implement on-site support jointly and share their observation in the weekly SRG meeting to find out solutions	• Equip headmasters for the effective monitoring and support through Kalari training etc. • BRC trainer and Headmaster should plan and implement on-site support jointly and share their observation in the weekly SRG meeting to find out solutions	
Involvement of class PT A in effective learing	• For effective learning, orientation of parents is highly needed. • Parents can understand class room process and realise their role in the learning process of child.	HM Teacher BRC	HM Teachers, Trainers, Grama Panchayat	• Through planning for class PTA in the CRC meetings. • Arrangements for exhibiting materials, utilising EK and 'Amma Ariyan' may be undertaken by SRG • Parents may be invited to	• Same may be done • As class PTA activities gain strength, MPTA may be dissolved	Same may be extended

	• This form helps to share children's achievements and drawbacks.			• participate in all learning activities. • A clear picture of learning activities may be presented in the class PTA to realise their role in activities of the child at home.		
Involvement of PTA in school activities	• Total participation of parents in school activities enhances the quality	HM, Teacher, BRC	HM, Teacher BRC	• PTA can take initiative to formulate and strengthen SSG • Orientation may be given to PTA members	SSG should sustain and act effectively	Same may be done
School Support Group	• For prompt community intervention in school activities • SSG has a wide spectrum of membership covering teachers retired hands, PTA member, ward member, experts and other professional and well-wishers of the school which will lead to local resource mobilisation and improved community support and monitoring. • It will also help in managing a situation related to teacher absence. • It can help in school based planning which has a larger nearing on the improvement of facilities, infrastructure and environment. • It helps for better feed back and interaction with school and community.	VEC PRI BRC	PRI VEC BRC	• Identification of responsibilities of SSG members and to provide orientation on these aspects to them • Involving them in school development programmes, academic activities and weekly SRG meetings • Developing and providing handbook on rules and responsibilities and aspects related to effective community support • Helping them in developing a monitoring tool. • Involving them in teacher training activities and cluster meetings • Identifying appropriate RP's from among the SSG to familiarise different materials(leaflets, Amma Ariyan etc) in PTA, MTA meetings • Exposive trips to SSG members in neighbourhood good schools. • Initiating steps to make SSG a statutory body		Initiate steps for formation of SSGs through AEO, DD, and Panchayath and evolve a suitable strategy for the same.

Group (weekly and daily SRG)	• ...nelps in collective planning and review of classroom activities. • Helps teacher significantly by analysing problems and good experiences • Identifies issue which needs discussion at CRC • The intervention has been readily accepted by the teaching community	HM SRG Convenor Trainer	HM Trainer SRG Convenor	• Monitoring the classroom activities while SRG planning. • Develop a knowledge base on various aspects such as Yespal committee report, languages approaches. • Giving them chance to act as resource persons in cluster meetings • Explore the possibilities of entrusting teacher grant through SRGs • Organising innovative programmes like 'Kalari' for managing self managing activities while planning takes place. • Initiate steps to make it a statutary body	Same as in Column 5	Positive aspects of SRG meeting has to be highlighted and the process needs to be introduced in non-DPEP districts.

Cluster Resource Centre (CRC)	• Helps to find solution for school based issued
	• Helps to share innovative practices & findings
		BRC VEC	BRC VEC	• A study to look into the following aspects should be initiated
				  - linkage with Panchayats (PRI)
				  - Whether to make panchayat area a unit for CRC
				  - Effective CRC Meetings
				  - How to make CRC a resource Centre
				• Initiate steps to make it a statutory body
					A Self managing CRC should be established	• Explore the possibility of setting up of CRC(buildings & functions) with the help of panchayat
						• Orientation to the presidents and standing committee chairman of panchayaths of non-dPEP districts

