

**INVOLVEMENT OF
LOCAL SELF-GOVERNMENT
IN PROMOTING
QUALITY ELEMENERY EDUCATION**

**A Study Conducted
in Collaboration with SSA, Kerala**

Dr. V. RAMADAS
Assistant Professor



**Regional Institute of Education
(National Council of Educational Research and Training)
Manasagangotri, Mysore-570 006**

MARCH 2011

MAP OF KERALA



PREFACE

The central and state governments have been expanding the provision of primary education to provide quality elementary education to all the children. Accordingly the governments have implemented a number programmes to bring about qualitative changes in the education system. The enactment of Right to Education Act 2009 has made education a fundamental right of the child. The RTE entrusts the state and central governments the responsibility to provide free and compulsory education to every child of the age from six to fourteen years. However, one of the challenges of the country is to sustain and deepen the current reforms in education and encourage local planning and management of strategies for expanding and improving the quality of elementary education. The effort to address this issue calls for strengthening of the school-community linkages and active involvement of the local administration in the functioning of the schools.

The establishment of *Panchayati Raj Institutions (PRI)* at village, block and district levels by 73rd Constitutional Amendment provides for greater participation of the people in the qualitative development of education in the country. In order to realize the constitutional mandate of decentralized democracy and development, the state governments have enacted their own *Panchayati Raj Acts* and also identified a vast array of functions and activities for implementation of programmes at different levels in the sectors of education, health, women and child development, and social welfare. However, in the sector of education the PRIs, especially taluk and grama panchayats, discharge few tasks. Barring disbursement of salaries in some states, taluk and grama panchayats discharge practically no functions of any significance in the sectors of education (NCF 2005).

In contrast to the above remarks, the states like Kerala has made enormous stride in the decentralization of planning and implementation of educational development programmes. The Kerala Panchayat Raj Act 1994 provides immense powers and responsibilities to the three tier panchayat institutions to formulate, plan and implement their own development programmes in different sectors at grass root level. These local self-governments at grama panchayat, block and district levels plan and implement many programmes and activities in collaboration with the state education department, SSA and other agencies to enhance the quality of school education. The responsibility of management and control of elementary

schools is vested with the grama panchayat. Many of the grama panchayat have made commendable interventions for the qualitative improvement of elementary education. The social/educational reality shows 'Green Kerala Express' and 'Harita Vidhyalayam' aired by Doordarshan's Malayalam TV channel have showcased many of the interventions of the local self-governments for enhancing the quality of school education. The present study has taken these reflections into account.

The report of the study presented here involves two sections. Section-I comprises four chapters, namely Introduction to the study, Methodology, Data analysis and findings, and Major findings and implications. Section-II presents the case studies of five grama panchayats separately throwing light on the interventions made by them for quality improvement of elementary education. An executive summary of the study is presented at the beginning of the report. The tools employed in the study are given as appendixes. A number of documents like minutes of Panchayat Education Committee meetings, annual reports of the grama panchayats, education survey report of the grama penchants, school magazines and newspapers, guide lines of SSA for conducting neighborhood learning centers, evaluation reports of academic programmes etc. were used as sources of information. However, the references include only those sources that are cited in the report.

Many people and organizations have helped in conducting this study. First of all I would like thank NCERT for providing approval and financial supports to carry out this project. Professor K. Dorasami, Principal, RIE Mysore provided valuable suggestions and guidelines in designing and conducting the study. I thank him earnestly.

The study was conducted in collaboration with SSA Kerala, which rendered full supports and cooperation at all the stages by providing the services of SSA functionaries and BRC trainers as resource persons and field investigators. We are highly grateful to this invaluable collaboration. I am also grateful to Prof. P. K. Raveendran, erstwhile Private Secretary to Minister for Local Self Government, Kerala, for his valuable suggestions in designing the study in its early stage and providing the volumes of orders and circulars of the ministry related to decentralization published by the KILA.

Dr. C.G. Venkatesha Murthy, Professor of education, RIE Mysore, who participated in all the workshops and meetings conducted as part of the study at RIE Mysore, gave inspiration to the project team with brilliant ideas and suggestions. He also helped in shaping the reports of the study. Dr. Anilkumar, Assistant Professor and State Coordinator of RIE Mysore, helped conducting the project in multiple ways, particularly during the early field visits to collect information about interventions of grama panchayats from different government departments and organizations in Kerala.

Mr. K. M. Unnikrishnan, Senior Lecturer, DIET, Kasargod, provided enormous support in developing data capturing devices of the study. He has taken a lot of pain during his busy schedule of official duties to find time for vetting the tools and translating them into Malayalam. Shri. Ranjith P. Markose, Shri. L. Sudarshan, Shri. Mani Joseph, Shri. M. V. Mathew, Shri. P.K. Anilkumar, and Shri. Sheik Ali Mansoor have contributed to the study as resource persons in the workshops and as field investigators. They also read the draft report and gave comments and suggestions.

Shri. K. Biju, Educational Solutions Consultant, NIIT Bangalore, analyzed the quantitative data of the study by using MS Excel database software and designed the cover pages of the report. I put across my gratitude to all the professionals mentioned above for their precious contributions in this study.

The Headmasters/Principals of the Santhom Higher Secondary School, Kolakkad, Kannur, St Thomas Higher Secondary School, Kelakam, Kannur, and CHM High School, Kavumpady, Kannur were kind enough to provide the services of their teachers as field investigators of the study. I am highly grateful for the cooperation and support they rendered to this study.

V. RAMADAS

CONTENTS

Preface	iii
List of tables, figures and maps	viii
Executive summary	ix
SECTION-I	
Chapter-1. Introduction	1
1.1. The context	1
1.2. Decentralization of Educational Planning	3
1.3. Role and Responsibilities of VEC under SSA	7
1.4. The Structure of Local Self Governments in Kerala	7
1.5. Functions and Responsibilities of Grama Sabha	10
1.6. Educational Functions of Grama Panchayat	12
Chapter-2. Methodology of the Study	15
2.1. Objective of the study	15
2.2. Research questions	15
2.3. Design of the study	15
2.4. Sample selection	16
2.5. Sources of data	17
2.6. Tools of the study	18
2.7. Data collection and monitoring	21
2.8. Data organization and analysis	22
2.9. Delimitation of the study	24
Chapter-3. Data Analysis and Findings	25
3.1. Role of Grama Panchayats in Promoting Quality Elementary Education	25
3.2. Indicators of Quality Elementary Education	29
3.3. Extent to which Grama Panchayats perform their educational roles	32
3.4. Interventions of the Grama Panchayats in Elementary Education	43
3.5. Factors Influence Panchayats' Involvement in School Education	65
Chapter-4. Major Findings and Implications	75
4.1. Major Findings of the study	75
4.2. Implications of the study	81

CONTENTS

SECTION-II

1. Case study of Aryanad Grama Panchayat	86
2. Case Study of Manjoor Grama Panchayat	96
3. Case study of Elappully Grama Panchayat	104
4. Case study of Thillankery Grama Panchayat	119
5. Case Study of Meenangadi Grama Panchayat	129

APPENDIXES

1. List of resource persons	139
2. List of the field investigators of the study	140
3. List of grama panchayats selected for the study	141
4. General information about grama panchayat	142
5. Rating scale for assigned tasks of grama panchayat	144
6. Consolidation sheet for the rating scale	150
7. Questionnaire on self-initiated activities of grama panchayat	151
8. Schedule of Interview with Grama Panchayat Personnel	154
9. Schedule of Focus Group with Parents and Community Members	156
10. Schedule of focus group with parents and community members	158

LIST OF TABLES, FIGURES AND MAPS

Tables

1.1. Duties of Local Authority under RTE Act	5
1.2. Functions of School Management Committee	6
2.1. List of the grama panchayat selected for case studies	17
3.1. Effectiveness in performing educational tasks by the grama panchayats	41
3.2. Analysis of the checklist on self-initiated activities of grama panchayats	44
3.3. Parents' perspective on quality elementary education	64
3.4. Teachers' perspective on quality elementary education	65
3.5. Perspective of the grama panchayat on quality elementary education	66
3.6. Educational expenditure of the grama panchayats	73

Figures

3.1. Management, control, supervision of pre- primary schools and anganvadi	33
3.2. Management, control and supervision of the primary schools	34
3.3. Distribution of midday meal to primary and upper primary schools students	35
3.4. Distribution of scholarships and grants to students	36
3.5. Management of village libraries and reading rooms	37
3.6. Promotion of manual work culture at schools	38
3.7. Health programme at schools	39
3. 8. Support to school festivals	40
3.9. Overall performance of the grama panchayats	42
3.10. Categories of grama panchayats based overall performance	43

Maps

1. Map of Kerala	ii
2. Map of Aryanad Grama Panchayat	86
3. Map of Manjoor Grama Panchayat	96
4. Map of Elappully Grama Panchayat	104
5. Map of Thillankery Grama Panchayat	119
6. Map of Meenangadi Grama Panchayat	129

EXECUTIVE SUMMARY

The present study “Involvement of Local Self-Government in Promoting Quality Elementary Education” was designed and executed by RIE Mysore in collaboration with Sarva Shiksha Abhiyan, Thiruvananthapuram, Kerala. A brief description of the objective, methodology, findings and implications of the study are presented below.

1. Objective of the study

The main objective of the study was to ascertain the involvement of grama panchayats in promoting quality education at elementary level in Kerala.

2. Research questions

The study focused on the following research questions.

1. What are the roles of the grama panchayat in promoting quality elementary education?
2. Which are the indicators that the grama panchayats consider in their interventions to promote the quality of elementary education?
3. To what extent the grama panchayat perform their roles in promoting quality of education at elementary level?
4. What are the specific interventions made by the grama panchayats for promoting quality of education at elementary level?
5. What are the factors that influence the involvement of the grama panchayats in promoting quality of education at elementary levels?

3. Methodology

Adopting survey and case study methods the study involved two phases. In the first phase a survey of twenty grama panchayats was conducted to find out the ways and extent to which they involve in promoting quality elementary education in the state. In the second phase, the

grama panchayats that made considerable contribution in promoting the quality of elementary education were identified based on the survey results and their interventions were deeply probed through case studies.

A multistage random sampling procedure was adopted to collect the required information. In the first stage five districts were randomly picked up from among the 14 districts in Kerala. The districts selected for the study were Thiruvananthapuram, Kottayam, Palakkad, Kannur and Wayanad. In the second stage two block panchayats from each of the five districts selected for the study were identified randomly. Further, from each block two grama panchayats were identified randomly. The total sample for the survey consisted of twenty grama panchayats, four each from each of the five districts selected.

The sample for the case studies consisted of five grama panchayats, one each in the selected districts. . The cases were selected based on the analysis of the survey of the grama panchayats conducted in the first phase of the study and by considering their contributions for promoting quality elementary education.

The sources of data comprised documents, people and websites. The documents included the orders and circulars, and issued by the government, guideline of SSA for organizing various programmes, annual budget of the grama panchayats, minutes of the PEC meetings, educational development plans, , programme reports of the grama panchayat, school magazines and newspapers, school annual report, teaching learning material developed by the schools.

Information regarding interventions of the grama panchayats from panchayat president, chairpersons of education standing committee, grama panchayat ward members, implementing officers of the PEC, headmasters of the schools, teachers, anganvadi workers, PTA representatives, parents, and community members. The official websites of the ministry of local self government of Kerala, SSA, as well as district, block and grama panchayats were also visited to collect vital information for the study.

The data was collected using different tools that included a general information schedule, a rating scale, and open-ended questionnaire, an interview schedule for the panchayat personnel, a focus group schedule for teachers and another one for the parents and community members. Six field investigators were employed to collect and consolidate data from various the grama panchayats and schools in the five districts selected for the study.

4. Major findings

The grama panchayat functionaries are aware of the role of the panchayat as specified by the Kerala Panchayat Raj Act in general. But regarding the specific duties of the grama panchayat as reflected in the RTE Act and the orders and circulars of the ministry of local self government many of the panchayat personnel do not have much clarity in the matters. The ward members by and large are not aware of the specific duties of the gram panchayat in promoting quality of school education. The parents and have better ideas about what the grama panchayat should do for bringing out quality in elementary education.

The study has brought into light 12 major categories of indicators that reflect the involvement of the grama panchayats in promoting quality elementary education in Kerala. These are school infrastructure, enrolment and retention, school atmosphere, academic interventions, TLMs, distribution of midday meal, distribution of scholarships and grants, management of village libraries, promotion of manual work at school, health programmes at schools, support for school festivals, and school community linkage.

The grama panchayat functionaries have sound understanding about aims and expected quality of school education. However, the grama panchayat focused more on infrastructure facilities and physical environment of the schools. Regarding enrolment of the children the grama panchayats need not to put special efforts to bring the children to the school. The parents are well aware of importance of educating their children. The alarming decrease in the enrolment of children in government schools is a concern for all the grama panchayats.

About 65% of grama panchayats performed their educational tasks effectively. Out of the eight major educational roles considered in the study management, control and supervision of

the anganvadi centers/pre-primary and elementary schools were effectively handled by the grama panchayats.

Apart from the contribution to SSA the grama panchayats provide additional resource support for school development activities. Additional funds are generally provided for construction and maintenance of school buildings, additional classrooms, toilets, compound walls, water tanks, furniture, library material, laboratory, and sports equipments

Most of the panchayats appoint teachers in temporary vacancies through interview of the qualified candidates at the grama panchayat level. Some of the panchayats maintains 'Teachers Bank', which consists of a list of trained teacher candidates available in the panchayats for appointment in the emerging vacancies in the schools. The grama panchayats also make arrangement for appointment of specialist teachers on contract basis in areas like sports, dance, craft etc.

The grama panchayats make efforts to maintain conducive learning environment in the schools. About 80% of the panchayats monitor the discipline in the schools with the help of PTA. Apart from the physical environment, the important interventions to maintain a conducive learning environment for the children includes school bio-diversity projects, TLM gallery, children's learning centers, activity center, children's park, school vegetable garden, terrace vegetable garden, and agriculture.

Leadership role of the grama panchayats is very critical in implementing the educational programmes of SSA, Department of Education, and District Panchayat. The panchayats not only monitor and supervise but also mobilizing resources of all kind for implementing the programmes in the schools. The most outstanding collaborative initiatives are neighborhood learning centers, community living camps, acquisition of competencies in English (ACE), literary fest, My Tree, and reading week.

Not many grama panchayats plan and implement their own academic programmes to enhance the quality of school education. Though many interventions in the co-curricular areas are reported from the grama panchayats, programmes in specific areas of curriculum

like language, science, social science and mathematics are undertaken by a limited number of panchayats. However, they provide maximum support to implement the educational programmes and activities of the SSA, department of education, and district panchayat in the schools.

Out of the twenty grama panchayats only three panchayats organised workshops/training programmes for professional growth of school teachers. The interventions reported in this category include a training programme on English teaching, and three workshops on TLM preparation, schools complex and calligraphy. Similarly only four grama panchayats have teacher motivation programmes.

Only 40% of the grama panchayats undertook programmed for empowering the students in both academic and co-scholastic areas. However, the interventions made by these panchayats include a variety of workshop, orientation and training programmes.

Majority of the grama panchayats effectively implement the national nutritional and midday meal programme for elementary school children. Some of the grama panchayats PTA and voluntary organizations provide food to all students from 1st to 10th standards. Many of the grama panchayats provide food to all the pre-primary students in government schools.

5. Implications

The evidences emerging from the field data have consequences for various agencies, particularly the grama panchayats whose involvement is critical in enhancing the quality of elementary education.

There is a need for strengthening capacity of grama panchayat functionaries in developing panchayat specific need based strategy in formulation, planning, implementation and evaluation of educational projects. They should have thorough understanding about the indicators of quality elementary education as well as the ground realities in the schools.

In order to sustain the participation and involvement of the community in the management of elementary schools the functioning of PECs of the grama panchayats need to be strengthened.

It imperative to reorganize the PECs by inducting able, interested and active members, build capacity of PECs to perform their role and functions effectively, and to assess their performance annually.

The educational projects of the grama panchayats should be formulated based on the identified needs of the schools and the community. Instead of discrete programmes and activities the panchayats should plan long term projects to address the educational needs and problems by evolving strategies based on micro planning approaches.

There should be a systemic change in the mechanism adopted for planning, implementation, monitoring and evaluation of programmes and activities of various educational agencies like SSA, Department of Education, District and Grama Panchayats. It would be better to develop a single apparatus with representatives of all these agencies to perform these functions.

It is required for all the panchayats to take up need based academic programmes to address the educational needs of the students and the teachers. The educational needs of the students and the training needs of the teachers should be identified and appropriate programmes are formulated, planned and implemented by coordinating with other agencies and experts in the field

As the process of community participation across the grama panchayats in the state differs there is need to share and document the differing experiences and develops policy perspectives and insights for programme formulation and implementation at the state, district and local self-government levels.

SECTION-I

Introduction

Methodology of the Study

Data Analysis and Findings

Major Findings and Implications

Chapter 1

Introduction

1.1. The context

A school constitutes not simply the building, the students and the staff. The physical environment and social space that surround the school also make critical contribution in its effective functioning. The school cannot be seen as an institution isolated from the society in which it is situated. The community and the school are two important social institutions, and as such it is indispensable to establish an organic linkage between them. Therefore, relationship between the school and the recipient community is vital in analyzing the problems faced by the education system at large.

The central and state governments have been expanding the provision of primary education to provide quality elementary education to all the children up to the age of fourteen. Accordingly the governments have implemented a number programmes to bring about qualitative changes in the education system. The enactment of Right to Education Act 2009 has made education a fundamental right of the child. The RTE entrusts the state and central governments the responsibility to provide free and compulsory education to every child of the age from six to fourteen years. However, one of the challenges of the country is to sustain and deepen the current reforms in education and encourage local planning and management of strategies for expanding and improving the quality of elementary education. And the effort to address this issue calls for an active involvement of the local communities in the decision making process of education and achievement of the goal of Universal Elementary Education.

The understanding that achievement of the UEE will remain elusive without active involvement of the local communities has compelled the governments to strengthen the school-community linkages by promoting proactive involvement of the community and the local administration in the functioning of the schools. It is of vital importance that strengthening of the school-community linkages requires systemic intervention to decentralize the process of educational planning.

The establishment of *Panchayati Raj Institutions (PRI)* at village, block and district levels by 73rd Constitutional Amendment provides for greater participation of the people in the qualitative development of education in the country. In order to realize the constitutional mandate of decentralized democracy and development, the state governments have enacted their own *Panchayati Raj Acts* and also identified a vast array of functions and activities for implementation of programmes at different levels in the sectors of education, health, women and child development, and social welfare. However, as pointed out by the National Curriculum Framework 2005, in practice PRIs, especially taluk and gram panchayats, discharge few tasks. Barring disbursement of salaries in some states, taluk and grama panchayats discharge practically no functions of any significance in the sectors of education.

For instance, P. Selvi in her article 'Community Owning on Elementary Schools to Ensure Quality Education' (http://www.indg.in/primary-education/education-as-fundamental-human-right/copy_of_community_owning_on_elementary_schools.pdf) reports that most of the VECs in Tamilnadu are not aware of their roles and responsibilities and they are not functioning on their own. In many panchayats, the local people are not aware of the existence of VEC in their villages. The resulting effect is lack of sense of owning on the local school by the local community. Further, she states that majority of the stakeholder of Primary School feel that involving in curriculum/syllabus designing, teaching-learning process and preparation of teaching-learning material are not their responsibility and should not involve in such activities.

On the other hand the states like Kerala has made enormous stride in the decentralization of planning and implementation of developmental programmes. The Kerala Panchayat Raj Act 1994 provides immense powers and responsibilities to the three tier panchayat institutions to formulate, plan and implement their own development programmes in different sectors at grass root level. These local self-governments at grama, block and district levels plan and implement many programmes and activities in collaboration with the state education department, SSA and other agencies to enhance the quality of school education. The responsibility of management and control of elementary schools is vested with the grama panchayat. Many of the grama panchayat have made commendable interventions for the qualitative improvement of elementary education. Apart from the contribution of 35% of the

education budget allocation to the SSA. the grama panchayats provides financial, administrative, and academic support to the schools for their educational programmes and activities.

The interventions of the local self-governments in Kerala for promoting quality elementary education have been received appreciation from many quarters across the nation. The report on functioning of VECs in Kerala as assessed by Centre for Development Studies, Trivandrum, stated that the VECs in the state take necessary initiative in executing various school-related activities like enrollment and retention of out-of-school children, development of school campus and improvement in the quality of teaching (http://findarticles.com/p/articles/mi_7078/is_1_13/ai_n31186936/pg_3/?tag=mantle_skin:content). The social reality shows 'Green Kerala Express' and 'Harita Vidhyalayam' aired by Doordarshan's Malayalam TV channel have showcased many of the interventions of the local self-governments for enhancing the quality of school education. In the above context it is highly significant to study the involvement of local self-governments, particularly the grama panchayats, in promoting quality education at elementary level in state.

1.2. Decentralization of Educational Planning

Decentralized planning and management of elementary education is a goal set by the National Policy on Education, 1986. The Policy visualized direct community involvement in the form of Village Education Committees (VEC) for management of elementary education. The Programme Of Action, 1992, emphasized micro planning as a process of designing a family-wise and child-wise plan of action by which every child regularly attends school or NFE centre, continues his or her education at the place suitable to him/her and completes at least eight years of schooling or its equivalent at the NFE centre.