Village Education Centres (VEC)	• It is a body for effective community involvement in the functioning of schools • There has been instances of successful monitoring by Panchayat Monitoring Cell (PMC), a cell under VEC • VEC helps improvement of enrolment and retention • VEC forms a link with Grama Panchayat	BRC Panchayat	BRC Panchayat	• Steps should be taken to merge VEC with Panchayat Education Committee (PEC) • Equipping PMC members for effective school monitoring. • Monthly review and sharing meeting of PMC is required. • Initiates steps to make PMC as a statutory body. • The PMC should act as a feed back mechanism and pressure group for bringing issues of schools to the notice of panchayat • Handouts to be distributed to VECs and PMCs. • An academic body namely Panchayat Resource Group (PRG) comprising of	Same as in Column 5	VEC, VEC Executive Committee, PMC and PRG should be constituted.
Block Resource	• Prime agency to identify the training needs of teachers and	District	DIET, DRG.	• Ensure one trainer for each CRC.	• BRC should be the block level	• A similar set

| Centre / Block Resource Group | arrange training programme accordingly.
• Agency to provide on-site support to teachers.
• Block level Agency to provide academic leadership.
• Agency to mobilise and monitor the functions of VEC, PMC, CRCs etc. | Project Office, DIET, DRG, PRI | PRI | • Each trainer selects one school from his cluster to tryout the floated ideas such as SSG, SRG, CPTA, Headmaster's monitoring, Time Management, School Plan etc.
• Equipping the SRG convener as an "School level trainer" by giving chance to plan and organise CRC workshop, to attend weekly SRG convener's meeting, etc.
• Identify the specific issues of schools and plan On-site Support Systematically.
• Joint visit of Co-ordinators and academic co-ordinator to strengthen On-site Support of Trainers and School Level Activities
• Steps should be initiated to appoint a person with academic excellence in the post of BRC Co-ordinators.
• The post of the BRC Administrative Co-ordinator has to be filled up from among Headmasters and Teachers from Primary Schools.
• The administerial and managerial support needed for BRC is a crucial one and the personnel identified for the same should be efficient and capable. | Resource Centre.
• BRC Co-ordinator should be a person with academic excellence selected from primary teachers.
• Number of BRC trainers should be proportional to the number of schools and VECs.
• In the case of municipalities and corporations the number of trainers may be one per ten schools.
• One DIET faculty member will be the Block Level Academic Co-ordinator | up should be thought of in non-DPEP district. |
| Block Advisory Committee and Block Monitoring Cell | • Ensure the community participation in block level activities. | District Project Office, DIET, | DIET, DDE, BRC | • Orient the role and functions of BAC & BMC
• Provide opportunity to participate in | • Orient the role and functions of BAC & BMC
• Provide opportunity to participate in | • BAC and BMC should be constituted |

				Resource Centre	• Preparing AWPB.	
on their feed back and experience and try-outs				• The staff pattern of DIET should be restructured in proportion to the number of sub districts and teachers.	• Innovative Pre-service training (lab: TTI) • Recommend changes in primary and pre-service curriculum by conducting studies and try outs.	
Functions of State Project Office.	• Academic co-ordination and monitoring of various activities are done at state level by State Project Office. And these functions have to be sustained. • Committed and research minded State Resource Group has been evolved. With the help of this group, activity based curriculum and related materials were evolved. Hence the functions of State Project Office have to be retained.	State Project Office, PEDSK, MHRD	SCERT, Government , MHRD, SIEMAT	• Curriculum and training material development activity has to be entrusted with SCERT who will in turn does this job, with the help of 'SRG'. • The Managerial and Administrative aspect has to be looked into by the SIEMAT (A new body which has to be formed during the project period)	• Academic Resource Group and the material resources available at State Project Office may be distributed to SCERT and SIEMAT. • The curriculum and related materials have to be periodically revised an the basis of researches and the feed back from the field continuously.	
Processes of Annual Work Plan and Budget preparation	• Participatory planning process is inevitable for the effective implementation of any programmes. • Functionaries and stake holders develop a sense of ownership. • Need based participatory planning	District Project Office, DIET, Schools, VEC, BRC, PRI	School, DEC, BRC, DIET, PRI	• Annual Work Plan & Budget preparation has to be done at various levels (school, PEC, BRC, DIET) with the participation and stake holders which should be complementary with the PRI concerned. • State should initiate discussion with planning board.		

Materials
  ↳ centralise →

What needs to be sustained (Factors / Process / structure / material etc.)	Justification	Implementation Agency		Strategies		Proposal for non-DPEP districts
		During Project	After Project	During Project period	After Project period	
1. a) Child centered activity based curriculum b) The process of developing curriculum (considering suggestions from teachers, parents, educationalists etc. c) Methodology of Revising curriculum (considering the change in the needs of the society and field reactions)	• It considers the nature, abilities and process of learning of the child • It helps to develop concepts, skills and values • It fulfils the current needs and aspirations of the society • It promotes self learning	DPEP, SCERT, DIET etc.	SCERT, DIET etc.	• Curriculum revision (1 to 4 std.) should be undertaken as a joint venture of SCERT, DPEP, DIET etc. • Curriculum preparation for Std. 5 to 7 should be undertaken as a joint venture of SCERT and DPEP to provide a meaningful continuation of LP Curriculum • DPEP can contribute in the on-going discussion upon the draft of the curriculum perspective document.	• Studies and revision process of curriculum should be continued	Same curriculum and learning process can be extended
2. a) Child centred, activity based Text Books and Hand books. b) The process of developing Text Book and Hand book (identification of efficient teachers, other experts → their training → production of Text book and Hand book → trialing → Finalisation)	• To realise child – centered activity based curriculum and pedagogy • Text Book should consider the nature, and attainment level of the child. Hand book should trigger the abilities and research mentality of the teachers. To realise these demands, representation of teachers is unavoidable. • The content, writing style, illustration, lay out etc. contributes much for the quality of Text Book and Hand Book. • To improve the quality of Text Book and Hand Book, trialing is	DIET etc.	etc.	• Text Book, Hand Book revision (Std. 1 to 4) is to be undertaken by SCERT & DPEP jointly. • The process of revision has to keep the steps followed in the production stage. • Reactions can be collected by keeping revision copies at various levels. • Camera copy of Text Book and Hand Book may be developed centrally. Printing and distribution is to be entrusted with District Panchayat	Same strategies should be continued	Same Text Book and Hand Book can be utilised.

	inevitable.					
3. Publishing journal and news letter	• Innovative ideas and practices can be shared through a journal. • Activities can be disseminated through a news letter	State Project Office, SCERT, District Project Office, DIET, BRC	SCERT, DIET	• Systematic publication. • Major areas to be included in the journal are • Suggestions and clarifications about the curriculum practices. • Activity packages on difficult areas such as integration, project in EVS etc. • Research findings by practicing teachers and experts. • Theme based activity packages on celebrations, festivals etc. • Later, the findings and practice of ideas and materials in journals may in turn influence Text Book, Hand Book revision	SCERT should be strengthened and restructured so as to undertake these and other research activities	Same may be utilised.
4. a) Library and reading material supply b) Preparation of list of books that can be used in classes through a selection process	• As per the new approach Text Book has only a limited roll. Other reading materials have to play a significant role. • Teachers have to be helped for selecting suitable reading materials for children and for themselves	DPEP, SCERT, Balasahithya Institute etc.	SCERT, Balasahithya Institute etc.	• Graded reading materials for children, reference materials for teachers may be developed through a series of workshop so as to set a trend in the publication field. • Since our pedagogy is being practiced in several foreign countries, supplementary reading materials are available in other languages. Steps may be taken to transcribe them. • Preparation of list of suitable materials may be retained.	A publication wing comprisiAng experts may be constituted in SCERT to meet the increasing demand.	Same can be made available.