The country has been striving hard to involve the community more and more in the system of administration and process of development. The establishment of Community Development Blocks in the 1st Five Year Plan and the creation of Panchayati Raj Institutions (PRI) at Grama Panchayat, Block and District levels were the initial attempts to ensure community involvement especially in development and administration. During the first 25 years after the Independence, it was realized that the involvement of community has remained more on pen

and paper than in the real system of administration and development. Some of the major reasons identified to explain this situation were: (1) high rate of illiteracy especially among the Scheduled Tribes, Scheduled Castes and Women, (2) lack of any policy and programme to empower the community in respect of development and administration (3) non effectiveness of the system of devolution of power etc. This realization led Government of India to give more emphasis upon ensuring functional participation of community in administration and development. Hence the Government enacted the 73rd Constitutional Amendment Act, 1992 to confer constitutional status on the Panchayati Raj Institutions and thereby made it mandatory to involve community in the process of development and administration. Since then, in all kinds of development programmes, involvement of community has been taken up as an integral component.

The 73rd and 74th constitutional amendments provide for decentralization of the activities and facilitate transfer of power and participation of the local self-government or the Panchayati Raj Institutions. It has created a congenial ambience for the PRIs to play a more dynamic and proactive role. States are expected to evolve institutional arrangements both in rural and urban areas for undertaking these activities. These structures have been providing voice to women, Scheduled Castes and Tribes, minorities, parents and educational functionaries. They have also, been delegated with responsibilities with regard to location and relocation of existing primary and upper primary schools on the basis of micro planning and school mapping. In this regard, decentralization of school management to grassroots level bodies is an important policy initiative.

During 1990s, several innovative efforts have been made under the ongoing projects to establish decentralization. For instance, Lok Jumbish, Education Guarantee Scheme and District Primary Education Programme were implemented involving the community and the experience gained from these programmes reinforced that community could play a significant role in education. The District Primary Education Programme has shifted the planning mechanism from the state to the district level, and Lok Jumbish has gone one step further by assigning decision making processes to a block level committee. At the village level, VEC has the main responsibility for community mobilization, school mapping, micro planning, renovation and construction of school buildings and improvement of pedagogical curriculum.

In fact, the VECs of Shiksha Karmi schools have been activated as a result of the Lok Jumbish programme.

Keeping in view the vision of the Constitution (73rd and 74th Amendment) Act, 1992 and the output of these programmes, the Government of India launched the Sarva Shiksha Abhiyan, a nationwide, time bound educational programme to promote elementary education by involving community at various levels and in an institutionalized manner to sustain their involvement.

In Sarva Shiksha Abhiyan, several kinds of community based institutions have been involved such as Parent Teacher Association (PTA), Mother Teacher Association (MTA), Village Education Committee (VEC) and Grama Panchayat. The VEC has the most significant role to play in implementing SSA at the grassroots level.

Table: 1.1: Duties of Local Authority under RTE Act

9. Every local authority shall --	Duties of local authority
<p>(a) provide free and compulsory elementary education to every child</p> <p>Provided that where a child is admitted by his or her parents or guardian, as the case may be, in a school other than a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or a local authority, such child or his or her parents or guardian, as the case may be, shall not be entitled to make a claim for reimbursement of expenditure incurred on elementary education of the child in such other school;</p> <p>(b) ensure availability of a neighbourhood school as specified in section 6;</p> <p>(c) ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds;</p> <p>(d) maintain records of children up to the age of fourteen years residing within its jurisdiction, in such manner as may be prescribed;</p> <p>(e) ensure and monitor admission, attendance and completion of elementary education by every child residing within its jurisdiction;</p> <p>(f) provide infrastructure including school building, teaching staff and learning material;</p> <p>(g) provide special training facility specified in section 4;</p> <p>(h) ensure good quality elementary education conforming to the standards and norms specified in the Schedule;</p> <p>(i) ensure timely prescribing of curriculum and courses of study for elementary education;</p> <p>(j) provide training facilities for teachers;</p> <p>(k) ensure admission of children of migrant families;</p> <p>(l) monitor functioning of schools within its jurisdiction; and</p> <p>(m) decide the academic calendar.</p>	

1.3. Role and Responsibilities of VEC under SSA

Structurally VEC is the executive body of a school and is represented by some members. The number and kind of members that make a VEC is State-specific and hence defined by each State Government separately. In different contexts, functionally equivalent to VEC, some other institutions also exist. For instance, the Parent Teacher Association in Madhya Pradesh, the School Management Committee (SMC) in Sikkim and Andhra Pradesh, the Vidyalay Shiksha Samiti (VSS) in Bihar, the School Development and Management Committee (SDMC) in Karnataka and Rajasthan, Panchayat Education Committee (PEC) in Kerala, and the Ward Education Committee (WEC) in urban areas of West Bengal functionally play the same role under SSA as is played by the VEC in other places of the country. Under SSA, the VECs have been bestowed with several tasks; the important among them are as follows:

- (i) Receipt and utilization of all the grants given under SSA following the guidelines and keeping records of all kinds of expenditures made out of these grants.
- (ii) Preparation and implementation of habitation/school level annual work plan (called micro plan under SSA) every year to the achieve SSA goals.
- (iii) Motivation to community to donate cash/kind/labour for the all round development of the school.
- (iv) Construction of all kinds of civil works relating to schools that are sanctioned under SSA.
- (v) Regular monitoring of enrollment, attendance, retention and enhancement of learning achievement level of children.
- (vi) Organization of activities like enrollment drive, awareness general campaign, children fair, Maa-beti Mela and Kishori Mela to generate community awareness towards elementary education.

1.4. The Structure of Local Self Governments in Kerala

As laid down in Kerala Panchayat Raj Act 1994 and the insertions made subsequently the administrative set up of the local self-government in the State consists of Grama Sabhas, Village Panchayats, Block Panchayats and District Panchayats. The act provides for a village panchayat for each village or for group of villages, a block panchayat at intermediate level, and a district panchayat for each district panchayat area with specific names and headquarters for each

panchayat. At present the local self-governments in the state include 978 grama panchayats, 152 block panchayats, 14 district panchayats, 60 municipalities, and 5 corporations.

The panchayats at the three levels consist of elected members equal to the number of seats notified under sub-section (1) of section 6 of the act. All the seats in the panchayats are filled by persons chosen by direct election in accordance with the provisions of the Act. The panchayats at the village, block, and district levels shall have a President and a Vice President elected by the members of the respective panchayats from among themselves. The panchayats at all the three levels are entrusted with powers to constitute various committees as stated below.

1.4.1. Standing committees

In every Panchayat standing committees are constituted as stated below.

(a) Village Panchayat: (1) Standing committee for Finance, (2) Standing Committee for Development and (3) Standing Committee for Welfare.

(b) Block Panchayat: (1) Standing Committee for Finance, (2) Standing Committee for Development, and (3) Standing Committee for Welfare

(c) District Panchayat: (1) Standing Committee for Finance, (2) Standing Committee for Development, (3) Standing Committee for public works, (4) Standing Committee for Health and Education, and (5) Standing Committee for Welfare

Every standing committee shall consist of such number of members, including its chairman as decided by the Panchayat, so that all other elected members except the President and Vice-President shall be elected as a member in any of the standing committee and the number of members elected to each standing committee shall, as far as possible, be equal.

In a village and block panchayats educational matters are dealt with by the respective Standing Committees for Welfare, whereas in the district panchayat it is the Standing Committee for Health and Education deal that with public education.

1.4.2. Steering committees

Besides standing committees there is a steering committee in every panchayat consisting of its President, Vice-President and the Chairman of standing committees and the President shall be the chairman of the said committee. The steering committee co-ordinates and monitor the functions of the standing committees and perform such other powers and functions as may be entrusted to it by the panchayat.

1.4.3. Functional committees

Every Panchayat may constitute subcommittees to assist the Standing Committees or Functional Committees for the execution of any work, scheme, project or plan, which may consist of members of the Panchayat and others interested in public welfare who may be nominated by the Panchayat.

1.4.4. Sub-committees and ward committees

Every Panchayat may constitute sub-committees to assist the Standing Committee or Functional Committees for the execution of any work, scheme, project or plan, which may consist of members of the Panchayat and others interested in public welfare who may be nominated by the Panchayat. [Provided that the nominated members shall have no right to vote; if not less than fifty persons enrolled in the voters list relating to a constituency of village panchayat belongs to Scheduled Tribe, they shall be deemed to be a Sub-Committee of the Grama Sabha comprised in the territorial area of that Constituency and that sub-committee shall have the same powers and rights as that of the grama sabha regarding the development of Scheduled Tribe.]

The village panchayat may constitute Ward Committee for each constituency with the member of the constituency concerned and other local inhabitants who may be nominated by the village panchayat to study and report on the needs of the constituency. The composition, term, procedure, nature of functions of the committees constituted under sub-section (1) and sub-section (2) shall be as laid down in the byelaws of the panchayats concerned.

1.4.5. Constitution of joint committee

A panchayat may, along with one or more local self-government Institutions constitute a Joint Committee for any purpose for which they are jointly responsible, if the panchayat so decided or the Government so requires.

1.5. Functions and Responsibilities of Grama Sabha

A grama sabha constitutes all persons whose names are included in the electoral rolls relating to each constituency of a village panchayat. Under 'section 3 A' of the Kerala Panchayat Raj Act the grama sabha shall perform the following powers and functions:

- (a) to render assistance in the collection and compilation of details required to formulate development plans of the panchayat;
- (b) to formulate the proposals and fixing of priority of schemes and development programmes to be implemented in the area of Village Panchayat;
- (c) to prepare and submit to the Village Panchayat a final list of eligible beneficiaries in the order of priority relating to the beneficiary oriented schemes on the basic of the criteria fixed;
- (d) to render assistance to implement effectively the development schemes by providing facilities locally required;
- (e) to provide and mobilize voluntary service and contribution in cash or in kind necessary for the development plans;
- (f) suggesting the location of street lights, street or community water taps, public wells, public sanitation units, irrigation facilities and such other public utility schemes;
- (g) to formulate schemes to impart awareness on matters of public interest like cleanliness, environmental protection, pollution control and to give protection against social evils like corruption, illicit and clandestine transactions;
- (h) to promote harmony and unity among various groups of people within the area of the Grama Sabha and to organise arts and sports festivals to develop goodwill among the people of that locality;
- (i) to monitor and render assistance to the beneficiary communities engaged in the developmental activities within the area of the Village Panchayat.

- (j) to verify the eligibility of persons getting various kinds of welfare assistance from the Government such as pensions and subsidies;
- (k) to collect information regarding the detailed estimates of works proposed to be implemented in the area of the Grama Sabha;
- (l) to make available details regarding the services to be rendered and the activities proposed to be done by the concerned officials in the succeeding three months;
- (m) to know the rationale behind every decision taken by the panchayat regarding the area of the Grama Sabha;
- (n) to know the follow up action taken on the decisions of the Grama Sabha and the detailed reasons for not implementing any of the decisions;
- (o) to co-operate with the employees of the village panchayats in the sanitation processes and rendering voluntary service for the removal of garbage;
- (p) to find out the deficiencies in the arrangements for water supply, street lighting etc. within the area of the Grama Sabha and to suggest remedial measures;
- (q) to assist the activities of parent-teacher associations of the schools within the area of the Grama Sabha;
- (r) to assist the public health activities especially prevention of diseases and family welfare. within the area of the Grama Sabha.
- (s) to perform such other functions as may be prescribed from time to time.

The responsibilities of the Grama Sabha as stated under Section 3 B of the Kerala Panchayat Raj Act includes

- (i) Dissemination of information regarding developmental and welfare activities;
- (ii) Participating in and canvassing of programmes of Health and Literacy and such other time bound developmental programmes;
- (iii) Collecting essential socio-economic data;
- (iv) Providing feed back on the performance of development programmes;
- (v) Resort to moral sanction to pay taxes, repayment of loans promote environmental cleanliness and to maintain social harmony;
- (vi) Mobilize local resources to augment resources of the panchayat;
- (vii) Supervising development activities as volunteer teams and
- (viii) Make arrangements for reporting urgently incidence of epidemics, natural calamities, etc.

1.6. Educational Functions of Grama Panchayat

The third schedule of Kerala Panchayat Raj Act 1994 (available on the website of ministry of local self-government, Kerala) has assigned the following educational functions to the grama panchayat.

1. Management of Government Pre-primary Schools and Primary Schools.
2. Implementation of literacy programmes.
3. Management and promotion of reading rooms and libraries.

The orders and circulars related to decentralization published by Kerala Institute of Local Administration (KILA, 2007, Part-1) specified the following responsibilities of the grama panchayat to promote education.

1. Control of the L P schools in the grama panchayat
2. Construction and maintenance of the government school buildings
3. Provide midday meal to the school students
4. Management of the schools established by the grama panchayat including the pre-primary schools and industrial training centers
5. Distribute scholarships and grants to the students
6. Implement non-formal, adult education programmes and other literacy activities
7. Control and supervision of village reading rooms
8. Establish libraries and promote the library movement
9. Provide grants to the Nilathezhuthu Ashans
10. Introduce and promote sports culture in the schools
11. Establishing vocational training centers in the village

In addition to the above several other responsibilities are also assigned to the grama panchayat under various headings like culture and tradition, health and hygiene, social welfare, welfare of SC and ST, general responsibilities etc. The important among them and those related to education directly or indirectly are given below (KILA, 2007, Part-1).

Culture

1. Promote socio-cultural activities
2. Provide support to school youth festivals and other local festivals
3. Construct and maintain community halls and open air theatres

4. Give support for construction and management of monument of renowned and historical personalities

Health and hygiene

1. Management and control of the government dispensaries, community health centers (including ayurvedic and homoeo dispensaries) in the village
2. Control and supervision of all the dispensaries and hospitals at the grama panchayat level
3. Protect and improve the public health
4. Management and control of the mother-child welfare centers
5. Health education programmes and preventive activities including vaccination against communicable diseases
6. Organize campaigns and awareness programmes against smoking and drug abuse
7. Campaign and awareness programmes against adulteration of food materials
8. Conduct camps and awareness programmes for promoting blood and eye donation
9. Provide grant to the practitioners of traditional medicine

Social welfare

1. Implement programmes for providing food to the pre-school children
2. Implement child welfare projects
3. Control and supervision of the anganvadi centers in the grama panchayat
4. Monitor and lead the activities of the anganvadi centers
5. Construction of buildings for anganvadi centers
6. Campaign against superstitions, caste discrimination and untouchability

SC/ST Welfare

1. Implement adult education programmes for scheduled castes and scheduled tribes
2. Provide financial support for marriage, medical treatment, higher education, TA for attending interview etc.
3. Provide discretionary grants to the scheduled castes and scheduled tribes
4. Provide guidelines and financial support to implement projects that create job opportunities for the scheduled castes and scheduled tribes
5. Start welfare programmes for the children belong to scheduled castes and scheduled tribes

General

1. Construction and maintenance of stadiums and play grounds, encourage sports and games, and provide training
2. Prepare annual and long term programmes for the development of the region
3. Organize shramadanam for social development

This chapter so far has attempted to illustrate the context in which the present study is formulated, the decentralization process in school education, role and responsibilities of the Village Education Committees, the structure of local self-government in Kerala, and functions of grama sabha and educational roles of grama panchayats. The study has taken into account various aspects of promoting quality elementary education within the ambit of local bodies at the grama panchayat level.

Chapter 2

Methodology of the Study

The study was designed by Regional Institute of Education, NCERT, Mysore in consultation with Sarva Shiksha Abhiyan, Kerala and the Ministry of Local Self-Government, Kerala. The objective, research questions and methodological details of the study are given below.

2.1. Objective of the Study

The objective of the study was to ascertain the involvement of Local Self Governments (LSG) in promoting quality education at elementary level.

2.2. Research Questions

The following research questions were framed.

1. What are the roles of the grama panchayat in promoting quality elementary education?
2. Which are the indicators that the grama panchayats consider in their interventions to promote the quality of elementary education?
3. To what extent the grama panchayat perform their roles in promoting quality of education at elementary level?
4. What are the specific interventions made by the grama panchayats for promoting quality of education at elementary level?
5. What are the factors that influence the involvement of the grama panchayats in promoting quality of education at elementary levels?

2.3. Design of the Study

The study was conducted through survey and case studies. The basic unit of the study comprised grama panchayats in Kerala. The study involved two phases. In the first phase a survey of the grama panchayats was conducted to find out the ways and extent to which they involve in promoting quality elementary education in the state. In the second phase, the grama panchayats that made considerable contribution in promoting the quality of elementary education were identified based on the survey results and their interventions were deeply

probed through case studies. The purpose of the case studies was to find out the intricacies of the interventions made by the LSGs in the schools.

The study focused mainly on the tasks of the grama panchayats as laid down in the Kerala Panchayat Raj Act 1994, the subsequent insertions in the act, the circulars and orders issued by the Ministry of Local Self- Government time to time for promoting education at elementary level. The study also focused on the self-initiated efforts of the grama panchayats to promote quality elementary education. Data was collected from the grama panchayat personnel, teachers of Lower Primary and Upper Primary schools as well as the parents and community members.

2.4. Sample Selection

The study adopted a multistage random sampling procedure to collect the required information. In the first stage five districts were randomly picked from the 14 districts in Kerala. The districts selected for the study were Thiruvananthapuram, Kottayam, Palakkad, Kannur and Wayanad. A scrutiny of the selected districts based geographical, demographic and literacy standards revealed that the sample represented many of the common features of the entire 14 districts in the state.

In the second stage two block panchayats from each of the five districts selected for the study were identified randomly. From each block two grama panchayats were identified randomly as the sample of the study. The total sample consists of twenty grama panchayats, four each from each of the five districts selected. The list of the sample grama panchayat is given as Appendix-III.

The sample for the case studies was selected based on the analysis of the survey of the grama panchayats conducted in the first phase of the study. The cases were selected based their contribution for promoting quality elementary education. Out of the four grama panchayats in each district, the one which topped in the survey analysis was selected as the case for in-depth study. Thus five grama panchayats were selected for case studies. The grama panchayats selected for the case studies are given in Table No 2.1.

Table No 2.1: List of the grama panchayat selected for case studies

SI No	Grama Panchayat	District
1	Aryanad grama panchayat	Thiruvananthapuram
2	Manjoor grama panchayat	Kottayam
3	Elappully grama panchayat	Palakkad
4	Thillankery grama panchayat	Kannur
5	Meenangadi grama panchayat	Wayanad

2.5. Sources of Data

The data for the study was collected from both people and documents. The documents considered for the study include the orders and circulars on decentralization powers issued by the ministry of local self government and published by Kerala Institute of Local Administration (KILA), educational programme planning guidelines prepared by the government of Kerala, annual budget of the grama panchayats, minutes of the PEC meetings, educational development plans, guideline of SSA for organizing programmes like neighborhood learning centers, programme reports of the grama panchayat, school magazines and newspapers, school annual report, teaching learning material developed by the schools.

Information regarding the programmes and activities undertaken by the grama panchayats for promoting quality elementary education was also collected from various personnel concerned with the functioning of the schools. This includes presidents of the grama panchayat president, chairman of education standing committee, grama panchayat ward members, implementing officers of the PEC, headmasters of the schools, teachers, anganvadi workers, PTA representatives, parents, students, and community members.

Besides the above sources data from the official websites of the ministry of local self government of Kerala, as well as the sites of district, block and grama panchayats were also collected, particularly for downloading the Kerala Panchayat Raj Act and details of the programmes and activities of the local self governments.

2.6. Tools of the Study

In order to collect data from different stake holders of the school questionnaires, rating scale, interview and focus group discussions were employed. For the survey of the interventions of the grama panchayats selected for the study a general information schedule, a rating scale, and a checklist-cum-open-ended questionnaire were employed. The tools were developed in a workshop held at RIE Mysore by involving SSA state functionaries, BRC trainers and schoolteachers as well as the faculty members of the RIE. Before collecting the data for the study the tools were tried out in a few grama panchayats, namely Koppam and Pattambi grama panchayats in Palakkad district, and Mananthavadi gram panchayat in Wayanad district. In the try out it was found that some of the items were irrelevant in the context of the grama panchayat and such items were removed from the tools. And also some items on financial expenditure of the grama panchayat were added to make the tools to include different aspects of the educational planning and management at the local self-government level.

For the case studies of the grama panchayats schedules to interview the panchayat personnel and focus group discussion with teachers, parents and community members were developed. These tools were developed based on the results of the survey. Necessary inputs for construction of the tools for case studies were taken from the discussions with the panchayat personnel, head masters and teachers. All the three tools mainly focused on the interventions of the grama panchayat for ensuring quality elementary education.

2.6.1. General information schedule

This schedule was used to collect information about the gram panchayat like physical and demographic details, number of schools under different management categories, and expenditure for educational programmes under various heads. The general information schedule is given as Appendix IV

2.6.2. Rating scale on assigned tasks of the grama panchayat

A five point rating scale was used to collect data on the extent to which the grama panchayats performed their tasks assigned by the Kerala Panchayat Raj Act and the orders and circulars issued time to time by the ministry of local self government with regard to promoting quality

elementary education in the state. The items of the rating scale were arranged mainly under eight categories, namely 1. Management, control and supervision of Pre-primary schools or Anganwadi centers, 2. Management, control and supervision of elementary schools, 3. Distribution of Mid-day meal to primary and upper primary schools students, 4. Distribution of scholarships and grants to students, 5. Management of village libraries and reading rooms, 6. Promotion of manual work culture at schools, 7. Health programme at schools, and 8. Support to school festivals.