5. The practice of formation and utilisation of local texts which includes materials collected and prepared by teachers and children.	• to make learning activity locally specific. • To arouse interest among children. • to ensure contextuality of learning	Teachers and children, Local bodies, P. T. A	Teachers and Children, Local bodies, P. T.A	• Intensive further training for teachers in this direction may be provided. • Exhibitions of local texts at various levels. • Selection and printing of children's writings and pictures at state level. • Materials prepared by children may be evaluated and considered for scholarships	Same activities may be continued.	Same may be extended
Teaching Manual, Ente Kuttikal, Amma Ariyan				• Class PTA, SRG and CRC must be strengthened and monitored. More students may be launched to improve, PM, Ente Kuttikal and Amma Ariyan	Same may be done. Printing of Amma Ariyan can be done with the help of Grama Panchayat	Same may be extended.
Reading Materials				• A study may be conducted to findout existing doubts among parents and community • Needed various materials may be produced (Print, Audio & Video) • Parents handbook must be distributed without delay • Activities to ensure assimilation, proper utilisation the material through, class PTA	Proposed Agencies may continue the process	Samee may be disseminated
Preparation of Self learning materials				• Preparation of remaining materials for MGLC • Training for MGLC Instructors • Study and periodical revision may be undertaken • Preparation of sufficient	Proposed agencies may prepare the materials by the financial help of PRI	Same may be extended and used

				member of materials for general stream		
Preparation of Evaluation tools				• Training to increase clarity in curriculum statements and learner achievements among teachers	Training and CRC/PRC level sittings may be continued	

What needs to be sustained? (Factors/Process/ Practice/Structure/ Materials etc.)	Justifications	Implementing Agency		Strategies		Proposal for non-DPEP districts
		During Project	After Project	During Project Period	After Project Period	
Assessing the needs of schools through a participatory process	• Such a process is helpful in finding and fulfilling the actual needs. • This avoids the misuse of money	DPEP, SSG. VEC	SSG ward development committee, panchayat vikasama samathi	• DPEP should strengthen already existing mechanism of this type. • SSG can undertake this task and suggestions may be consolidated by VEC	SSG can do the planning process initially and consolidation may be done as part of the Panchayat planning process	Same process may be extended
Construction of child and eco-friendly classrooms	• It accelerates learning process • It follows low-cost building construction methodology.	DPEP, VEC, BRC	Education department, Grama Panchayat, Peoples committee, Block/District level construction society	• To continue constructions already started • Need identifcation can be with the participation of PRIs and new constructions may be started. • All I and II standards of Govt. Schools can be furnished neatly (light –weight chairs for children, heavy display boards which can also be used for partition purpose, class almirah, good blackboard etc) • Outdoor classes under trees may be started as a pilot programme	• All need assessment is thorough participatory • A society for eco-friendly construction may be started at block/Dist. level • Construction may include classrooms, compound wall, separation walls, drinking eater facility, toilet, outdoor classes, smokeless choola etc	Same activities
Practice of construction by peoples' participation	• It is cost benefit • It develops an attachment to the school • It moves towards self managing community	DPEP, BRC, SSG	PEC, SSG Grama Panchayat	• Monitoring of construction activities has to be strengthened	• As a part of participative planning such practice is already started. The same may be continued and strengthened.	Same as in DPEP districts

What needs to be Sustained

Tribal Education

What needs to be sustained ? (Factors/Process/Pract ice/Materials etc.;)	Justification	Implementing Agency		Strategies		Proposed for non-dPEP Districts
		During	After	During	After	
Sahavasa Camps and Ayalkoottams	• To ensure participation of tribal parents • No motivate tribal parents • To orient the parents	Tribal Volunteer , Trainer and VEC	VEC	• VEC orientation • House to house survey • Identification of parents • House visit by volunteers • Frequent contact with Oorumooppans • Conducting Tribal Specific Kalajatha	• Strengthening of VECs • House to house survey • Identification of parents • House visit by volunteers • Frequent contact with Oorumooppans • Conducting Tribal Specific Kalajatha	All activities in dPEP Districts should be followed in non-dPEP Districts through VECs
Teacher Absenteeism (dPEP trained TTC holders)	• To ensure the availability of teacher • To remove the backwardness of tribal area schools • To impart quality education for all times	DPC	VEC	• S.S.L.C /PDC Passed tribals selected from the tribal settlements • Training at DIET • Campacity training	• Training at DIET • Identification of candidates by VEC • Appointment through VECs	There is shortage of teachers in tribal area schools. This activity in dPEP district should be followed in non-dPEP districts
Free supply of text books and note books (Tribal Students)	• To ensure enrollment/retention • To motivate tribal parents • To ensure participation of tribal parents	DPC	VEC	• Purchase of text books from text book department • Distribution through school societies	• Purchase of text books from text book department • Distribution through school societies	All activities in dPEP Districts should be followed in non-dPEP Districts