There were several sub items under each of the eight main categories. The sub items reflect the indicators of the intervention made by the grama panchayats under different categories. The respondents have to indicate the effectiveness of a particular grama panchayat in performing their tasks by marking one of the ratings against each sub item. The ratings were assigned values from 5 to 1 indicating a decrease in effectiveness, viz. 5-Very effectively handled, 4-Effectively handled, 3-Effective to some extent, 2-Ineffectively handled, and 1-Very poorly handled. The rating scale on assigned tasks of the grama panchayat is given as Appendix V.

In order to consolidate the scores obtained by a particular grama panchayat under each of the eight categories on the rating scale a consolidation sheet was also prepared. The consolidate score is used to find how effectively the grama panchayats perform each of the eight major categories of the assigned educational functions. The consolidation sheet for the rating scale is given in Appendix-VI.

2.6.3. Questionnaire on self-initiated activities of grama panchayat

This questionnaire was developed to collect information about the educational programmes and activities initiated by the grama panchayats them. The questionnaire comprised open-ended items on the programmes and activities that are not specified by the Kerala Panchayat Raj Act or the orders issued by the ministry of local self-government. The items covered the aspects like infrastructure management; maintaining conducive learning environment in the schools, academic interventions; workshops/training programmes for students and teachers; teaching learning materials; and management of student/teacher absenteeism. The respondents required checking each item to confirm whether a particular activity is undertaken or not (Yes/No) by the

grama panchayat and further to give details of the action taken. The questionnaire is given as Appendix –VII.

2.6.4. Schedule for interview of grama panchayat personnel

This schedule consists of questions on the interventions made by the grama panchayat for promoting quality elementary education. The questions are arranged under four categories, namely: 1. Assumptions and Beliefs of the Grama Panchayat, 2. Formulation of policies, programmes and activities, 3. Implementation of policies, programmes and activities, 4. Evaluation and reflection. The interview schedule is given as Appendix- VIII.

2.6.5. Schedule of focus group discussion with school teachers

The questions in the focus group discussion with teachers are arranged under four categories, namely, 1. Assumptions and Beliefs of the school, 2. Formulation of policies, programmes and activities, 3. Implementation of policies, programmes and activities, 4. Evaluation and reflection. The schedule is given as Appendix-IX.

2.6.6. Schedule of focus group discussion with parents and community members

This schedule consisted of seven major questions pertaining to the contribution of the grama panchayats to improve the quality of elementary education. Supplementary questions were asked to elicit more information about the major aspects. The aspects covered in the schedule were

1. Parents' ideas of the abilities children required developing through elementary education.
2. Their understanding about quality elementary education.
3. Their expectations from the school in providing quality education to the children.
4. Role of grama panchayat in improving the quality of elementary education.
5. The programmes and activities undertaken by the grama panchayat.
6. Impact of these programmes on children's learning, and
7. Future expectations from the grama panchayat for ensuring quality elementary education.

The schedule of focus group discussion with the parents and community members is given as Appendix-X.

2.7. Data Collection and Monitoring

The data was collected by positioning one field investigator in each of the five districts selected for the study. The field investigators were drawn from the SSA Kerala and the teachers who possessed adequate experience in educational research at the state, district or school level. There were four main field investigators that included a state level programme officer of SSA, a district level SSA programme officer, and two high school teachers. In addition to them one high school teacher from Kannur district and one BRC trainer from Thiruvananthapuram were appointed to assist the other field investigators in collection and consolidation of the data.

All the field investigators were involved in the workshop to develop the tools of the study conducted at RIE Mysore. The workshop provided the field investigators a thorough understanding about the purpose, methodology, tools, and the data collection procedures of the study. The list of the field investigators is given in Appendix-II.

For the first phase of the study, i.e. survey of 20 grama panchayats, the investigator of the study and the field investigators collected data from their respective districts. They visited the grama panchayat and discussed about the study with the president, secretary and education standing committee chairperson. With the help of these personnel the list of the schools and anganvadi centers in the grama panchayats. The field investigators collected data from as many schools and anganvadi centers as possible using the rating scale on assigned tasks and open-ended questionnaire on self initiated activities of the grama panchayat. They discussed each item with the respondents and got the tools filled. The respondents included president of the grama panchayat, standing committee chairperson, implementing officer of the PEC, headmasters of the schools, in charges of preprimary sections and anganvadi centers.

For collection of data for case studies the field investigators visited the grama panchayat and the schools by getting appointment of the officials in advance and conducted the interviews and focus groups with the concerned group of people. In each grama panchayat the first focus group discussion was conducted with the parents and the community members. They were invited to a school with the help of the headmaster. After introduction by the focus group members some general information about the place and the school were asked to establishing rapport with the group. This was followed by an in-depth discussion on various questions included in the focus group schedule. Every member of the group was given sufficient time to express their views

without any compulsion. Similar strategies were adopted in the focus group discussion with the teachers also.

The focus group discussions with the teachers were arranged in a school/grama panchayat community hall. Each teacher in the focus group was also given adequate time to express their views independently. The interview of the grama panchayat presidents and the education standing committee chairpersons were conducted personally in their office or residence after the office hours. The proceeding of the focus groups and interview in four of the districts selected for the study, namely Thiruvananthapuram, Kottayam, Kannur and Wayanad, were recorded using video cameras. In Palakkad district the proceedings were recorded with the help of a mobile phone voice recorder. The audio and video recordings were highly useful in the transcription of the interviews and focus group discussions.

As the field investigators were personnel working in schools and SSA, monitoring of data collection was crucial for completion of the study in time. Therefore during the data collection for survey as well as case studies the investigator got in touch with the field investigators through mobile phone and E-mail. The doubts raised by the field investigators were cleared online and necessary instructions were given time to time till the completion of the data collection.

2.8. Data Organization and Analysis

The survey

The data collected for the survey was consolidated by the field investigators in a workshop conducted at RIE Mysore. The data pertaining to each grama panchayat obtained from different personnel (viz. panchayat president, education standing committee chairperson, implementing officer, headmasters, and anganvadi teachers) has been consolidated by taking the average score of all the respondents for each item under the eight categories on the rating scale. Then the scores obtained for each grama panchayat under each of the eight categories were consolidated on a separate consolidation sheet. Thus for each grama panchayat two sets of consolidated data on the rating scale were prepared, i.e. 1. Consolidated data for individual items of the rating scale, and 2. The consolidated data for the eight categories of the rating scale.

The survey data was analyzed by using M.S. Excel database software to find out the percentage of score obtained by the grama panchayats for various items under different categories. The results of the analysis are presented in the form of bar diagrams.

The information on self initiated activities of the grama panchayat collected from various stakeholders through the open ended questionnaire was consolidated under different categories such as *School infrastructure, School atmosphere, Academic interventions, Programmes for teachers and students, Teaching learning materials, Student/teacher absenteeism, and other interventions by the Grama Panchayat*. The data was analyzed qualitatively to find out the interventions of the grama panchayat to promote quality elementary education in through their schools. The results of the analyses are presented in descriptive form under different categories.

Case studies

The case studies of the grama panchayats were developed based on the data collected through the tools of survey as well as interviews of the grama panchayat functionaries and focus groups with parents, community members and teachers. The results of the analysis are presented under the following categories.

a) Assumptions and Beliefs: This included the ideas of the parents, teachers and the grama panchayat functionaries about 1. Quality elementary education, 2. Role of grama panchayat in promoting quality elementary education, and 3. Relationship between schools, grama panchayat and other agencies of education.

b) Formulation of policies, programmes and activities: This included the processes and procedures adopted by the grama panchayat to formulate policies, programmes and activities for ensuring quality elementary education. This category also considered the agency/personnel who take initiatives and the priorities in taking decisions about the programmes.

c) Implementation of policies, programmes and activities: In this category the programmes and activities actually implemented under the leadership of the grama panchayat were included. Concerns like whether the programmes were implemented in all the schools or were they school

specific programmes, constraints in the implementation of the programmes etc were also taken into account.

d) Evaluation and Reflections: Under this category the methods and process of evaluating the programmes and the monitoring system established by the grama panchayat were included. The aspects of the programmes considered for evaluation, the experience and reflections on the programmes were also considered. The data pertaining to each of the case was analyzed separately in a qualitative way and the results are presented as independent case studies. Attempt is also made to bring out the common points cutting across the five case studies.

2.9. Delimitation of the Study

The panchayat raj system in Kerala consists of three levels of local administration or panchayats, viz. village, block and district level. In the case of school education the grama panchayats are concerned with management and control of elementary schools, i.e. schools having classes up to grade VIII. The management of the High Schools and Higher Secondary Schools are in the purview of the district panchayat. The block panchayat have no management responsibility of the schools. The present study was delimited to grama panchayats in Kerala. As per the website of the ministry of local self-government of Kerala (www.lsg.kerala.gov.in) there are 978 grama panchayats in the state. The sample of the study was restricted to 20 grama panchayats selected from five districts.

As far as the involvement of the grama panchayat in promoting quality elementary education is concerned, the interventions made by the grama panchayats in the government schools only taken into account in the study. As the grama panchayats have a number of government schools data could not be collected from all these schools. However, care has been taken to cover at least two Lower Primary Schools, two Upper Primary Schools and a few anganvadi centers in each of the sample grama panchayats. The views of the grama panchayat about the educational intervention in the schools is construed mainly from the information collected through the interview and discussions with the grama panchayat presidents, educational standing committee chairpersons, and the documents provided by the respective grama panchayats. Therefore, the findings of the study cannot be generalized to all the local self-government bodies in Kerala.

Chapter-3

Data Analysis and Findings

As stated afore the study involved two phases, viz. Phase-1 : A survey of twenty grama panchayats to ascertain the extent of their involvement in promoting quality education at elementary level; and Phase-2: Case studies of five selected grama panchayats to probe into the details of the programmes and activities undertaken by them to promote quality elementary education. The analysis of the data and the findings presented in this chapter has taken into account the information collected during both the phases. However, the case studies are presented separately in Section-II of this report that would provide a comprehensive picture of the interventions made by the five grama panchayats for qualitative improvement of elementary education.

The objective of the study was to ascertain the involvement of grama panchayats in promoting quality education at elementary level and the following were the research questions focused.

1. What are the roles of the grama panchayat in promoting quality elementary education?
2. Which are the indicators that the grama panchayats consider in their interventions to promote the quality of elementary education?
3. To what extent the grama panchayat perform their roles in promoting quality of education at elementary level?
4. What are the specific interventions made by the grama panchayats for promoting quality of education at elementary level?
5. What are the factors that influence the involvement of the grama panchayats in promoting quality of education at elementary levels?

Therefore, the analysis of the data presented in the ensuing pages is kept in line with this objective and the research questions.

3.1. Role of the Grama Panchayat in Promoting Quality Elementary Education

In order to ascertain role of the grama panchayat in promoting quality elementary education the investigator relied on the Kerala Panchayat Raj Act 1994, the orders and circulars of the state

Ministry of Local Self-Government, and The Right to Education Act 2009 as well as the views of the panchayat personnel and the teachers, parents and the community members interview and focus group discussions.

❖ **The roles of the grama panchayat as reflected in the Kerala Panchayat Raj Act 1994 and orders and circulars of the local self-government ministry.**

- Management, control and supervision of the anganvadi centers in the grama panchayat including construction of buildings for them.
- Management and control of government elementary schools in the grama panchayat; construction and maintenance of the school buildings; management of the schools established by the grama panchayat including the pre-primary schools and industrial training centers.
- Establishing vocational training centers in the village.
- Nutritional programmes: Implement programmes for providing food to the pre-school children; provide midday meal to the school students.
- Management and promotion of reading rooms and libraries establish libraries and promote the library movement. This includes control and supervision of village reading rooms.
- Distribute scholarships and grants to the students.
- Provide support to school youth festivals and other local festivals, construct and maintain community halls and open air theatres, give support for construction and management of monument of renowned and historical personalities
- Introduce and promote sports culture in the schools; construction and maintenance of stadiums and play grounds, encourage sports and games. and provide training.
- Management and control of the government and dispensaries, community health centers (including ayurvedic and homoeo dispensaries) in the village; Management and control of the mother-child welfare centers
- Health education programmes and preventive activities including vaccination against communicable diseases; Organize campaigns and awareness programmes against smoking and drug abuse; Conduct camps and awareness programmes for promoting blood and eye donation
- Start welfare programmes for the children belong to scheduled castes and scheduled tribes:
- Provide discretionary grants to the scheduled castes and scheduled tribes.

❖ **Duties of grama panchayat under Right to Education Act 2009**

- Provide free and compulsory education to every child.
- Ensure availability of neighborhood schools.
- Ensure that the child belonging to weaker and disadvantaged sections are not discriminated against and prevented from pursuing and completing elementary education on any ground.
- Maintain records of all children up to the age of 14 years residing in its jurisdiction
- Ensure and monitor admission.
- Ensure admission, attendance and completion of elementary education by every child residing within its jurisdiction.
- Provide infrastructure including school building, teaching staff and learning material
- Provide special training facility.
- Provide good quality education conforming to the standards and norms specified by in the Schedule.
- Ensure timely prescribing of curriculum and courses of study for elementary education.
- Provide training facility for teachers.
- Ensure admission of children of migrant families.
- Monitor functioning of schools within its jurisdiction, and
- Decide the academic calendar.

❖ **Role of the gram panchayat as perceived by grama panchayat personnel, teachers, parents and community members.**

- **Educational leadership to schools:** As the grama panchayat is a constitutional authority of elementary education, it should give strong educational leadership to the schools coming under its purview. It should function as connecting agency between 85
- Teachers, parents, students, community and agencies of education like SSA, department of education, and NGOs for bringing out qualitative improvement in elementary education.
- **Progressive outlook about school education:** The grama panchayat should have proper understanding about different aspects of school curriculum and take initiatives to bring about innovative changes in educational practices.

- **Strengthening of PEC:** The PEC must be empowered by inducting eminent persons working in the field education and giving orientation to its members on formulation, planning, implementation and monitoring of educational programmes for the schools.
- **Basic infrastructure development:** The grama panchayat has to improve the physical conditions of the schools, including school building, furniture, drinking water, lighting and technological support for teaching learning.
- **Planning and implementation of need based programmes:** The grama panchayat has to take up its own programmes based on the educational needs of the children and needs of the teachers, schools and the community for improving the quality of elementary education.
- **Monitoring of school level activities:** The panchayat has the mandate to monitor and evaluate all the programmes including academic activities of the schools. This will help in improving the quality of school education.
- **Collaboration with other agencies:** The grama panchayat has to take collaborate with Department of Education, SSA, Health Department, District Panchayat, and NGOs and coordinate implementation of their programmes in schools.
- **Mobilization of resources:** This includes allocation of adequate funds in the grama panchayat budget for various programmes, mobilization of additional resources from the community and voluntary organization, utilization of the available human and material resources.
- **Appointment of teachers:** Temporary vacancies need to fill up in time by appointing qualified candidates through appropriate procedures. Need to provide the services of specialist teachers for dance, sports, computer studies etc.
- **Enrolment and retention of the students:** The grama panchayat has to strive to enroll the children in the schools and take measures to ensure that they complete elementary education.
- **Ensuring conducive learning environment in the schools:** Help the schools to create conducive learning environment by providing better physical facilities, ensuring discipline, and promoting good relationship between the students, teachers, parents and the community.
- **Training of teachers:** Competencies of the teachers in different areas school curriculum should be developed through training programmes and workshops.

- **Workshops/training programmes for students:** In order to develop children's capabilities the grama panchayat has to organize programmes in academic and co-scholastic areas by involving professionals in the concerned field.
- **Organise awareness programmes for parents and villagers:** Panchayat has to organise orientation programmes for the parents to make them aware of the need for educating children and their role and duties in providing education to the children, and enable them to support the children in their studies.
- **Educational supports to the disadvantaged children:** The panchayat should provide support the economically, socially and physically disadvantaged children in the form of scholarships, educational materials, school uniforms, study tables and chairs etc.
- **Implementing learning enhancement programmes:** For the children who have learning difficulties, particularly for the children belonging to deprived sections of the society.
- **Developing teaching learning materials:** The grama panchayat need to take initiative to develop teaching learning materials for the schools and support materials for teachers.
- **Health and hygiene programme:** Initiative should be taken to implement health and hygiene programmes for the school with the help of local hospital or health centers.
- **Replication of innovative practices:** The innovative practices/programmes of other panchayats or organizations should be studied and implemented in the grama panchayat with necessary modification to suit to the local situation. Similarly best practices of a school in the grama panchayat can be implemented in other school of the grama panchayat.

The above enumeration of educational role of the grama panchayat drawn from various sources reveal that the policy makers, the grama panchayat, teachers, and parents have common perceptions about ensuring quality elementary education and the ways to achieve this objective. The views of the parents emerged in all the five case studies revealed that they have better understanding about the role of grama panchayats in enhancing quality of elementary education in the state.

3.2. Indicators of Quality Elementary Education

The study has brought into light a number of indicators that reflect the involvement of the grama panchayats in promoting quality elementary education in Kerala. Responses of different stake holders of school education to the questionnaires indicate that most of these indicators are by and

large present in all the grama panchayats considered for the study. The major categories of indicators emerged in the study are enlisted below.

❖ **School infrastructure**

1. Construction of new building or additional classrooms
2. Renovation/maintenance of school building/classrooms (classroom separation walls, repairing of roof, , floor, roof, walls, door and windows)
3. Separate rooms for HM, teachers, library and laboratory
4. Drinking water facility (source/type: school well, tap water, hand pump, potted water)
5. Toilets with water supply (common toilets and separate toilets for girls)
6. Light and ventilation in classrooms, supply of electricity
7. Supply and maintenance of furniture for students and teachers
8. Construction of compound wall
9. Supply of computers and their maintenance
10. Supply of books and reading materials to the school library
11. Preparation/maintenance of playground and supply of sports materials

❖ **Enrolment and retention**

1. Measures adopted to enrolment of children in the schools
2. Enrolment of girls, SC, ST, OBC and Muslim children
3. Measures to control drop out of children from the schools

❖ **School atmosphere**

1. Maintaining of learning environment
2. Controlling student absenteeism
3. Ensuring availability and punctuality of teachers
4. Monitoring of school discipline
5. Maintaining of child-friendly premises (ramps, playground, garden, compound wall)
6. Ensuring required number of instructional days per academic year

❖ **Academic interventions**

1. Preparation of academic calendar
2. Training /motivational programmes for teachers

3. Training/workshops for students
4. Integration and monitoring of the programmes of other agencies

❖ **Teaching learning materials**

1. Grant for teaching-learning material
2. Initiatives to develop TLMs for schools
3. Supply and maintenance of play materials and equipments

❖ **Distribution of Midday meal**

1. Implementation of nutrition programme (ensuring supply of food materials- rice, cereals, milk, egg etc.)
2. Maintenance of school kitchen (kitchen shed, supply of utensils, plates and glasses)
3. Up-keep of dining space, dining tables and other furniture

❖ **Distribution of scholarships and grants**

1. Develops criteria and procedure for providing scholarship
2. Identification and selection of students who need scholarships and grants
3. Timely distribution of scholarship and grants to other eligible students

❖ **Management of village libraries and reading rooms.**

1. Develops plan for augmenting village libraries (buildings, furniture, news papers, books, periodicals and reading programmes)
2. Develops programmes for improving the reading habits of students, parents and others
3. Implements programmes and activities for linking schools and village libraries.

❖ **Promotion of manual work culture at schools**

1. Implement programmes/activities for promotion and encouragement of manual work culture among students
2. Provides/Arranges resource support (seeds/seedlings, manure and technical support) for such activities
3. Monitors the programme/activities with the involvement of teachers, students, parents and community members

❖ **Health programmes at schools**

1. Developing panchayat specific plan for ensuring health and hygiene of students.
2. Facilitates for medical check-up in schools
3. Provides/arranges resource support (leaflets, medicines and technical support) to schools, teachers and students
4. Monitors and integrates the programme/activities with the involvement of health department, education dept and school staff, students and parents
5. Supply of student health card and its periodic maintenance
6. Plan and implement school specific programmes/activities for health and hygiene

❖ **Support to school festivals**

1. Panchayat specific programmes and activities for encouraging literary and artistic talents of students in schools.
2. Encourages schools to plan and implement school-specific artistic, literary and cultural programmes/activities.
3. Provides/Arranges resource support to schools, teachers and students (art materials, training to teachers, workshops for students in art, drama etc.)
4. Gives financial assistance to conduct school festivals.