Multigrade Learning Centres	• Justification to ensure enrolment/retention	BRC, MGLC Instructor	VEC	• VEC orientation • Identification of centres • Identification of instructors • School mapping • VEC level monitoring	• VEC orientation • Identification of centres • Identification of instructors • School mapping • VEC level monitoring	All activities in dPEP Districts should be followed in non-dPEP Districts
Printing and Distribution of MGLC Materials	To ensure enrolment and rentention	DPC VEC	VEC	• Preparation of materials by SPO • Printing of materials	• Preparation of materials at BRCs	All activities in dPEP Districts should bo followed in non-dPEP Districts
Link language Material	To ensure proper communication	DPC BRC	VEC	• Study on tribal dialect • Study on tribal culture • Discussions	• Study on tribal dialect • Study on tribal culture	All activities In dPEP Districts should be followed in non-dPEP Districts
Preparation of MGLC material	To aware enrolment and retention	SPD	VEC	• Preparation of Material by SPO • Printing and Distribution by DPC	• Preparation of Material by DIET, Printing by VEC	All activities in dPEP Districts should be followed in non-dPEP Districts

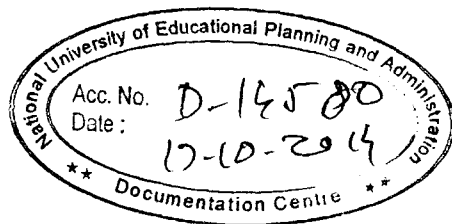| What needs to be Sustained? (Factors/Proces/ Practice/Structure/ Material etc.)	Justification	Implementing Agency		Strategies		Proposal for non-DPEP districts
		During Project	After Project	During project period	After project period	
New Schools in remote inaccessible areas	No other means for primary education except these schools	DPEP, PRI, ITDP, Edn. Dept.	PRI, ITDP, Edn. Dept	• Civil works should be completed by DPEP. The child friendly school building has to be ensured • All the infrastructure facilities should be provided by DPEP. • Appointment of teaching and non-teaching staff should be done by the Educational Department. • Steps can be initiated to open new schools in remote tribal and backward areas.	All the ongoing activities will be the responsibility of the Educational Department	Grama Panchayat of non-DPEP District should locate such inaccessible and remote areas and initiate steps to open new Govt. Primary Schools
Multi-grade Learning Centres	No other primary education facilities exist except these Multi-grade Learning Centres. The geographical and cultural barriers prevent the children from getting enrolled in the nearby schools. The pupils of the locality are of different age group. Sufficient number of children of the same age group is not available in these schools to have separate classes for each grade	DPEP, ITDP, PRI, Forest Departm ent, Edn. Departm ent and Social Welfare Departm ent	Edn. Dept, PRI, Social Welfare Dept, DIET, ITDP, Forest Dept	• All the civil works should be completed by dPEP. • Necessary infrastuctural facilities should be provided by dPEP. • Self learning materials for Grade III to IV should be developed, supplied and the instructors trained in using the materials	• The provision of civil works, infrastructural facilities, learning materials, noon-feed, uniform, utensils, honorarium for instructors should be included in the PRI plan. • Separate funds should be set apart for the smooth functioning of these centres in the Edl. Plan of Grama Panchayats concerned making necessary amendments	Inaccessible areas should be identified through school maping and Multi-grade Centres may be opened in the light of experiences in dPEP Districts.