❖ **School community linkage**

1. Parent teacher association, Mother Teacher Association, Class PTA
2. Meetings and orientation programmes for parents
3. Involvement of community in planning and implementation of school activities

3.3. Extent to which Grama Panchayats perform their educational roles

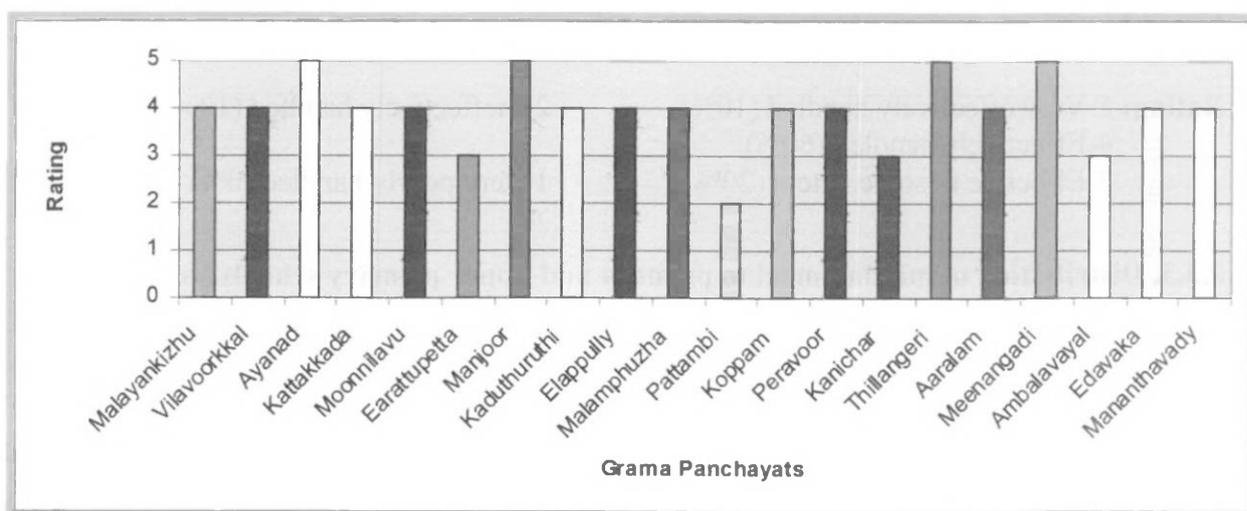
The extent to which the grama panchayats involve in promoting quality elementary education was ascertained based on the performance of the assigned educational tasks of by the panchayats. The study has identified eight major tasks of the grama panchayats as laid down by the Kerala Panchayat Raj Act 1994 and the orders and circulars the local self government ministry to promote quality of elementary education in the state. The data pertaining to these eight categories was collected through a five point rating scale. The results of the analysis showing the rating of the grama panchayats under each category as well as the combined score for all the eight categories are presented here to understand the extent to which the grama panchayats involve in promoting quality elementary education.

The bar diagrams represent performance of the individual gram panchayats, and which are presented district wise in the order Thiruvananthapuram, Kottayam, Palakkad, Kannur, and Wayanad. The first four grama panchayats represented on the bar diagrams belong to the first district (Thiruvananthapuram), the second four panchayats to the second district (Kottayam) and so on. The percentage given in brackets against the rating on five point scale (5-very effectively handled, 4-effectively handled, 3-effective to some extent, 2-ineffectively handled, 1-very poorly handled) shows the total percentage of the grama panchayats rated for their performance with respect to a given category of assigned roles.

3.3.1. Management, control and supervision of pre-primary schools /anganvadis

There were 15 items under this category. The Figure 3.1 shows that 20% of the grama panchayats handled the task of management, control and supervision of the pre- primary schools and anganvadi centers very effectively and the 60% of the schools did the task effectively. However, 20% (15% effective to some extent and 5% ineffective) gram panchayats are still lagging behind in carrying out their tasks under this category. Most visibly the grama panchayats like Erattupetta, Pattambi, Kanichar and Ambalavayal did not perform this task up to the mark, particularly regarding facilities for the pre-primary sections run by the government schools.

Figure 3.1: Management, control and supervision of pre-primary schools and anganvadi centres



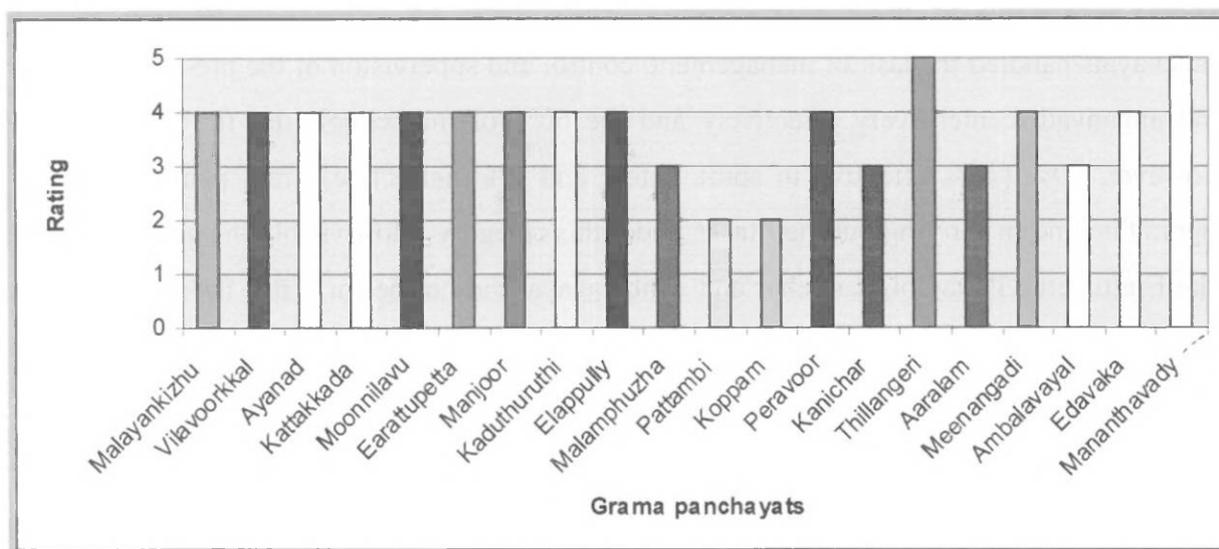
Rating: 5-Very effectively handled (20%)
 4-Effectively handled (60%)
 3-Effective to some extent (15%)

2-Ineffectively handled (5%)
 1-Very poorly handled (0%)

3.3.2. Management, control and supervision of primary schools

In this category also contained 15 items. The analysis presented in the Figure: 3.2 shows that 70% (10% very effectively and 60% effectively) of the grama panchayats perform their task of management, control and supervision of the primary schools in an efficient way. The remaining 30% of the grama panchayats has to improve the management of the schools to ensure quality elementary education. The figure shows that six grama panchayats, viz. Malampuzha, Pattambi, Koppam, Kanichar, Aralam, and Ambalavayal, lag behind other panchayats in performing their tasks under this category.

Figure 3.2: Management, control and supervision of the primary schools



Rating: 5-Very effectively handled (10%)
 4-Effectively handled (60%)
 3-Effective to some extent (20%)

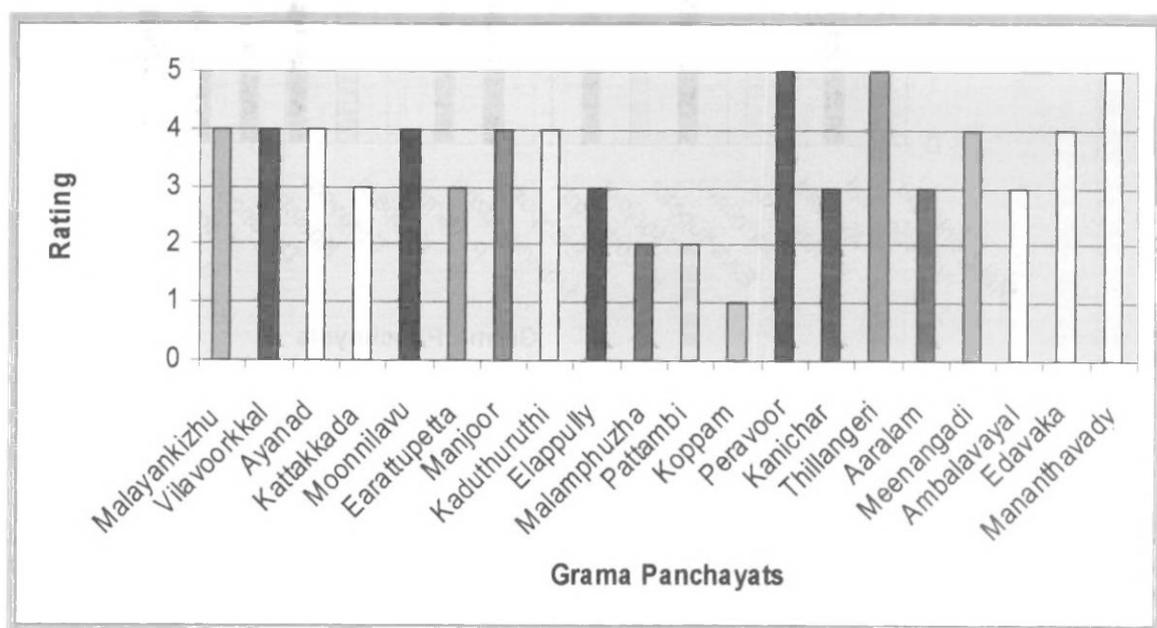
2-Ineffectively handled (10%)
 1-Very poorly handled (0%)

3.3.3. Distribution of midday meal to primary and upper primary schools students

The three items under this category were related to supply of food materials, maintenance of school kitchen, and the up keep of the dinning space. The Figure 3.3 shows that only 55% of the grama panchayats (15 very effectively and 40% effectively) perform their task under this category satisfactorily. Out of the remaining 45% of the grama panchayats 5% perform the task very poorly. The grama panchayats like Kattakkada, Erattupetta, Elappully, Kanichar, Aralam,

and Ambalavayal perform the task just at an average level. Whereas three grama panchayats in Palakkad district, viz. Malampuzha, Pattambi and Koppam, performed this task ineffectively or very poorly.

Figure 3.3: Distribution of midday meal to elementary schools students

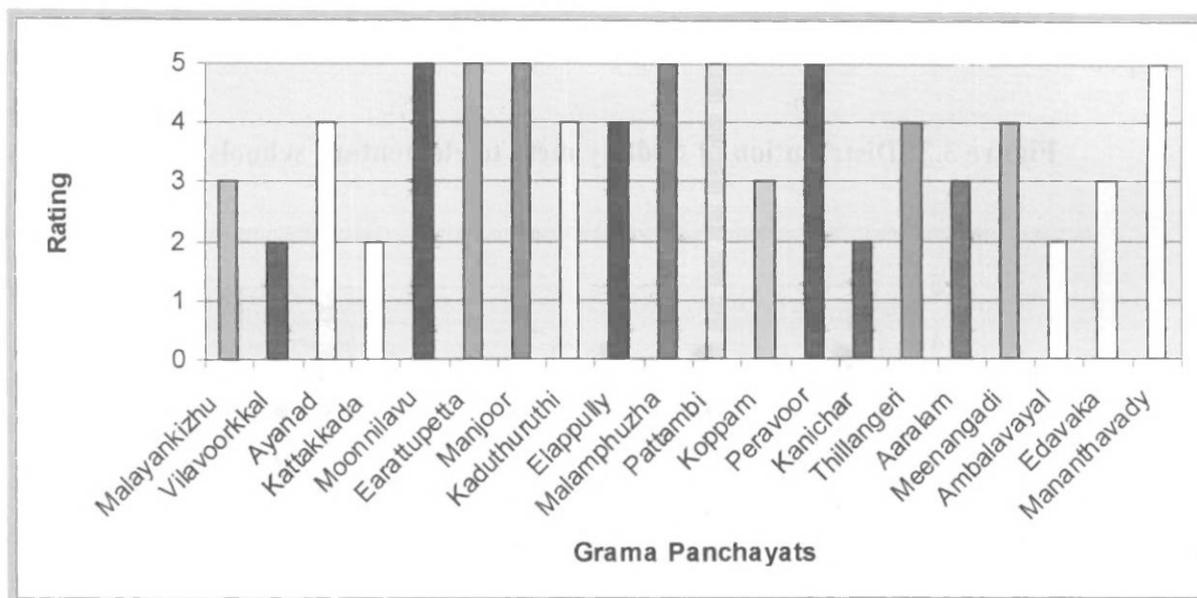


Rating: 5-Very effectively handled (15%) 2-Ineffectively handled (10%)
 4-Effectively handled (40%)
 3-Effective to some extent (30%) 1-Very poorly handled (5%)

3.3.4. Distribution of scholarships and grants to students

The two questions on this task sought information about criteria/procedure for selection of students who need scholarships/ grants, and timely distribution of scholarship/grants to the eligible students. The Figure 3.4 shows that 35% of the grama panchayats handle distribution of scholarship/grants to the students very effectively whereas and 25% do the task effectively. However, performance of 40% of the grama panchayats is not promising. This include three grama panchayats in Thiruvananthapuram district (Malayankizhu, Vilavoorkal and Kattakkada), two each in Kannur (Kanichar and Aaralam) and Wayanad (Ambalavayal and Edavaka) districts, and one in grama panchayat in Palakkad district (Koppam).

Figure 3.4: Distribution of scholarships and grants to students



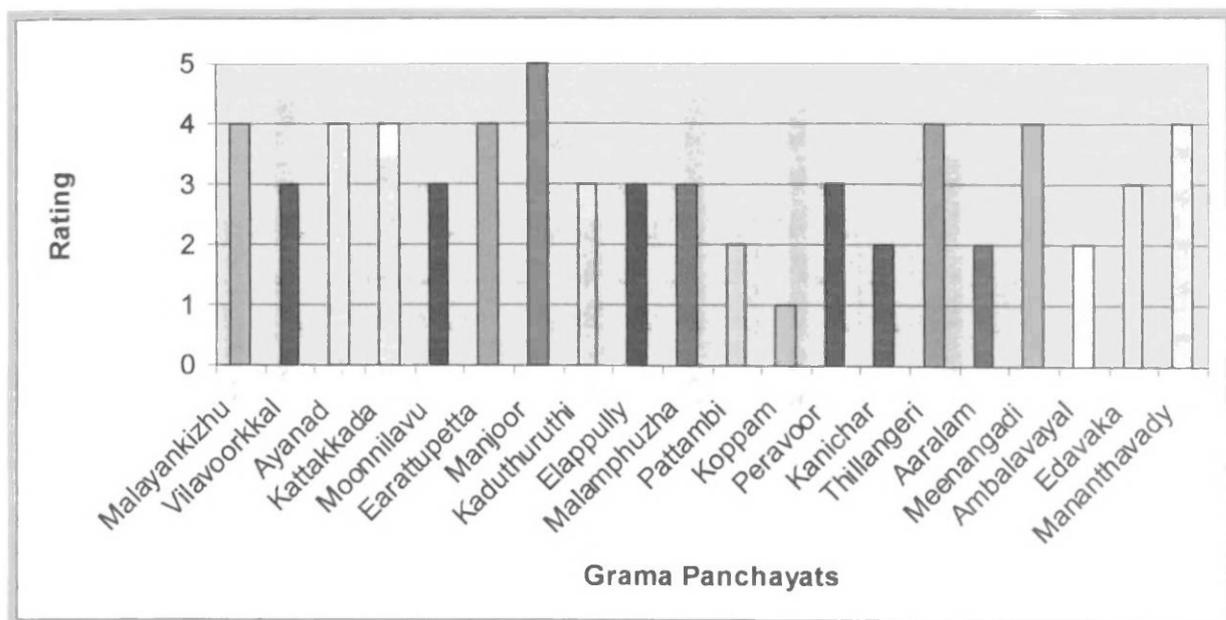
Rating: 5-Very effectively handled (35%) 2-Ineffectively handled (20%)
 4-Effectively handled (25%)
 3-Effective to some extent (20%) 1-Very poorly handled (0%)

3.3.5. Management of village libraries and reading rooms

Utilization of community resources has significant role improving the quality of learning by the students. Therefore maintaining well-equipped village libraries and linking them with the school activities can contribute in promoting quality elementary education. The three items under this category was related developing plan for augmenting village libraries, programmes for improving the reading habits of students, parents and others, and linking schools and village libraries.

The Figure 3.5 shows that performance of 60% of the gram panchayats regarding management of village libraries and reading rooms were not satisfactory. Out of the 20 grama panchayats only one panchayat, Manjoor grama panchayat in Kottayam district, found performing this task very effectively. In contrast all the grama panchayats surveyed in Palakkad district were poor in handling of this task. While seven grama panchayats performed at an average level five panchayats were poor in executing their responsibilities.

Figure 3.5: Management of village libraries and reading rooms



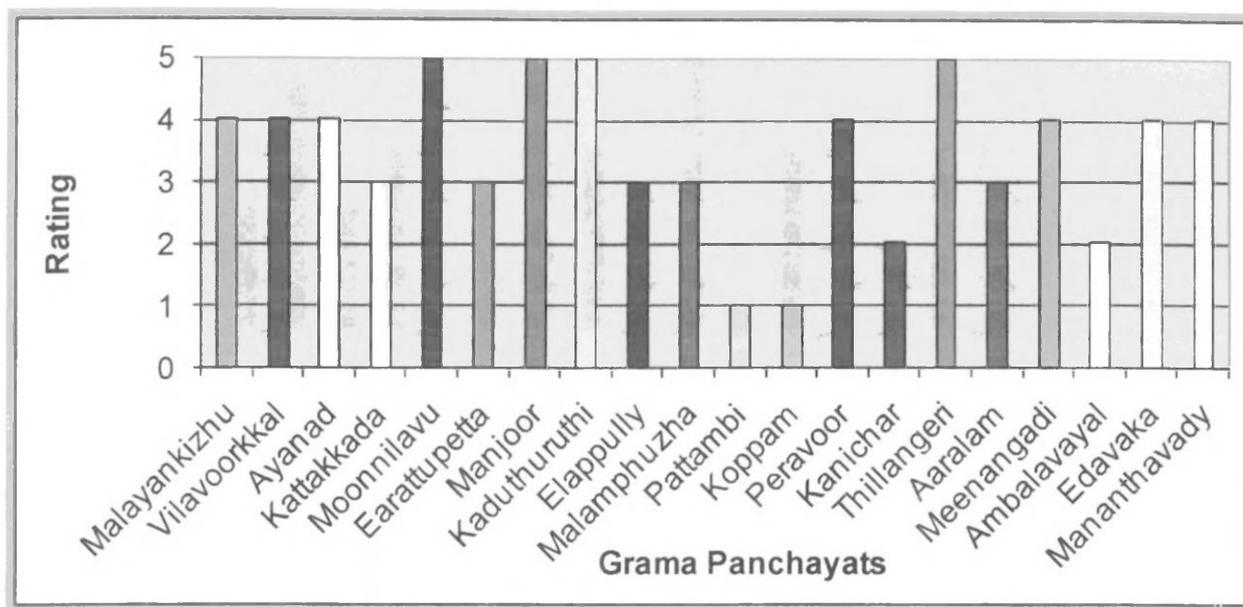
Rating: 5-Very effectively handled (5%) 2-Ineffectively handled (20%)
 4-Effectively handled (35%)
 3-Effective to some extent (35%) 1-Very poorly handled (5%)

3.3.6. Promotion of manual work culture at schools

The three items on this task sought responses on implementation of programmes/activities for promotion and encouragement of manual work culture among students, resource support for such activities and monitoring the programme/activities with the involvement of teachers, students, parents and community members. The Figure 3.6 shows that 55% of the grama panchayats have done good work (20% very effectively and 35% effectively) in promoting manual work culture among the students. Out of the remaining grama panchayats 25% performed at an average level and 20% do their tasks not much effectively.

The Moonnilavu, Manjoor and Kadathuruthi grama panchayats in Kottayam district and Thillankery panchayat in Kannur district showed outstanding performance in this category. The low performing grama panchayats on this task are Pattambi and Koppam in Palakkad, Kanichar in Kannur and Ambalavayal in Wayanad districts.

Figure 3.6: Promotion of manual work culture at schools



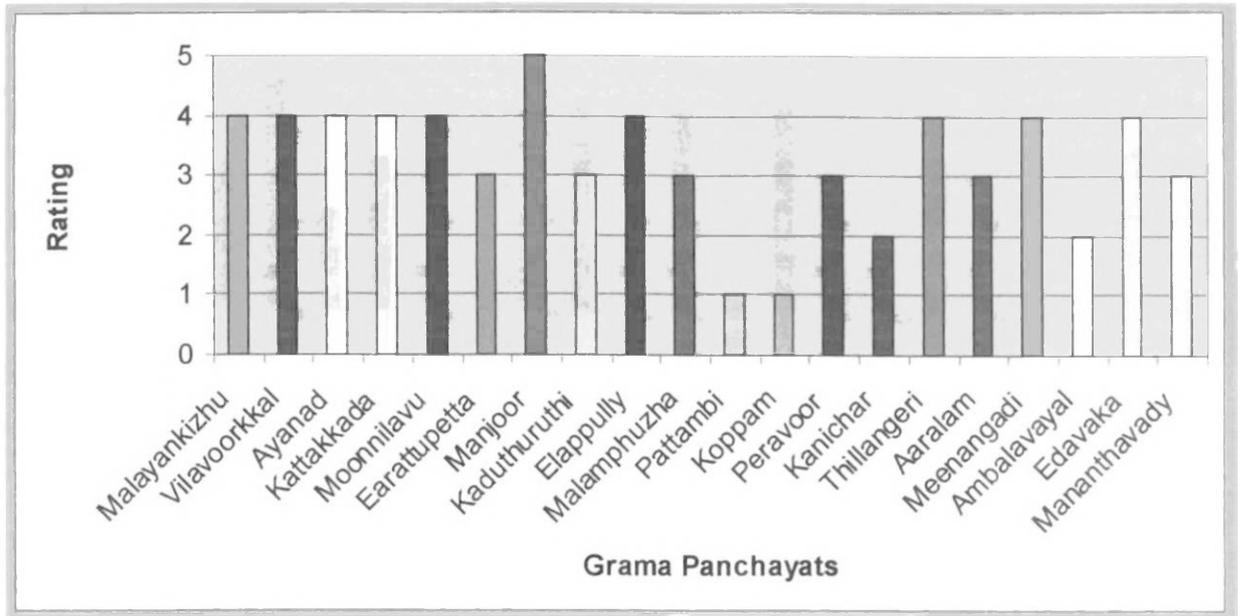
Rating: 5-Very effectively handled (20%)
 4-Effectively handled (35%)
 3-Effective to some extent (25%)

2-Ineffectively handled (10%)
 1-Very poorly handled (10%)

3.3.7. Health programme at Schools

This category included six items pertaining to panchayat specific plan for ensuring health, and hygiene of students, medical check-up in schools, resource support to schools, teachers and students, monitoring of the programmes/activities, maintenance of student health card, and school specific programmes/activities for health an hygiene. The Figure 3.7 reveals that only half (5% very effectively and 45%effectively) of the grama panchayats surveyed organize health programmes efficiently. Among the other half 30% grama panchayats performed the task at an average level, 10% ineffectively and the remaining 10% very poorly. Only one grama panchayat, viz. Manjoor panchayat in Kottayam district, organizes the health programmes very effectively.

Figure 3.7: Health programme at schools



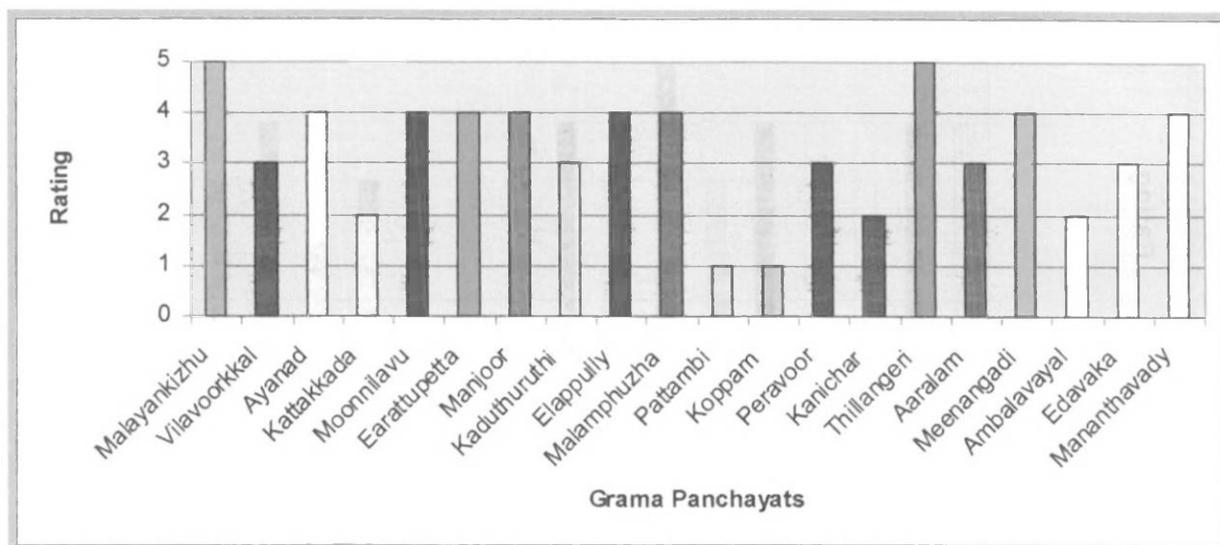
Rating: 5-Very effectively handled (5%)
 4-Effectively handled (45%)
 3-Effective to some extent (30%)
 2-Ineffectively handled (10%)
 1-Very poorly handled (10%)

3.3.8. Support to school festivals

There were four items on this task that sought information related Panchayat specific programmes and activities for encouraging literary and artistic talents of students in schools, school-specific programmes/activities, resource support to the schools, and financial assistance to conduct school festivals.

The Figure3.8 shows that 10% of the grama panchayats provide support for school festival very effectively and 40% panchayats perform this task effectively. While 25% of grama panchayat performs the task at an average level an equal percentage of panchayats carry out task poorly. Performance of two grama panchayats, one each in Thiruvananthapuram and Kannur districts is very effective on this task, whereas two panchayats in Palakkad district perform the same task very poorly.

Figure 3.8: Support to school festivals



Rating: 5-Very effectively handled (10%)
 4-Effectively handled (40%)
 3-Effective to some extent (25%)

2-Ineffectively handled (15%)
 1-Very poorly handled (10%)

The effectiveness of the grama panchayats in performing all the eight categories of assigned educational tasks put together is presented in Table No. 3.1. Out of the eight categories of the assigned tasks, Management of pre-primary schools/anganvadi centers (80%), and Management of primary schools (70%) are performed effectively by most of the grama panchayats. Distribution of scholarships and grants to students is handled effectively by 60% of the grama panchayats. The midday meal programme and Management of village libraries are effectively done by 55% of the panchayats. Health programmes for students and support for school festivals are handled effectively by 50% of the grama panchayats, while Promotion of manual work culture among the students is effectively done by only 40% of the panchayats.

Considering the overall performance only 10% of the grama panchayats carry out their assigned educational tasks very effectively. While 55% of the grama panchayats perform their educational tasks effectively and 15% at an average level, 20% of the panchayats perform the tasks poorly. However no grama panchayat is rated as very poor on overall performance of the assigned educational functions.

Table: 3.1. Effectiveness in performing assigned educational tasks by the grama panchayats

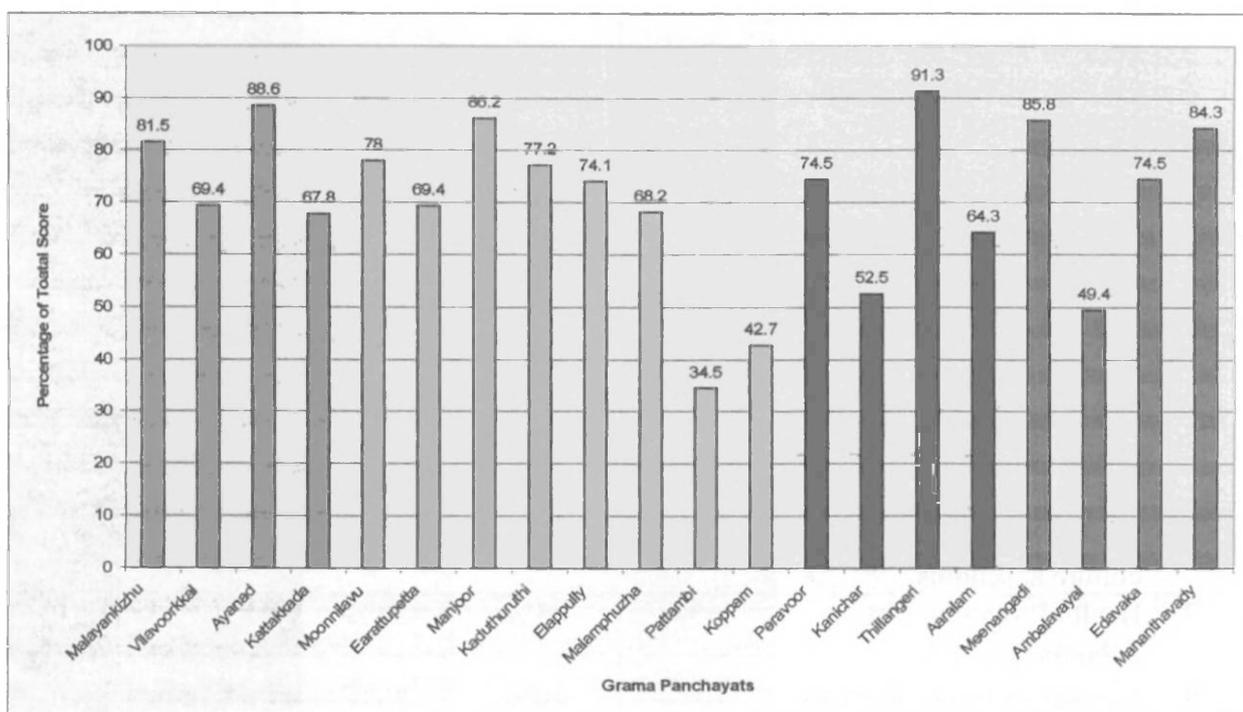
Sl No	Tasks assigned to the Grama Panchayats	Rating of the Grama Panchayats				
		<i>Very effectively handled</i> 5	<i>Effectively handled</i> 4	<i>Effective to some extent</i> 3	<i>Ineffectively handled</i> 2	<i>Very poorly handled</i> 1
1	Management, control and supervision of pre-primary schools /anganvadi centers	20%	60%	15%	5%	0%
2	Management, control and supervision of Primary schools	10%	60%	20%	10%	0%
3	Distribution of Mid-day meal to primary and upper primary schools students	15%	40%	30%	10%	5%
4	Distribution of scholarships and grants to students	35%	25%	20%	20%	0%
5	Management of village libraries and reading rooms	5%	35%	35%	20%	5%
6	Promotion of manual work culture at schools	20%	35%	25%	10%	10%
7	Health Programme at Schools	5%	45%	30%	10%	10%
8	Support to school festivals	10%	40%	25%	15%	10%
Overall performance		10%	55%	15%	20%	0%

3.3.9. Overall performance of the grama panchayats

The overall performance of the grama panchayats is calculated based on the total score obtained by them on the rating scale. The five point ratingscale on assigned educational tasks of the grama panchayats comprised 51 items all together. Therefore, a grama panchayat can obtain a maximum score of 255 on the rating scale. The percentage of the score obtained by each grama panchayat is also taken into account for measuring the overall performance of the panchayats. In order to classify the grama panchayats based on their performance the percentiles were calculated. The pecentile values for the sample are P25= 170.75 and P75=209.75.

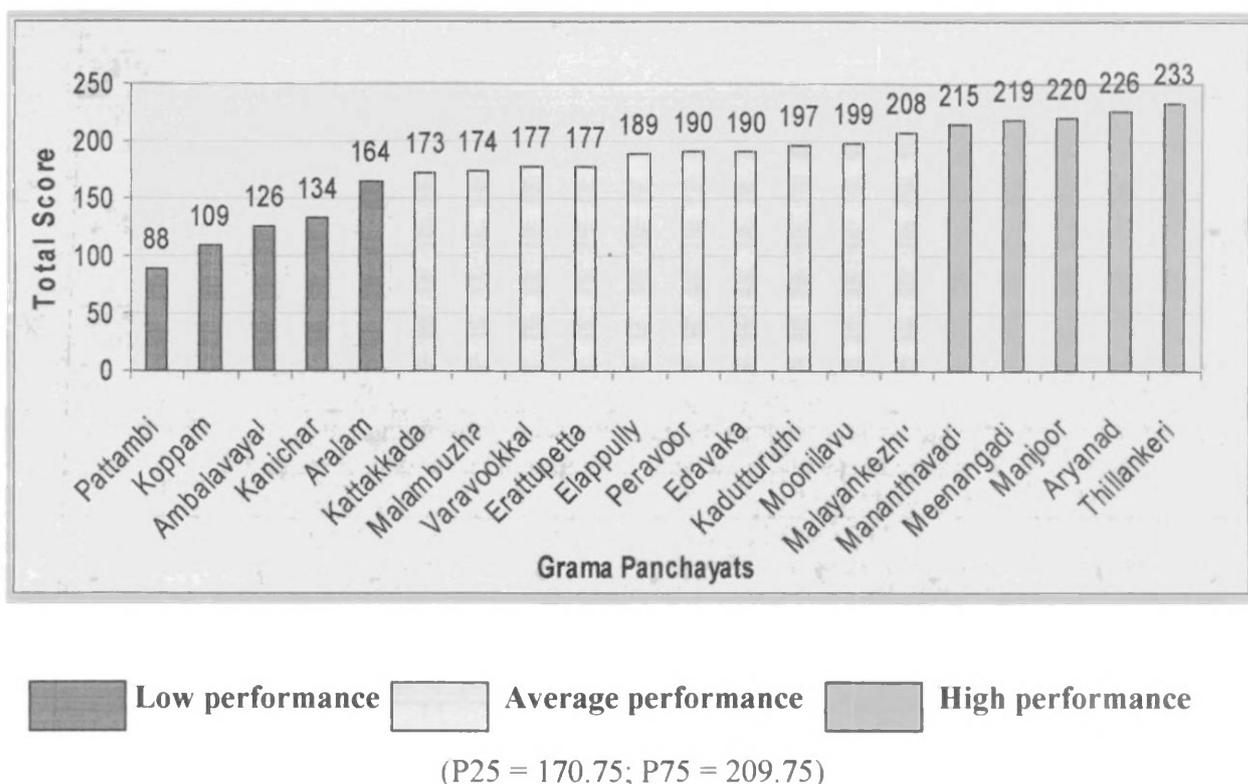
The Figure-3.9. shows that six grama panchayats have score above 80% of the total score on the rating scale, and four panchayats scored below 60%. The remaining 10 grama panchayat scored bet ween 60 to 80 percentage.

Figure 3.9: Overall performance of the grama panchayats



The Figure 3.10 reveals that five grama panchayats perform their assigned educational tasks very effectively, 10 panchayats perform at an average level and the remaining five perform poorly. The high performing grama panchayats from different districts are Thillankery (Kannur), Ayanad (Thirvananthapuram district), Manjoor (Kottayam), Meenangadi and Manathavadi (Wayanad). The low performing grama panchayats include Pattambi and Koppam (Palakkad), Ambalavayal (Wayanad), Kanichar and Aralam (Kannur). Performance of the remaining 10 grama panchayats are at an average level only.

Figure 3.10: Categories of grama panchayats based overall performance



3.4. Interventions of the Grama Panchayats for Promoting Quality of Elementary Education

The data on self initiated efforts of the grama panchayats to promote quality elementary education was collected through a questionnaire consisting of both checklist and open-ended items. The check list comprised 18 items organised under seven categories, viz. school infrastructure, school atmosphere, academic interventions, teacher oriented activities, student oriented activities, teaching learning materials, and absenteeism. The analysis of the checklist presented in Table No. 3.2 reveals that most of the grama panchayats taken up activities under the seven categories. However, very few gram panchayats organised training programmes/motivational activities or prepared materials for the teachers. While 55% of the gram panchayats provided grants for school development or teaching learning materials, only 20% of the panchayats taken initiatives to develop teaching learning materials for the schools. Student absenteeism in the schools exists only in 25% of the grama panchayats.

Table: 3.2. Analysis of the checklist on self-initiated activities of grama panchayats

Category	Responses to each question	Percentage of response	
		YES	NO
School infrastructure	1. Did the <i>panchayat</i> make any intervention of its own to improve the infrastructure facilities in the elementary schools? Yes: 19, No: 01	95%	5%
	2. Has the <i>panchayat</i> made any innovation in the school infrastructure for meeting the amenities of students and teachers? Yes: 14, No: 06	70%	30%
School atmosphere	3. Did the <i>panchayat</i> make any specific attempt to create conducive learning environment in the school? (Other than BaLA-Building as a Learning Aid Programme of SSA) Yes: 15, No: 05	75%	25%
	4. Does the <i>panchayat</i> monitor the school discipline—E.g. availability and punctuality of the students and teachers in the school? Yes: 16, No: 04	80%	20%
Academic interventions	5. Has the <i>panchayat</i> made any intervention in the academic activities of the school? Yes: 13, No: 07	65%	35%
	6. Does the <i>panchayat</i> prepare Monthly Calendar of activities for schools and send the same to all schools? Yes: 05, No: 15	25%	75%
Teacher oriented activities	7. Has the <i>panchayat</i> organized/initiated any in-service training programme for the teachers? Yes: 06, No: 14	30%	70%
	8. Has the <i>panchayat</i> initiated any motivation activity for the teachers? Yes: 04, No: 16	20%	60%
	9. Whether the <i>panchayat</i> took initiative to prepare Teachers Guides for the schools? Yes: 01, No: 19	5%	95%
Student oriented activities	10. Does the <i>panchayat</i> strive to enrol all the school-aged children in schools? Yes: 18, No: 02	90%	10%
	11. Did the <i>panchayat</i> take any steps to ensure the share of girls, SC, ST, OBC, Muslims and disabled children in enrolment? Yes: 12, No: 08	60%	40%
	12. Has the <i>panchayat</i> attempted to control student dropout? Yes: 13, No: 07	65%	35%
	13. Has the <i>panchayat</i> organized any workshop for elementary school children? Yes: 08, No: 12	40%	60%
Teaching learning materials	14. Whether the <i>panchayat</i> gives grants (other than the SSA grants) for school development or TLM? Yes: 11, No: 09	55%	45%
	15. Has the <i>panchayat</i> taken initiative to develop Teaching-Learning Material for the schools? Yes: 04, No: 16	20%	80%
Absenteeism	16. Whether Student absenteeism exists in the schools of the grama panchayat? Yes: 05, No: 15	25%	75%
	17. Whether the <i>panchayat</i> work towards ensuring availability of teachers in the school? Yes: 13, No: 07	65%	35%
	18. Does the <i>panchayat</i> take steps to ensure required number of instructional days in the schools? Yes: 11, No: 09	55%	45%

The grama panchayats' own interventions for ensuring quality elementary education are construed from the open-ended questions on self initiated activities. The grama panchayats have undertaken many self-initiated programmes/activities for promoting quality elementary education. Besides, they extend full support to the programmes/activities initiated by other agencies like Department of Education, SSA, and District Panchayats. It is significant to note that most of the gram panchayats provide financial supports for many of the programmes and activities of the schools in addition to the share they give to the SSA. The most significant contributions of the grama panchayats in the state are given under different categories.

3.4.1. School Infrastructure

Under this category 19 grama panchayats (95%) made their own intervention for improving the infrastructure of the schools. One (5%) grama panchayat, namely Koppam grama panchayat in Palakkad district, does not have any programme of its own, but it collaborates with SSA and district panchayat to develop physical facilities in the schools. Seventy percent (70%) of the grama panchayats claimed that they have made innovations in the school infrastructure for meeting the amenities of students and teachers. The innovations include children's park; school vegetable garden and smart classrooms. Following are the important contributions made by some of the grama panchayats by their own for promoting quality of education in elementary schools.

- Computers in all the class rooms: The Aryanad grama panchayat in Thiruvananthapuram district has made available computers in all the classrooms of a G.U. P School with the cooperation of PTA and voluntary organizations.
- Smart classrooms: LCD projectors, educational CDs, games, Internet facilities.
- Construction of school kitchen: Almost all the gram panchayats spend money for construction and renovation of the school kitchen.
- Construction of children's park in schools.
- Provide shelves in each classroom for classroom library or keeping students learning products
- Ceiling Fans in all the classrooms. The Aryanad gram panchayat made available ceiling fans

in all the classrooms of the schools.

- Tiles work: Renovation of toilets, classrooms and corridors by putting tiles.
- Vegetable gardens: Maintains vegetable gardens in schools, which provide vegetables for midday meal programme.
- Construction / renovation of play grounds, including panchayat stadium, school ground
- Mobilization of resources like fund for school development works, distribution of school uniforms, bicycles, and teaching learning materials from various sources like community, Arts and Sports Clubs, NGOs, Other Voluntary Organizations etc.

In addition to the above interventions the grama panchayats collaborate with SSA in improving the infrastructure of the schools by providing additional funds or mobilizing resources from community and voluntary organizations. The major supports in of this kind are given below.

- Construction of new building or Additional classrooms: /HM's room/ library rooms/ classroom separation walls, and compound walls.
- Construction and repairing of toilets, including girl friendly toilets
- Provide furniture or fund for purchase of furniture
- Provide Computer, Computer Tables and chairs and related materials
- Provide books or fund for purchase of books for school library
- Drinking water facilities: this includes construction of bore wells and water tank, plumbing works, cleaning of wells, providing water connection.
- School beautification work-- BaLA (Building as a Learning Aid).

It is important to note that some of the grama panchayat personnel think that after giving the SSA share the grama panchayat need not spend more money for educational purposes. However, the teachers have pointed out that the fund provided by SSA for infrastructure development works in the schools is not sufficient. Therefore the schools have to depend up on the additional funds provided by the grama panchayat and or the fund generated with the help of PTA, community

members, local clubs, cooperative banks, and other non-governmental agencies. The schools also look towards the support from the local the MLA and MPs funds with the help of the grama panchayats.

3.4.2. School atmosphere

In order to maintain proper school atmosphere 75% of the grama panchayats make efforts to create conducive learning environment and 80% of the panchayats monitor the school discipline. The following interventions are reported from different grama panchayats to enhance the learning environment in the schools.

- Open Air Class Rooms, Smart classroom.
- Construction of children's park, swimming pool.
- School bio-diversity projects, suchitvasena (green brigades)
- Balavignana Kendra (Children's' learning centre), Activity centres, and TLM gallery
- School vegetable gardens, terrace garden
- Agriculture: cultivation of paddy, tapioca, banana plantations
- Reading Festivals, Sky watch, literary fest, science congress/seminars, school parliament.
- Cultural/sports festival for CWSN

In addition to the above the programmes, the grama panchayats give support to the following initiatives of SSA to enhance teaching-learning practices in schools.