| | | | | • Recurrent training and cluster workshops should be conducted
• Monitoring through Panchayats, BRCs and DIET should be strengthened
• Steps should be initiated to renew the SLM materials in the light of field experience.
• More centres may be opened in the remote areasthat lie yet inaccessible to primary education
• Convergence should be established for providing noon-meal, uniform, learning materials infrastructure facilities with various departments including planning board.
• Steps should be completed to make necessary amendments in the General Education Rules to make the centres statutory
The learning centres run by ITDP should be augmented properly | In the Janakeeyaasuthranam

• Ensure monitoring with the help of PRI, BRCs and DIET | Inaccessible areas should be identified through school maping and Multi-grade Centres may be opened in the light of experience in DPEP Districts |
| *ECCE*
Developing skills, concepts attitudes among pre-primary teachers (Anganwadi & Balawadi) to prepare the pre-school children for primary education | • To develop school readiness among pre-school children
• The pre-primary education has to be made scientific and child friendly in tune with revised primary curriculum | DPEP, ICDS | DRI, ICDB | • Workshop for developing a pre-primary approach considering the nature and mental development of the child. The approach should comprise vision about

• Nature of child
• Activities (Reading, Play)
• Atmosphere
• Teachers role | • Monitoring
• Recurrent Teaching
• Distribution of materials
• Onsite support

The activities should be continuous | Same as in Column 6 |

				• Role of parents • Role of society • Nature of materials • The participants of the workshop should be a mixture of experts, primary school teachers, pre-primary school teachers, ICDS official etc., • Preparation of training module for pre-primary teachers based on the output of the workshop (module should be prepared by the above mentioned mixed group) • Organise a training programme for selected group and conduct pre-primary classess on pilot programme • Collect feed back for the pilot programme and revise the approach of strategies. • Extend the training and practices to all pre-primary schools • Distribute play material in tune with the approach Develop and distribute a handbook for pre-primary teachers in tune with the new approach • Establish an onsite support mechanism		
Activities for ensuring total enrollment and retention	Ensure total enrolment and retention	DPEP, PRI, NGOs	PRI, NGOs	• Enrollment campaign with the help of volunteers, PRI and NGOs • *Preveshanotsavam* • Special campaign in tribal, coastal and	Same as in Column 5	Same as in Column 5

				other backward areas with the help of volunteers and NGOs		
Free supply of Text books and note books for SC/ST and Girls	Ensure relation	DPEP	PRI, Social Welfare Depart ment	• Continue the free supply of text book and note book for SC/ST Girls • Initiate Steps for convergence activities with the concerned department	The programme may be continued with the help of Social Welfare Department, PRI	Same as in Column 6
IEDC	• Retention of children with moderate disabilities • Integrate there with the other children	DPEP, NGOs, Health Departm ent	Social Welfare Depart ment , Health Depart ment	• Identification of children with mild and moderate disability through, survey, medical detection camp • Distribution of aids and appliances to children concerned • Teacher Training • Awareness creation to parents and society • Establish on-site support to teachers, through sub district centres with the help of special teachers		
				• Convergence activities with the Social Welfare Department, Planning Board, Health Department and NGOs	The programme should be continued with the help of concerned department	Same as in column 5

OTHER AREAS / PRACTICES TO BE CONSIDERED FOR RESTRUCTURING BEFORE THE PROJECT PERIOD	SUGGESTED STRATEGIES
• *Melas* such as.youth festival, sports, Sasthramela etc., • L.S.S., U.S.S. Examinations and scholarships • Enrolments • School assembiy and uniform • Audit	Workshop/Seminars/Discussions/ etc., have to be organised for debating on the scope of areas/practices enlisted
Pre Service Curriculum	Make a critical analysis of the present pre-service curriculum in the light of activity Pedaqogy and teacher training. Develop a front line curriculum t, using the findings of the study.
Faculty wise training package of DIET	State level workshop should be organised on the relevance of faculty based training instead of need based training

APPENDIX