- Child friendly classrooms and school premises: Child friendly classrooms: Dust free class rooms for grade I, multi colour paintings on classroom wall depicting different themes.
- Exhibition of students' learning products and creative works: in the classrooms and display boards, school walls, big picture board.
- Maintain student portfolios

- School cleanliness project: - This includes daily cleaning of the classrooms, toilets and school premises, preparation of composite by the students

3.4.3. Enrolment of students

Ninety percent (90%) of the grama panchayats surveyed for the study strive to enrol all the school-aged children in the schools. Sixty percent (60%) of the panchayats make special efforts to ensure the enrolment of girls, SC, ST, OBC, Muslims and disabled children in the schools. The efforts in this regard are centred on awareness campaign among the parents and provision for supply of free support materials to the children. The schools and grama panchayats collectively strive to bring the children to the school. Some of the grama panchayats run pre-primary sections in government schools to ensure total enrolment of students. The strategies to enrol students in the schools in general include:

- **Parental awareness programmes:** This include house visit by the teachers and grama panchayat ward members; awareness campaign through Kudumbashree (women's self-help groups); campaign and discussion in Grama Sabha meetings; awareness campaign through Anganwadis; door to door to visit in SC/ST colonies. Some of the schools send letters to the parents regarding the facilities available in Government schools.
- **House to house campaign:** The grama panchayat ward members, teachers and PTA members visit the houses of the children to ensure their enrolment in the schools.
- **Distribution of Support material:** Uniforms, school bags, notebooks, diary and other learning materials were distributed free of cost to the children belong to the socially and economically backward families. Some grama panchayats with the help of voluntary organisations, clubs and cooperatives societies make available the support materials to all the students in government elementary schools.
- **Arrangement for transportation:** Admission of the children to any school is depended on the availability of transportation facilities. As aided and unaided schools provide transportation parents prefer to send their children to such schools even if they have to pay a little more for it. This enables them to get themselves free from the responsibility of taking the small children to and from the schools. This has become a challenge for the government schools. Many of the government schools thus make arrangements for transportation

facilities like Autorikshaw, Van, Mini buses etc. with the support of PTA and Grama Panchayat. In order to provide conveyance facilities to the students some of the grama panchayats purchased school bus with the financial assistance from the community members, parents, and the local development fund of the MPs.

- **Identification of mentally challenged children:** The grama panchayats identify the mentally challenged children and ensure their admission in the schools by meeting the parents of such children. The panchayats provides medical aid to the mentally challenged children and some of the panchayats have established learning centres for such children.
- **Breakfast:** Some of the grama panchayats provide morning food in the school to the socially and economically disadvantaged children. This attracts the children from poor families and ensures their regular attendance in the schools.
- **Pravesanotsavam:** All the Grama Panchayats organise Pravesanotsavam (Entry Festival): to embark on the academic year in the month of June. It is a state level programme planned by the Department of Education and SSA and the role of the grama panchayats is very significant. Grama panchayats provide all supports including financial assistance to the schools to make the programme a grant success. The grama panchayat presidents, other office bearers and ward members participate in the celebrations in the schools and distributes sweets and educational support materials and to the students.

3.4.4. Measures to control drop out:

The study revealed that 65% of the grama panchayats have taken efforts to control student dropout in the schools. The remaining 35% grama panchayats stated that drop out of the children did not exist in their schools. The efforts of the gram panchayats to address the problem of drop out are given below.

- The PEC, PTA and cluster PTA meetings discuss the problem and adopt appropriate measures.
- Parental awareness programme: Teachers, ward members and PTA members discuss with the children and parents and bring them back to the school.
- House visit and Counselling to the children dropped out are effective measures to bring them back to the schools.

- Free distribution of support materials to the students and nutritional programme including breakfast address the drop out problem to a great extent.

3.4.5. Academic interventions

The grama panchayats provide strong support for the academic programmes of the schools. In general academic programmes and activities of the schools are formulated, planned and implemented under the control, supervision and guidance of the PEC and BRC. Therefore, day-to-day academic activities of the schools are more of collaborative in nature. By and large contributions of the grama panchayats in the academic domain are mainly of organization of resource supports including financial, material and human resource for the various programmes and activities initiated by SSA at the state level. However, some of the grama panchayats implement academic programmes in the schools formulated at their own level. Analysis of the check list on self initiated activities revealed that 65% grama panchayats have their own programmes for enhancing academic abilities of the students. The following are some of the important academic interventions made by the grama panchayats.

- **Learning enhancement programme**

In order to improve the academic of the children who lag behind in studies the grama panchayats have their own learning enhancement programmes. The programmes are given different names by the grama panchayats. For instance Elappully grama panchayat in Palakkad district named its learning enhancement programme '*Samata*' (equality) and it is conducted in all the elementary schools. As part of this programme a special teaching-learning session for one hour is conducted everyday at the end of the school period. The students for the learning enhancement programme are identified based on their performance in the regular classroom learning. The teachers in various subjects teach the children during the specified time based on the modules specially prepared for this programme at the BRC level. The learning enhancement programme of Manjoor grama panchayat in Kottayam district the programme is named *Vidhyadeepam* (light of

knowledge), whereas it is called *Talent school* in Aryanad grama panchayat of Thiruvananthapuram district. Some of the grama panchayats conduct classes for learning enhancement in each school at a specified time. Some other panchayats organise such classes during free periods with the help of regular teachers of the schools. Still others conduct the classes on weekly holidays at a specified centre in the grama panchayat with voluntary services of retired teachers and government officials as well as the newly trained teachers available in the grama panchayat. Some of the grama panchayats like Elappully in Palakkad district provide refreshment to the children attending the learning enhancement programme by allocating special funds in the grama panchayat budget.

- **English language learning programme**

The Palakkad district panchayat has implemented an innovative programme named the Rapid English Acquisition Programme (REAP) in all the schools in the district. As part of this programme the district panchayat prepared modules for improving the English language learning of the children. Teachers trained in transacting the modules take classes for the children who were identified for the programme. Classes are conducted for one hour after the school timing. Elappully grama panchayat implemented the programme in all of its schools. After implementing for two years the programme has been modified and renamed as Rapid Acquisition Course in English (RACE). The RACE aimed at improving the English language skills of the students. It is implemented in all the grades at elementary level from 2nd standard. All the English language teachers in the grama panchayat have adopted the methods and activities of RACE, which makes learning of English simple and interesting to the students. Similar programmes for enhancing English language learning were implemented by Meenangadi and Thillankery grama panchayats.

- **Activity centers**

The primary schools in Elappully grama panchayat maintain activity based learning centers to help the children develop the basic capabilities like reading, writing and arithmetic through games and other joyful activities. A variety of learning materials like cut outs of alphabets, symbols in language and mathematics, pictures, photographs etc. are used in the activity-based learning. The centers are meant for teaching the children who are very poor in learning the basics in language and mathematics. Though the grama panchayat does not provide any financial

support for the activity centers. the functioning of the centers is encouraged by the Panchayat Education Committee.

- **TLM gallery**

A center for exhibition of teaching learning materials named *Kalithattu* (Platform for play) is kept in the government primary schools of Elappully grama panchayat. The TLMs are systematically arranged in the gallery for enhancing students' learning in different subjects. The materials include charts, posters, models, pictures, specimen, play materials, craft works; paintings etc are placed in a systematic order. The center also exhibits the works of the students that they produced as part of their learning process. The center is organized in such a way that a small group of children can be taught by using the materials exhibited there in. Teachers use the resources of the center for teaching in their regular classes and also bring the children to the center turn by turn during free periods or whenever they feel such a need. The parents can also visit the center and get to know how their children are engaged in the teaching learning process in the school.

- **Children's learning centers**

Aryanad grama panchayat in Thiruvananthapuram maintains a children's learning center named *Balavignana Kendra* in the Human Resource Development Centre of the panchayat. The center provides training to the students in arts and sports by the specialist teachers appointed by the grama panchayat. Students from all the schools in the grama panchayat can avail the services of these teachers by paying a nominal amount as remuneration for teachers.

- **Learn & earn programme**

As part of the work experience programmes the schools in Elappully grama panchayat gives hands on experience to the students in producing useful goods. Children are trained in a variety of works like making of soaps, stuffed toys, incense sticks (agarbathi), candle, book binding, fabric painting, metal engraving, net making, paper craft, palm leaf craft, wood work, puppet making, sheet metal work, and straw board making. The schools offer different craft works according to interest of children and availability of expertise and resources. The products are

sold to the students, teachers, parents and community members. The schools utilize the soaps produced in this programme for the use of the students and staff for washing hands during the midday meal and in the toilets. The grama panchayat organizes '*work experience fest*' in which competitions in different items are conducted for the students of all the schools and gives prizes for the winners.

- **Green brigade**

In order to develop awareness of personal and environmental hygiene among the children and to keep the classroom and school premises clean and tidy the grama panchayats promotes cleanliness programmes called *suchitvasena* (green brigade). The green brigade comprises several groups of students selected from different classes. The school premises are divided into numbers zones or areas and accordingly the numbers of green brigade groups are decided. Each group is assigned a particular area for a day or a week. The groups look after the cleanliness of the respective zones for a specified number of days. Thus the entire school premise is kept clean and neat by the students themselves. Besides these groups there are class wise groups, which look after the classroom cleanliness and monitor the personal hygiene of the students. The green brigades are guided and supervised by a group of teachers in each school.

- **Edufest/Knowledge Fest**

In order to provide opportunities for the students and youths to demonstrate their talents the gram panchayats like Meenangadi organise knowledge festival. The grama panchayat showcased its overall achievements in the field of education in an exhibition titled 'Edufest' and 'Knowledge festival'. The schools presented their achievements. An exhibition of the outcomes of different programmes and activities of the schools in scholastic and co-scholastic areas, a cultural seminar and a dance performance by the students were was also included in the fest.

- **CWSN Fest**

In order to promote the co-scholastic talents of the children with special needs (CWSN) grama panchayats organise programmes for such students. Competitions in painting, drawing, dance, music, poetry as well as sports items are conducted in such programmes. The programmes are

named variously by the grama panchayats. For instance Manjoor grama panchayat named its programme for the CWNS as *Kalasangamam* and Elappully grama panchayat has given the name *Sargasangamam* to such programmes.

- **Children's science congress**

With a view to encourage, popularize education in science, and inculcate scientific temper among the children the grama panchayats in collaboration with the BRC organise children's science congress. One such programme was organised in December 2009 at G.U.P. School Elappully, Palakkad district. The specific objectives of the science congress was to exposing and encouraging scientific talent among children: make them realize the relevance of Science and Technology to society, as well as their responsibilities as scientists and technologists of tomorrow; develop creative thinking, a habit of exploration and promoting life skills among children through self devised models of simple apparatus. The students from different grama panchayats exhibited their materials and participated in a science seminar.

- **Sky watch:** Observation of stars using the Telescope kept at the Observatories in the BRCs. (Malayinkeezh, Thillankery,)
- **Field trips:** Many of the grama panchayats helps the schools to conduct educational field visits. The activities in the field trip include nature watch, observation of seasonal changes, visit to industries, interview with farmers and important personalities, etc. (Thillankery, Malayinkeezh, Elappully)
- **Health awareness programmes:** This includes awareness classes on nutrition, drug abuse, pathogenic diseases, publishing and distribution of health news paper, quiz programmes,

Among the collaborative interventions of the grama panchayat and SSA the following programmes play a crucial role in enhancing the quality of school education at elementary level in the state.

- **Neighbourhood learning centres**

The neighborhood learning centers popularly called '*Patanaveedu*' is a programme implemented in the state by SSA. The programme is based on the experiences of the districts like Palakkad.

Wayanad and Kasargod gained from their efforts to address the causes of poor academic performance of the students in the elementary schools. The programme is meant for children studying in classes II to VII. The stated objectives of such centers are:

- To develop self-confidence and interest in studies among the children who are marginalized in the classroom due to reasons that are not theirs.
- To provide adequate learning environment and facilities for the children who are deprived of these at their home.
- To enable parents to effectively mediate in the studies of their children.
- To organize sports, artistic and cultural activities for enhancing the happiness of the children.

The neighborhood learning centers are conducted in community hall, village library, anganvadi centers, primary health centers, literacy centers, buildings of local self government, or empty government buildings cultural centers. The children from nearby houses gather in the centers at a specified time, normally in the evening, and are engaged in various learning activities by an instructors/educational volunteers who have studied up to senior secondary classes or above. The students attending the centers are provided with teaching learning materials and refreshment. The instructors are paid a nominal amount per month.

The grama panchayats has very important role in effective the functioning of the neighborhood learning centers, which include (1) Identification of the neighborhood learning centers, (2) Appointment of the educational volunteers, (3) Ensuring the basic facilities at the centers, and (4) Monitoring of their functioning. The SSA provides funds for organization of one or two neighborhood learning centers in a grama panchayat. However, the grama panchayats organise many such leaning centers by allocating funds in their annual budgets. For instance Elappully grama panchayat in Palakkad district organised five neighborhood learning centers in the academic year 2009-2010.

▪ **Community living camp**

Community living camp named '*Sahavasa camp*' is an innovative programme initiated by SSA to promote children's' creative abilities in various areas. The grama panchayats in collaboration with BRC organise community living residential camps for the students every year. The camps

are organized for two or three days in selected school in the respective grama panchayats. The children stay in the camps day and nights and participate in various learning activities. The activities in the camp include creative writing, workshops on drama and folk arts forms, sky watch, nature watch, bio diversity programmes, and personality development sessions. The activities in the camp are conducted based on the modules prepared by the teachers under the supervision of the experts in various areas.

SSA provides funds for one or two camps for a few numbers of students. The fund is allocated out of its innovative schemes like Girls Education, SC/ST Education, Minority Education and Computer Education. But the grama panchayats organize many camps with more number of students. As the fund provided by the SSA is inadequate the grama panchayats mobilise the additional funds from the community and voluntary organizations.

- **Acquisition of Competence in English**

During the academic year 2007-08 SSA Kerala implemented a unique pilot project named “100/100” for bringing out quality changes in the field of elementary primary education. The overall idea of the project “100/100” was that there would be 100 different quality-oriented initiatives in 1300 schools coming under selected 100 grama panchayats in the state, and these initiatives included State level Initiatives, District level initiatives, BRC level initiatives, Panchayat level initiatives, and Initiatives undertaken by individual schools. The programme ‘Acquisition of Competence in English’ (ACE) was one of the initiatives in this project and was meant for facilitating English Language Acquisition in grades 3, 4 and 5. The ACE programme was implemented in classes III, IV and V in 1300 schools of 100 select grama panchayats covering all the fourteen districts of Kerala.

The ACE is unique in its approach, pedagogy, materials and evaluation system. It is based on the Chomskyan assumptions that the human child is biologically endowed with language and that what we mean by language acquisition is the unfolding of this innate system. This innovative programme resulted in a shift from the conventional skill-based approach to knowledge-based approach to language. Its focus was on helping the learners learn language rather than learning about language. As against the conventional way of teaching and learning fragments of language

(such as sounds/letters, words, sentences and so on) it concentrates on providing a holistic experience of language to the learners. Instead of repeating the contents of the textbook and reproducing what they have learnt by-heart ACE led the learners through a variety of processes that are enjoyable to them by virtue of which they construct various linguistic discourses on their own.

The course materials were developed by SSA and were supplied to the schools in two phases. In the first phase TLM for the first term was supplied to schools. In the second phase, TLM for the second and third terms were supplied. The feedback collected from teachers, students and the trainers were taken into consideration for developing, the materials for the second and third terms.

The programme was implemented with the help of the grama panchayats. Chemmad grama panchayat in Kasargod district released weekly bulletin to propagate 100/100 initiatives. This contains the discourses constructed by children in classes 3, 4 and 5. Thiruvallur grama panchayat in Kozhikode district conducted 'English Fest' in which there were competitions in dialogue writing, adding lines, story completion, poster making, recitation, story telling and role play. In Wayanad district, N.A.A.U.P.School, Manikavu conducted English Fest twice in a month. All children from std. V to VII were participants of the fest. They wrote scripts for programmes and invited parents and members of PTA and LSG. The children have acquired fluency and confidence in English. Children staged drama, skit, song etc. regularly for which compeering also was done by them. Some of the grama panchayat like in Marakkara panchayat in Malappuram district, Mundoor panchayat in Palakkad helped the schools students in producing films. The children themselves did the script writing, screenplay writing, direction and editing.

- **Literary fest**

In order to promote children's literary and creative abilities the grama panchayats and BRCs organize literary fests named *Ezhuthukoottam* (Writers' group). In this fest students from various schools in the grama panchayats presented their literary creations. Competitions in writing and reciting poem, short story writing, note making, news reporting etc. are also

conducted and prizes given to the winners. The schools conduct competition at their own level and send children to the literary fest at the grama panchayat or BRC level.

- **Reading Festivals:**

The Department of Education and the Public Relation Department of conduct a 'Vayana Varam' (Reading Week) from June 19 every year to honour the contributions of literacy campaigner P N Panicker. Panicker was the driving spirit of the library movement and adult and non-formal education activities in Kerala. He established the Kerala Grandha Sala Sangham in 1945. The schools in the state celebrate this occasion with supports from SSA and local self governments. The schools conduct reading related completions on this occasion and give prizes to the students. The grama panchayats provide supports for organising reading festivals in the schools to promote the reading habits among the children.

- **My Tree**

In order to promote positive attitude towards the environment and love trees among the students Department of Education and Ministry of Forest, Government of Kerala, and SSA organised a programme, named *Ente Maram* (My Tree) on June 5th 2007 (world environment day). The Hon, Governor of the state launched the state level programme by giving a plant to a school child in Palakkad District. The Ministers for Education and Forest participated in the programme. The ministry of forest in collaboration with SSA and grama panchayats distributed 25 lakh seedlings to the school students in the state. The students planted their seedlings at their home or school compound. As part of this programme SSA developed a diary titled "Ente Maram" and distributed to all children and also instituted "My Tree" awards at different levels for the best diaries written by the children.

The diary included information about world environment day, bio-diversity, importance of protecting plants, consequences of deforestation etc. The students have to maintain the diary by entering the details about their tree including the name of the tree, day it is planted, the place where it is planted and how it is taken care of etc.

3.4.6. Workshops/training programmes for teachers

Out of the 20 grama panchayats surveyed only six panchayats stated that they organise training

programmes for the teachers and only four of the grama panchayats have initiatives for teacher motivation. The following were the programmes and activities conducted by them.

- **Training of teachers in teaching English at elementary level:** Thillankery grama panchayat, Kannur district, organised training programme in effective teaching of English for the teachers of elementary schools. The objective of the programmes was to make teaching and learning of English easy and joyful. Dr. K. N. Anandan, consultant SSA Kerala, was the chief facilitator. The teachers were provided with handbooks. The following this training programme activity were undertaken in all the primary schools of the grama panchayat to make English language learning a joyful experience to children.
- **Workshop on preparation of Teaching Learning Materials:** Thillankery grama panchayat organised a workshop on preparation of TLM by using waste materials. The workshop was organised with view to help the schools to prepare adequate TLM so as to address the problems arising from inadequacy of learning resources in the schools. Both teachers and parents were given training in preparing TLMs by using waste materials like caps of the soda bottle, used ball pens and the refills, used wrapping twains etc. The teachers and students use the materials prepared in the workshop for their regular teaching learning in the schools.
- **Workshop on Panchayat School Complex:** This workshop was organised by Aryanad grama panchayat, Thiruvananthapuram. The objective of the workshop was to improve the quality of education by pooling the resources of a group schools to organise educational activities for the students.
- **Workshop on calligraphy:** Organized by Thillankery grama panchayat, Kannur, the purpose of the workshop was to train the teachers on how to improve the handwriting of the students.
- **Workshop on preparation of Big Picture Board:** Edavaka grama panchayat, Wayanad, organised a workshop for the teacher to prepare Big picture Board in the classrooms of the schools.
- **Award for best school projects:** Malayinkeezh grama panchayat, Kottayam, give prizes for the best projects prepared by the schools for improving the quality of education.
- **Award for the out standing Headmaster:** Malayinkeezh grama panchayat, Kottayam, provides award for the out standing works done by the school headmasters.
- **School achievement exhibition:** Meenangadi grama panchayat in Wayanad and Thillankery

grama panchayats in Kannur organises exhibition on the achievements made by the schools and giving prizes for the outstanding performances of the schools.

3.4.7. Workshops/training programmes for students

Only eight (40%) grama panchayats organized academic programmes for the elementary school children. However, this includes a variety of workshops and orientation programmes for the children. The most noteworthy of them are given below.

- **Joyful learning:** Thillankery grama panchayat organised a five-day programme named 'Kaliyarangu' in all the wards separately. The programme provided joyful learning experience to the students in math, science, language and general studies based on modules prepared by the teachers. It also includes yoga classes and counselling session for the students.
- **Workshop on calligraphy:** Thillankery grama panchayat organized a workshop for teachers on calligraphy to improving the handwriting of the students. Teachers trained in this workshop train the children in calligraphy.
- **Workshop on short filmmaking:** A 12 days programme was organised to orient the students in short filmmaking. Experts from the film industry gave practical lesson to the children. (Organised by Thillankery grama panchayat)
- **Personality development programme:** The grama panchayats like Elappully and Thillankery organises personality development programmes for the students. Experts in the field give classes to the students. Counselling sessions and career guidance classes are also organized.
- **Workshop on arts and crafts, drawing and painting:** Some of the grama panchayats organised workshops on art and crafts, drawing, painting.
- **Workshops on work experience:** As part of work experience classes schools organise workshop on preparation of socially useful products.

- Workshop on drama and performing folk arts
- Workshops on poetry and folk songs, creative writing, news reporting and publishing of newspaper and science magazine.
- **Empowerment of girl children:** In order to empower the girl children Elappully grama panchayat organised training programmes on life skills named *Balikajyothi*. Resource persons from various organizations are invited to conduct workshops for teachers and students in areas like personality development, problem solving skills, electrical works, etc.
- **Training for School Scholarship Examinations:** The grama panchayat organizes training classes for all the students who appear for Lower School Scholarship and Upper School Scholarship examinations conducted by the Department of Education, Kerala. As part of this programme model examinations are also conducted. As per the minutes of the PEC meetings two such programmes are organised on 6.1.2008 and 27.1.2008.

3.4.8. Teaching Learning Materials

Although SSA is the major agency that provides grants for the purchase of TLM in schools, many of the grama panchayats also make available learning resources in the schools. Analysis of the responses on the checklist revealed that 55 % grama panchayats give grants (other than the SSA grants) for school development or TLM; but only 20% of them take initiatives to develop the materials for teaching learning purpose. The TLMs provided by the grama panchayats include library books, materials and equipments for sports, sports kits, instruments/materials for music and fine arts, computers, LCD projectors, educational CDs, computer games etc. The grama panchayats also help in mobilisation of funds from community members or voluntary organisations for the purchase of TLM, and take initiative to obtain the financial help from the local development fund of the MLAs or MPs for purchase of computer and laboratory equipments. The other notable initiatives of the grama panchayats include organisation of workshops to develop TLMs from waste or low cost materials, and arranging sponsors to provide computers, projectors, library books, and other resources to the schools.

3.4.9. Absenteeism

Student absenteeism is not a major problem in most of the grama panchayats. Only 25% of the panchayats stated that student absenteeism exists in their schools. While 65% of the panchayats work towards ensuring availability of teachers in the school and 55% of them take steps to ensure required number of instructional days in the schools. The major initiatives of the grama panchayats for controlling absenteeism, ensuring availability of teachers in the schools, and to fulfil required numbers of working days include

- Identification of irregular students with the help of teachers and take appropriate measures to ensure their attendance.
- Visit to student's houses and discuss their problems with parents and motivate to attend the classes.
- Provide breakfast/morning food to the children from socially and economically deprived families as means of motivation to attend the school.
- Awareness programmes for parents to ensure regular attendance their children in the schools.
- **Teachers Bank:** The grama panchayats keep a list of qualified and trained teachers available in the panchayats for appointment in the emerging vacancies in the schools.
- Appointment of temporary /daily wage teachers by the grama panchayats through interview of the candidates at the panchayat.
- Collaborative efforts by the grama panchayat, teachers, parents and political parties to avoid loss of working days due to students' strike.
- Compensatory workings days on Saturdays to ensure required number of school working days.
- PEC discuss the issue of absenteeism in its monthly meetings and take up appropriate measures to address the problem.
- School visit by president/ward members, and the monitoring committee of the grama panchayat, and inspection of attendance registers by school monitoring committee members.
- Some of the grama panchayats maintain a movement record, painted on the front wall of the school building, showing the availability of the teachers present in the school.

3.4.10. Other supports

In addition to the above-mentioned efforts the grama panchayats extend many other supports to the schools. The important among these are given below.

- Providing food for pre-primary school children
- Maintaining digital profile of students, showing height, weight, photo, blood group, identification marks, academic performance, health details etc.
- Cleaning of the school compound with the help of NREGA workers
- Plantation in the school compound with the help of forest department
- Payment of the utility bills: Many of the grama panchayats provide fund for the payment of telephone, electricity, water charges of the schools.
- Support for publishing school newspaper/magazine
- Support to observance of national and international days
- Support to school festivals at local, block and district levels

3.5. Factors Influence Panchayats' Involvement in School Education

There are a number of factors or considerations that influence the involvement of the grama panchayats in promoting quality of elementary education. The case studies of five grama panchayats have brought the following factors as decisive in the contributions of the panchayats for ensuring the quality of education provided in the schools under their jurisdiction.

3.5.1. Assumptions and beliefs about education and its quality concerns

The ideas of the parents, teachers and the grama panchayat personnel about the purpose, quality and the ways to achieve quality in education influenced the educational decisions of the panchayats to a great extent and were reflective in the interventions made by the panchayats in their schools. The perspectives of the parents, teachers and the panchayat personnel on aims,

objectives and ways to ensure quality of elementary education obtained through the case studies are presented in the following tables.

Table: 3.3. Parents' perspective on quality elementary education

Aims and objectives of elementary education	Ways to ensure quality in elementary education
<ul style="list-style-type: none"> • Overall development of the child: including ability to read, write speak, communicate effectively through mother tongue and English • Enable the children to grasp the fundamental knowledge in all the school subjects and apply it in their social situations • Enable the children to live in harmony with the society, develop social awareness. work for the society, judge social issues critically and respond appropriately • Develop psychological and intellectual abilities and human consciousness among the children • Develop creative and artistic talents of the children; and enable them to generate novel ideas within and outside the classrooms • Develop children's critical and creative and questioning abilities • Develop children's self-confidence, self-reliance and ability to understand and discover things by their own • Enable the children to lead a goal oriented life and motivate to achieve something in life • Develop the value of personal, social and environmental health and hygiene 	<ul style="list-style-type: none"> • Ensure physical infrastructure and academic environment in the schools • Creation of suitable learning environment according to the needs of the children • Develop interest in the children to come to the school and learn. • Identify children's interests and potentials and develop them by provide all possible opportunities • Establish good relationship between parents, teachers and the community • Parents should know what all is going on in the schools as well as their role in implementing the new school curriculum • Orientation programmes for the parents is essential • The school should treat all the children alike without any bias

Table: 3.4. Teachers' perspective on quality elementary education

Aims and objectives of elementary education	Ways to ensure quality in elementary education
<ul style="list-style-type: none"> • Total development of the child should be the aim of elementary education • It should enable the children to construct knowledge • Promote diverse abilities of the children including language abilities, communication skills, mathematical abilities and artistic talents • Enabling children to make their own decisions and discoveries • Develop critical and creative thinking of the children • Enable children to analyze social issues and react to them in their own way, and face social challenges • Develop interest and positive attitude towards agriculture • Develop helping mindedness among the children towards physically and mentally challenged • Enable to maintain personal, social and environmental health and hygiene. • Education should be useful for the children to lead a better personal, family and social life • Education should help in social reconstruction • Education help in creating world citizen or preparing responsible citizen 	<ul style="list-style-type: none"> • Elementary education should focus on appropriate competencies and milestones as well as curricular objectives, syllabus, textbooks and materials • Education should be provided according to the aptitude of the children • School should address the educational needs of the children • Better physical infrastructure facilities and learning environment for developing children's academic and co-scholastic abilities • Generate effective learning experience by using contemporary methods of teaching with a focus on relationship and diversity • Ensure participation and involvement of all the children in learning process by taking into account their differences • School should promote peer learning among the students and teachers • Teachers have maintain democratic classroom environment • Enable children's participation in decision making and resolution of problems/issues • School should provide the children experience in farming, gardening and plantation • There should be timely changes in the education system

Table: 3.5. Perspective of the grama panchayat on quality elementary education

Aims and objectives of elementary education	Ways to ensure quality in elementary education
<ul style="list-style-type: none"> • Education should ensure all-round development of every child-- physical, mental and social development • Elementary education should enhance skills and abilities of the children in different areas • Education should help children grow creatively • Educations should enable the children to become self-reliant in life • Develop better understanding about citizenship among the children • Prepare for higher education and lead a better social life • Enable children to shoulder social responsibilities • Create a generation of people with knowledge and culture 	<ul style="list-style-type: none"> • Ensure all infrastructure facilities for teaching and learning in schools • Maintain colorful and attractive physical setting and emotionally supportive learning environment • Ensure professional development of teachers through training programmes and monthly meetings • Plan, implement and evaluate educational programme in a time bound manner • Besides academic capabilities special interests and talents of the children should be developed • Learning materials and opportunities should be given to all the children • Special attention should be given to the children coming from poor social, economic and educational background • Involvement of the community in programmes and activities of the school is essential for achieving educational goals • Educational projects should be implemented by considering the uniqueness of the individuals, places and locally available resources

3.5.2. Perception on the educational role of the grama panchayat

Understanding of the role and responsibilities of the grama panchayats in ensuring quality of elementary education influences the decisions about the programmes and activities implemented in the schools. Perceptions of parents, teachers and the panchayat personnel about the role of the

grama panchayat are resounded in the interventions made in the schools. All the three group of stake holders feel that the grama panchayat has a leadership role in the functioning of the schools. The common view is that the panchayat has a role in every aspects of the administration of the elementary schools, namely infrastructure development, appointment of teachers, enrolment of students, preparation of academic calendars, planning and implementation of need based programmes, monitoring of school activities, allocate/mobilize resources for educational programmes, creating physical conditions and learning environment, training of teachers, provide educational support to the children, develop/provide teaching learning materials, organise health and hygiene programmes for the students, and collaborate with other agencies of education. The case studies revealed that five grama panchayats have executed their roles in a comparatively better way to promote quality of elementary education. The interventions made by these panchayats elaborated in the case studies are reflective of this role perception.

3.5.3. Ability and willingness to make interventions

The ability and willingness of the grama panchayat to make systemic reforms and interventions in the schools based on the roles and functions assigned by the acts and laws of state and central the governments are very significant in ensuring quality of elementary education. The survey and case studies shows that, while most of the grama panchayats are willing to take up programmes for the schools there are some they do not have a vision for the schools coming under their jurisdiction, particularly government schools. The minutes of the PEC meeting reflect the willingness ability of the grama panchayat to bring about changes in the school education. The regularity in meetings of the PEC and the agenda of discussion of the grama panchayats and the programmes and activities in the schools emerged in the case studies reflect that these panchayats keep development school infrastructure and the quality of the education received by the children are at the core agendas.

On the other hand there are panchayats that do not have a concern for education in general and government schools in particular. Their interest in school education limited to allocating the share of funds to the SSA. This is reflected in the views of the headmaster of the only one government primary school (GWLP School, Pulassery) of the Koppam Gram Panchayat in

Palakkad district. He lamented that “the panchayat personnel are interested only in the prosperity of unaided or aided schools... this school is of no importance to them....They think that after the SSA share is given the panchayat does not have anything to do with the school education”. In the view of the standing committee (development) chairman and some of the members of the above mentioned grama panchayat “as per DPC guidelines after allocation of plan fund nothing could be given to the schools.....The panchayat should not spend money for the educational programmes for which the state government also spends.....It is not possible for the panchayat to take up academic programmes for the schools”.

The panchayat had allocated Rs. 50000/- for clearing the school ground, but at the end of the financial year the fund was diverted for some other projects of the panchayat citing the reason that the amount was not sufficient for the work. Commenting on this action of the grama panchayat the head master stated “they first allocate funds for projects and then make an estimate...that is the problem”. The views expressed by the headmaster and panchayat personnel clearly indicate the grama panchayat is unwilling and unable to make interventions for qualitative improvement of elementary education.

3.5.4. Relation with schools and other educational agencies

As different agencies like SSA, department of education, district panchayat and grama panchayat interface in school education system it is necessary to establish proper coordination and relationship among these agencies. The case studies have revealed that the grama panchayats have vital responsibility in ensuring the coordination among different operators in school education. The views of the teachers emerged in focus group discussions emphasized that the grama panchayats have to work towards effective convergence different agencies and channelising their educational supports to the schools. They also suggested that the panchayats should provide leadership in coordination of various activities, conduct regular meeting of the representatives, share academic experience, human and material resources, and innovative practices of various agencies. Moreover the teachers stressed that relationship among these educational agencies should be reflected in the programme planning and implementation discussion at the PEC level.

The grama panchayats also stressed their leadership and coordinating roles in implementation of the programmes of different agencies in the schools. In the words of the President, Thillankery Grama Panchayat (case study-I) 'The panchayat should act as a coordinating agent between schools, teachers, parents, educational and the society'. Similarly the Chairman of Elappully Grama Panchayat (case study III) stated that 'Educational programmes of the schools are formulated at the state, district panchayat and grama panchayat levels. Therefore, in implementing these programmes based on the local needs of the schools, proper understanding and support of these agencies are essential'.

The case studies show that the grama panchayats work as powerful agent to implement the programmes of different agencies in the schools of their jurisdiction. The PEC with its members like head masters, educational experts, and representatives of the grama panchayats, SSA, teachers, and PTAs ensures effective linkage between different agencies. The grama panchayats perform their role of coordination and collaboration with other agencies in almost all areas of school organization. The most prominent areas of this partnership is reflected in school infrastructure development, appointment of teachers, enrolment and retention of children, implementation of nutritional programmes, educational supports to the children, training of students in specialized areas like arts, sports, dance, and music, learning enhancement programmes, parental awareness, health and hygiene programmes, and distribution of scholarship. The case studies presented in the report provide specific instance of collaborative effort of the grama panchayats and other agencies particularly SSA to promote quality of elementary education.

3.5.5. Participation of parents, teachers and community in decision making

The grama panchayat know that without involving the community in the decisions about the functioning of the schools the goals of elementary education cannot be achieved. The composition of the Panchayat Education Committee is the reflection of this concern. The PEC members include the grama panchayat president, chairperson of education standing committee, headmasters of all the government and aided schools, representatives of the PTA, teachers, educational experts, SSA functionary, educational volunteers etc. Every PEC has an

implementing officer, which is normally the headmaster of a government school. The panchayats try to involve all the stake holders in the programmes and activities of the schools at different levels of planning, implementation, monitoring and evaluation.

For instance the Aryanad Grama Panchayat (Case study-I) starts the process to formulate educational projects from the class PTA and proceeds through school PT, SRG, Education Sanding Committee, PEC and DPC. The Manjoor grama panchayat (Case study-II) constituted an Education Working Group comprising educational volunteers, teachers, and educationists for helping the PEC in formulation of educational projects.

The Thillankery Grama Panchayat (Case study-IV) formulates its educational policies and programmes by involving people at grass root level. It reaches out to every house in the panchayat to identify the basic educational problems and needs of the people and to get suggestion from them. The panchayat involves the community member, parents and teachers in seminars at ward level, workshops at panchayat and school levels deliberate on educational problems and needs of the panchayat and their solutions. The grama panchayat has constituted ward level Vigilance Committees to ensure community involvement in the formulation, control and implementation of education policies, programmes and activities. The educational vision of the panchayat is not limited to the quality of the education imparted through the schools, but encompasses the educational uplift of the entire community. This vision is reflected in the interventions made by the grama panchayat under its unique five year educational project 'Social Education Mission'.

3.5.6. Process of formulating policies, programmes and activities

The process of planning and implementation of educational projects is critical in the involvement of the grama panchayat in promoting quality elementary education. The study revealed that grama panchayats by and large follow similar process in the formulation of educational projects. Panchayat Education Committee functions as platform for bringing different stakeholders together in this process.

The process of programme formulation normally starts from the schools by identifying their requirement through discussions in School Resource Groups and PTA meetings. The headmasters of the schools present their proposals in the PEC for its consideration. The projects are finalized by the PEC after thorough discussions on proposals of each of the schools and send for the consideration of the standing committee on education, for the approval of the District Panchayat Committee. The grama panchayat can make changes in the proposal finalized by the PEC if it do wish so. The projects are implemented only with the approval of the DPC. The estimate of the projects is submitted to the SSA for inclusion in its annual work plan.

It is observed that some of the grama panchayats adopt their own strategies for formulation of policies, programmes and activities for promoting quality elementary education. For instance in the Aryanad Grama Panchayat (case study-I) the process starts from the class PTA and proceeds through school PTA, SRG, and PEC. The panchayat prepares an action plan for implementation of the programmes and activities in the schools.

The Manjoor Grama Panchayat (case study-II) has constituted a 'Working Committee' for education consisting educational volunteers, experts, head teachers, and representatives of teachers to helping the PEC in formulation, planning and implementation of the projects. The working committee also coordinates the educational programmes and activities of SSA, departments of education/health, and other agencies. The proposals of the schools presented in the PEC are consolidated by the implementing officer and the convener of education working committee. The working committee prioritizes the programmes and activities of the schools and also makes suggestion for the funds share to be given to SSA. Based on the suggestion of the working committee the implementing officer prepares detailed project proposals, which are scrutinized by an expert committee before sending for the approval of DPC.

Unlike other panchayats Thillankery Grama Panchayat (case study-IV) follows a grass root level micro planning process for its educational projects. The panchayat prepared a unique five year project called '*Social Education Yagnam 2007-2012*' for its education development.

The interventions of the panchayat to promote quality of elementary education were part of this overarching project. First of all two workshops were organised at the panchayat level to identify

the educational needs and problems and suggest measures to address them. PEC members, teachers PTA representatives, educationists, community members, and NGOs participated in the workshops. The workshops were followed by seminars on 'Problems in Education and their Solutions' conducted at ward level by involving people from all cross section the society. Based on the seminars and workshops a survey was conducted by employing educational volunteers to find out the causes of the educational problems in the grama panchayat.

In order to discuss and take the results of the education survey to the people the panchayat convened special meetings of the Grama Sabha in all the wards and a teachers' conclave. It is based on the suggestions emerged in these workshops, seminars, education grama sabhas, and teachers meetings Thillankery Grama Panchayat formulated its programmes and activities under the project 'Social Education Yagnam ' for promoting quality of elementary education.

3.5.7. Resource mobilization

Apart from the mandatory plan fund contribution to the SSA annual plan the grama panchayats provide additional funds for infrastructure development and educational activities of the schools. The sources of the resources include panchayats' own fund, voluntary contributions in cash/kind, contributions from other LSGs, and maintenance fund. The panchayat allocates funds for school infrastructure, libraries, educational support materials to the children, sports material, teaching learning materials, children's park, mike systems as well as for the academic programmes like neighborhood learning centers, living together camps, field trips etc. The educational expenditure of some of the grama panchayat available for the five years from 2006-07 to 2010-11 is given in the Table 3.6. The figures show that the panchayats spend considerable amount towards elementary education in addition to their mandatory contribution to the SSA annual plan. However, it is also revealed that in some of the cases the amount of expenditure is decreased over the years.

The grama panchayats also mobilize resources from the community and voluntary organizations in cash and kind for supporting the schools. Many of the grama panchayats strive to get sponsors

for various educational activities and support materials like school uniforms, bags, note books etc. The sponsors generally include local clubs, co-operative societies, banks, NGOs etc.

**Table: 3.6. Educational expenditure of the grama panchayats
in addition to SSA contribution**

Sl.No.	Name of the grama panchayat	Expenditure for school education (excluding SSA contribution)				
		2006-07 Rs.	2007-08 Rs.	2008-09 Rs.	2009-10 Rs.	2010-11 Rs.
1	Aryanad grama panchayat	--	500000	625000	475000	835000
2	Malampuzha grama panchayat	--	123160	306143	154506	427200*
3	Elappully grama panchayat	--	503500	545298	300000	425000*
4	Thillankery grama panchayat	105000	318000	290000	248000	--
5	Kaduthuruty grama panchayat	506906	528609	617040	569003	313763

* Allocated fund

3.5.8. Evaluation and monitoring mechanism

For evaluation and monitoring of educational programmes, grama panchayats constituted their own committees that generally comprise panchayat president, standing committee chairpersons, implementing officer, BRC trainer, educational experts, headmasters, ward members, and PTA representatives. However, the major responsibility of evaluation and monitoring rest with the PECs, which conducts meetings every months to review the programmes and activities implemented in the schools and also prepare plans for the coming month. The headmasters present reports of the activities, achievements, as well as the requirements for implementing the programmes in their respective schools. The PEC takes decision of on various projects and allocates funds for implementation.

The Thillankery Grama Panchayat (case study-IV) constitutes a six member committee comprising teachers, social workers, panchayat personnel, and educational experts to evaluate its educational projects. The grama panchayat uses questionnaires and observation schedules for collecting data from schools, headmasters, teachers, parents, students and community member. A

core committee of the state department of education consisting BPO, AEO, and DIET faculty members is also there to evaluate and monitor the programmes and activities of the schools.

Manjoor Grama Panchayat (case study-II) does not have a formal committee for evaluation and monitoring. It depends solely on the PEC meetings and the monitoring committee under SSA and occasional meetings of teachers, community members, educational volunteers, PTA representatives and ward members to discuss the implementation of programmes and activities. The SSA monitoring committee consisting of Assistant Education Officer, representatives of block panchayat, grama panchayat and DIET faculty visits the schools and monitor infrastructure development works and academic activities.

At the school level the School Resource Group consisting HM, teachers and PTA office bearers is responsible for planning, implementation and monitoring of the school activities. The SRG meets every week and review the progress of all the programmes and activities and make plan for next week' activities.

The study revealed that the grama panchayats generally evaluate and monitor only those programmes and activities carried out under their initiatives or collaboration and involves financial support from the panchayats. The academic monitoring of the school activities does not figure in the monitoring system of most of the grama panchayats. This work is left to the SSA and the committees constituted by the department of education. It is observed from the responses of teachers, parents and grama panchayats personnel that the panchayat level monitoring committee rarely visits the schools. There is resistance from the teachers to the classroom monitoring by the panchayat monitoring committees. Therefore the grama panchayat generally avoids any kind of academic monitoring of school activities. In effect classroom monitoring has become the prerogative of SSA. However, many of the teacher opined that, as PEC involves representative of all the stakeholders including BRC, school, parents, educational experts and community, it can function as a better mechanism for evaluation and monitoring of all programmes and activities in the schools, including the classroom monitoring.

Chapter-4

Major Findings and Implications

This chapter presents the major findings of the study and implications for policy makers and agencies of planning and implementation of programmes for quality improvement in elementary education. The major findings outlined below are based on the survey of the twenty grama panchayats and case studies conducted in the five districts, namely Thiruvananthapuram, Kottayam, Palakkad, Kannur and Wayanad.

4.1. Major Findings

4.1.1. Role of grama panchayats in promoting quality elementary education

The Kerala Panchayat Raj Act 1994 and the Right to Education Act 2009 have clearly specified the role of grama panchayats in promoting elementary education. Though RTE is yet to implement in Kerala the state government, based on the Kerala Panchayat Raj Act, has assigned a number of duties to the grama panchayat to promote the quality of elementary education. These are reflected primarily in the orders and circulars issued time to time by the state ministry of local self government.

The grama panchayat functionaries such as president, standing committee chairpersons are aware of the role of the panchayat as specified by the Kerala Panchayat Raj Act in general. But regarding the specific duties of the grama panchayat as reflected in the RTE Act and the orders and circulars of the ministry of local self government many of the panchayat personnel do not have much clarity in the matters. The ward members by and large are not aware of the specific duties of the gram panchayat in promoting quality of school education. Interestingly the parents and teachers, though did not read the Panchayat Raj Act, RTE Act or the orders and circulars of the local self government ministry, have better ideas about what the grama panchayat should do for bringing out quality in elementary education. Probably they are more concerned of the quality of school education than their elected representatives in the grama panchayat.

4.1.2. Indicators of quality elementary education

The grama panchayat personnel have sound understanding about aims and expected quality of school education. Keeping a progressive outlook about school education they put emphasis on all-round development of all the children coming to the schools. However, out of the twelve categories of quality indicators of elementary education identified by study the grama panchayat focused more on infrastructure facilities and physical environment of the schools. The grama panchayats in general provide funds, in addition to the share given to the SSA, for the school development activities including purchase of teaching learning materials. Some of the grama panchayats even attempt to develop TLMs for the schools by involving the teachers and parents.

Enrolment of the children in schools is not a problem in the grama panchayats. Generally grama panchayats need not to put special efforts to bring the children to the school. The parents are well aware of importance of educating their children. However, the alarming decrease in the enrolment of children in government schools is a concern for all the grama panchayats. Many of the government elementary schools face the problem of division fall and some of the schools do not have sufficient number of students in each class.

The attention paid to the academic aspects by the grama panchayats remains at an above average level. Though preparation of academic calendar for the schools in the grama panchayat is an important step in ensuring quality of education, most of the grama panchayats do not give much attention to this aspect. Very few grama panchayats undertake training or motivational programmes and develop support materials for the teachers. Though many interventions in the co-curricular areas are reported from the grama panchayats programmes in specific areas of curriculum like English, science and mathematics are undertaken by a limited number of panchayats.

4.1.3. Performing of educational functions by the gram panchayats

The field data shows that by and large about 65% of grama panchayats surveyed in the study performed their educational tasks effectively. Out of the eight major educational roles considered

in the study management, control and supervision of the anganvadi centers/pre-primary and elementary schools were effectively handled by the grama panchayats. About 80% of the panchayats performed these tasks effectively. Under this category development of infrastructure facilities in the schools is more conspicuous. Implementation of midday meal and distribution of scholarship to the students are other two roles that the grama panchayats performed effectively. About 60% grama panchayats performed this effectively. However the promotion of work culture among the children, implementation of health and hygiene programmes, and support for school festivals remains at an average level only. Only 50 to 55 percent of the grama panchayats performed these roles at an acceptable level of effectiveness. Management of village libraries and their linking with the schools is another role performed lightly by the grama panchayats. Only 40% of the grama panchayats performed this responsibility effectively.

4.1.4. School infrastructure development

The grama panchayats provide all possible support for infrastructure facilities of the schools. There is no hesitation for most of the grama panchayats to mobilize resources for school infrastructure in addition to the fund they allocate for the SSA share. Additional funds are generally provided for construction and maintenance of school buildings, additional classrooms, toilets, compound walls, water tanks, furniture, library material, laboratory, and sports equipments. However, outstanding contributions of some of the grama panchayat for school infrastructure are worth mentioning here. Aryanad grama panchayat in Thiruvananthapuram district has made available computers in all the classrooms of government upper primary schools. It also provided fans in all the classrooms of the government schools. Manjoor grama panchayat in Kottayam district constructed children's Park in four government schools and provided sliders, swing, and merry-go-round etc.

4.1.5. Appointment of teachers

Though appointment of regular teachers in the schools is the responsibility of the state government, the grama panchayats do their lot to ensure availability of teachers in all the school subjects through filling up the temporary vacancies. Most of the panchayats appoint teachers

through interview of the qualified candidates at the grama panchayat level. A remarkable initiative in this regard is reported from some of the panchayats in Thiruvananthapuram district. For instance the Aryanad and Kaniyapuram grama panchayats in the districts maintains 'Teachers Bank', which consists of a list of trained teacher candidates available in the panchayats for appointment in the emerging vacancies in the schools. The grama panchayats also make arrangement for appointment of specialist teachers on contract basis in areas like sports, dance, craft etc.

4.1.6. Enrolment and retention

Generally grama panchayats need not to put special efforts to bring the children to the schools. The parents are well aware of importance of educating their children. Therefore enrolment of the children in schools is not problem in most of the grama panchayats. However, some grama panchayats takes special interest to bring the children to the schools. the strategies to ensure enrolment of the children includes parental awareness programmes, house to house campaign, distribution of educational support materials, arrangement for transportation, and breakfast for deprived children.

Drop out is also not a major problem in most of the grama panchayats. so that special effort to is not required for retention of the children in the school system. The in the schools where drop out still remains to be a menace the grama panchayats with the help of teachers take measures like discussion with the children and their parents, hose visit and counseling to bring the children back to the schools.

4.1.7. School atmosphere

Most of the grama panchayats make efforts to maintain conducive learning environment in the schools. About 80% of the panchayats monitor the discipline in the schools with the help of PTA. Apart from the physical environment, the important interventions to maintain a conducive learning environment for the children includes school bio-diversity projects, TLM gallery, children's learning centers, activity center, children's park, school vegetable garden, terrace

vegetable garden, and agriculture. However, it is revealed that these valuable interventions are reported in two or three grama panchayats and implementation of such initiatives are limited to a few schools in the panchayats.

4.1.8. Academic interventions of the grama panchayats

The field data shows that not many grama panchayats plan and implement their own academic programmes to enhance the quality of school education. However, they provide maximum support to implement the educational programmes and activities of the SSA, department of education, and district panchayat in the schools. The notable academic interventions made by some of the grama panchayats include learning enhancement programmes for educationally backward children, special tuition for children from the deprived sections, English language learning programme, and learn and earn programme. Besides these programmes the grama panchayats also conduct activities like Edufest, CWNS fest, children's science congress, sky watch and field trips for the school students. These activities are organized once in a year or so, and obviously not by all the grama panchayats. Most importantly only limited number of children get opportunities to participate in such activities.

4.1.9. Collaboration with other agencies

The grama panchayats perform a great role in implementing the educational programmes of SSA, Department of Education, and District Panchayat. Their roles include not only monitoring and supervision but also mobilizing resources of all kind for implementing the programmes in the schools. Among the collaborative initiatives the most outstanding programmes are neighborhood learning centers, community living camps, acquisition of competencies in English (ACE), literary fest, My Tree, and reading week. The neighborhood learning centers, an initiative of SSA Kerala, address most of the learning related problems of the children who are marginalized in the classrooms due to socio-economic reasons. The ACE paved the way for changing the scenario of English teaching learning in the elementary schools. The programme became instrumental in motivating many district panchayats to adopt/adapt ACE for training the English language teachers with the help of grama panchayats.

Though conducted annually, the community living camps as an innovative programme provides immense opportunities to the children to develop their innate creative potentials both in academic and co-scholastic areas. While the literary fest provides opportunities for the children to present their literary creations, reading week is meant to develop reading habits among them. My Tree, collaborative initiative of the Department of Education and Ministry of Forest, promotes positive attitude among the children towards the environment. In all these programmes role of the grama panchayat is very important.

4.1.10. Professional development of teachers

It is found that out of the twenty grama panchayats only three panchayats organised workshops/training programmes for professional growth of school teachers. The interventions reported in this category include a training programme on English teaching, and three workshops on TLM preparation, schools complex and calligraphy. Similarly only four grama panchayats have teacher motivation programmes. The programmes for teacher motivation include awards for best school projects and outstanding headmaster, and school achievement exhibitions.

4.1.11. Student empowerment programmes

The study revealed that only 40% of the grama panchayats undertook programmed for empowering the students in both academic and co-scholastic areas. However the interventions made by these panchayats include a variety of workshop, orientation and training programmes. To name a few programmes in this category are joyful learning in different school subjects, workshops on calligraphy, short film making, arts and craft, drawing and painting, work experience, personality development programmes, girls empowerment programmes, and training for state government school scholarship examinations.

4.1.12. Implementation of nutritional programme

Majority of the grama panchayats (55%) effectively implement the national nutritional and midday meal programme for elementary school children. Under this programme the state

government used to provide only rice and green gram for midday meal. In the academic year 2010-2011 milk and eggs were also given once in a week. Some of the grama panchayats provide the children full-fledged meals every working day. The schools in these panchayats with the help of grama panchayats, PTA and voluntary organizations provide food to all students from 1st to 10th standards. Many of the grama panchayats provide food to all the pre-primary students in government schools.

4.1.13. Factors influence grama panchayat's involvement

There are number of factors decisive in the contributions of the panchayats for ensuring the quality of education provided in the schools under their jurisdiction. The study underscores the following aspects as critical for the interventions of the grama panchayats.

- Assumptions and beliefs about education and its quality concerns held by the parents, teachers and grama panchayat functionaries
- Perception of the community, parents, teachers and the panchayat functionaries about the educational role of the grama panchayat
- Ability and willingness of the grama panchayat to make useful interventions in the schools.
- Relationship of the grama panchayats with schools and other educational agencies like SSA, Department of education, and other LSGs.
- Participation of parents, teachers and community in decision making
- Process of formulating policies, programmes and activities
- Resource allocation and mobilization for educational programmes and activities
- Mechanism for evaluation and monitoring of the educational interventions of the grama panchayat

4.2. Implications of the study

The evidences emerging from the field data have consequences for various agencies, particularly the grama panchayats whose involvement is critical in enhancing the quality of elementary education. The implications of the study are given below.

4.2.1. Empowering panchayat personnel

The findings of the study underscore the need for strengthening capacity of grama panchayat personnel in developing panchayat specific need based strategy in formulation, planning, implementation and evaluation of programmes and activities. The grama panchayat functionaries including president, standing committee chairpersons and ward members should have through understanding about their educational roles. They should be acquainted with the indicators of quality elementary education as well as the process of formulation, planning, implementation, monitoring and evaluation of educational projects in schools. The training agencies like Kerala Institute of Local Administration (KILA) and State Institute of Rural Development (SIRD) need to pay more attention to these aspects and include appropriate inputs in their training programmes for the panchayat functionaries.

4.2.2. Strengthening of Panchayat Education Committees

To sustain the participation and involvement of the community in the management of the schools the functioning of PECs of the grama panchayats need to be strengthened. The poor performing PECs should be reorganized by inducting able, interested and active members. Capacity building of the PECs on their role and functions for effective functioning on a long term basis is an imperative for the training agencies of local administration. Performance of PECs need to be assessed internally or externally and graded annually. The poor performing PECs should be given special capacity building experiences to improve their functioning.

4.2.3. Need for long term educational planning

The educational projects of the grama panchayats should be formulated based on the identified needs of the schools and the community. Instead of taking up discrete programmes and activities the panchayats should plan long term projects to address the educational needs and problems by evolving strategies based on micro planning approaches. Implementation of the educational programmes and activities should be transparent and subjected to social auditing at different levels like grama sabha, school management committees and PECs.

4.2.4. Common mechanism for planning, implementation and evaluation of projects

There should be a systemic change in the mechanism adopted for planning, implementation, monitoring and evaluation of programmes and activities of various educational agencies in the schools. It would be better to develop a single apparatus under the leadership of the grama panchayat to do these functions. At present grama panchayat has only a supporting role in the implementation of the educational programmes of the agencies. The departments of education and SSA have their own separate mechanism to supervise and monitor school activities. The panchayats do not venture into the area of academic monitoring of the school activities. A common mechanism by involving the representatives of all the agencies operating in the field of school education can better the process of planning, implementation and evaluation of educational projects in schools.

4.2.5. Focus on academic interventions

The grama panchayats largely focus on development of school infrastructure. However, improved physical conditions in the schools are not sufficient to ensure quality of education. Therefore, it is required for all the panchayats to take up need based academic programmes to address the educational needs of the students and the teachers. The educational needs of the students and the training needs of the teachers should be identified and appropriate programmes are formulated, planned and implemented by coordinating with other agencies and experts in the field.

4.2.6. Sharing and documenting of practices and experiences

The grama panchayats and PECs are functioning as a major catalytic instrument in the development of elementary education in the state. As the process of community participation across the grama panchayats in the state differs there is need to share and document the differing experiences and develops policy perspectives and insights for programme formulation and implementation at the state, district and local self-government levels. The grama panchayats have to maintain the records their interventions properly and bring out reports highlighting the

process, methods and strategies adopted as well as their achievements and reflections on each project. The social/educational reality shows like 'Green Kerala Express' and 'Harita Vidhyalayam' aired by Dooradarshan Malayalam TV channel have brought in to light many of the interventions of the grama panchayats for promoting quality elementary education. However, there will be more of such interventions carried out by different grama panchayats and that should be recorded as a data base for the use of different institutions and agencies working in the field of school education.

SECTION II

Case Studies of Grama Panchayats

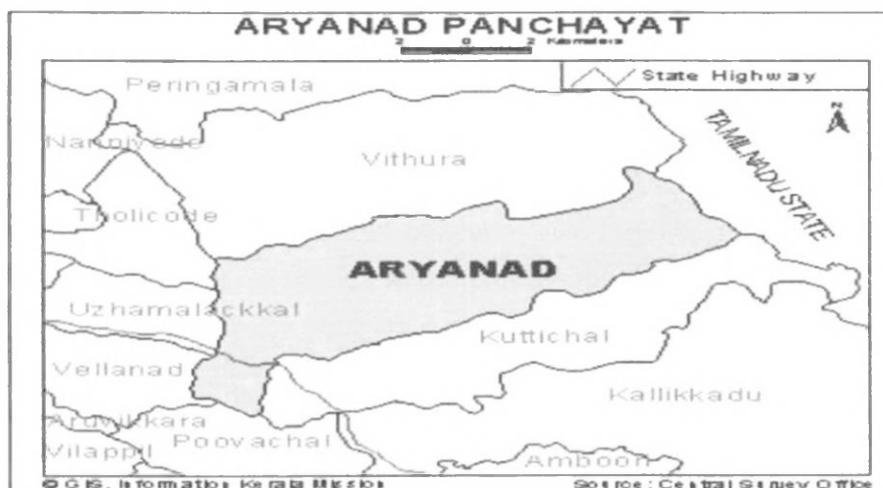
Case Studies of Grama Panchayats

The five case studies of the grama panchayats are presented separately under four major categories viz. (1) **Assumptions and Beliefs** of the parents, teachers and the grama panchayat about quality elementary education, role of grama panchayat in promoting quality elementary education, and the relationship between schools, grama panchayat and other agencies of education, (2) **Formulation of policies, programmes and activities** for ensuring quality elementary education, (3) **Implementation of policies, programmes and activities** under the leadership of the grama panchayat to promote quality elementary education, and (4) **Evaluation and Reflections** on the programmes and activities by the grama panchayat.

The case studies presented here are based on the data collected through interview with former and present presidents of the grama panchayat, chairpersons of the education standing committee of the grama panchayat, focus group discussions with parents, community members, headmasters and teachers. The data collected for the survey of the grama panchayats and the information available on the websites of the state ministry of local self government, SSA, and the respective grama panchayats were also used for the purpose. The minutes of the PEC meetings, reports of the educational programmes of the grama panchayats, school magazines/newspapers, and SSA programmes reports were utilized to corroborate the evidences on the interventions made by the grama panchayats.

CASE STUDY-1

Aryanad Grama Panchayat



Located in the Nedumanagad Taluk of Thiruvananthapuram district, Aryanad grama panchayat spread over 104.92 square kilometers with the Ponmudi Hills on the northern and Poovachal panchayat on the southern parts of the gram panchayat. Formed on 15th August 1953 the grama panchayat consists of 18 wards. **Demographic details:** - Population: Total: 24735, Males: 11995, Females: 12740; Sex ratio: 1062; Density of population: 236; Literacy: Total: 87%, Male literacy: 92.36%, Female literacy: 82.26%. **Number of schools:** - L.P Schools: 7 (Government: 5, Aided 2); U. P Schools: 1 (Government); High Schools: 1 (Government), Higher Secondary Schools: 1 (Government).

1.1. Assumptions and Beliefs.

1.1.1. Quality elementary education

Parents' view:

- The purpose of elementary education is not just making the children literate. It should enable them to develop social and vocational skills and to live in harmony with other members of the society.

- School should enable the children to go beyond the bookish knowledge and to develop their skills by their own.
- Education should provide practical knowledge to the children to live as good citizens.
- Quality education is possible only when proper physical and academic environment is ensured in the schools.

Teachers view:

- Elementary education should be based on constructivist approach with focus on age-appropriate competencies and milestones, as well as of curricular objectives, syllabus, textbooks, and materials.
- Schools should generate effective learning experiences by using contemporary methods, with a focus on relationship and diversity.
- Enabling children to ‘construct knowledge’ by using a mix of thought provoking questions and tasks is a critical aspect of providing quality education.
- School should ensure participation and involvement of all the children by taking into account individual differences (such as learning needs and pace of learning, special needs etc).
- Promoting peer learning and ensuring opportunities to all the children during interaction is highly significant in quality education.
- Teachers have to create a democratic classroom environment and enables children’s participation in decision-making and the resolution of problems/issues.

View of the grama panchayat:

- Education that enhance children’s skills and abilities is considered as quality education
- It includes maintaining of a colorful and attractive physical setting and emotionally supportive learning environment (e.g. designs and creates colorful, cheerful corners in the classroom, and regularly displays children’s work in the classroom).
- Quality education helps children grow creatively.
- Ensuring professional development of teachers through participation in various training programmes from time to time as well as through monthly meetings is very significant for promoting quality elementary education.

1.1.2. Role of grama panchayat in promoting quality elementary education

Parents view:

- The grama panchayat has to improve the physical conditions of the schools, including school building, furniture, drinking water, lighting and technological support for teaching learning.
- Besides ensuring the basic amenities in the schools the grama panchayat has to take collaborative efforts to improve the academic activities so that the government schools can perform better than the private schools.

Teachers' view:

- Grama panchayat should have sound knowledge of the school curriculum, syllabi, textbooks, TLM, and conduct the training programmes for teachers on an informed basis.
- With clear awareness and understanding of the background of students, the grama panchayat should provide adequate facilities in the school for making teaching learning process effective.
- The grama panchayat should take leadership role to identify learning needs of the children and training needs of the teachers and the difficulties faced by them, take into account what is desired, and formulate programmes and activities accordingly. This should be based on observation, feedback and reflection.
- The grama panchayat should develop/provide teacher support materials including the ICT facilities to suit the needs of the teaching-learning situation in the schools.
- Updating teachers' knowledge and skills in constructivist teaching methods and use of ICT is very import for ensuing quality of elementary education.

Views of the Grama Panchayat:

- Ensure educational advancement of all the children in the grama panchayat irrespective of their social and economic conditions.
- Identify the educational needs and standards of the children and enhance their leaning by providing appropriate material and human resources and facilities in the schools.

1.1.3. Relationship between schools, grama panchayat and other agencies

Teachers' view:

- The grama panchayat should ensure effective convergence of various educational agencies like Sarva Shiksha Abhiyan, Department of Education, and Health Department for the well being of the schools.
- It should ensure channelising of the educational supports provided by various educational agencies to the schools.
- The gram panchayat should collaborate with different agencies of education to provide necessary amenities in the schools to ensure physical development and creative talents of the children.

View of the Grama Panchayat:

- Formulation, planning, implementation and evaluation of educational programmes in schools by involving all of these agencies.
- The grama panchayat in collaboration with SSA has ensured the infrastructural facilities of the schools, including school building, furniture, drinking water, lighting and technological support for effective teaching learning activities.
- The grama panchayat has developed/provided necessary teacher support materials to suit the needs of the teachers including the ICT facilities by seeking cooperation from other agencies.

1.2. Formulation of Policies, Programmes and Activities

Panchayat Education Committee (PEC) provides a platform for the collaborative efforts of all the stakeholders of school education to formulate, plan, implement and evaluate the educational programmes and activities. It meets at least once in a month and takes decision about the activities to be implemented.

First of all the Class PTA, PTA and School Resource Group discuss the educational needs of the schools at the respective levels and the school prepare its programmes and activities. The grama

panchayat Standing Committee for education discusses the educational needs of the schools and presents the same in the PEC meetings. The PEC discusses the suggestions of different schools and formulates the programmes and activities. The programmes are prioritized based on the needs of the schools and availability of funds from different sources. The prioritized programme plan is treated as the Action Plan of the grama panchayat from which various programmes are implemented time to time based on availability of funds.

A copy of the action plan is submitted to SSA for including the same in the Annual Work Plan and Budget approval with regard to the Schools. Programmes and Activities undertaken for the next academic year will be on the basis of this action plan. Nevertheless, essential addition/modification of programmes is made by the grama panchayat as and when it seems necessary.

1.3. Implementation of policies, programmes and activities

The programmes and activities are implemented in the schools under the leadership of the Grama Panchayat Samithi based on the priorities laid down by the PEC. The grama panchayat seeks cooperation of all the sections of the society, including support of various political parties, for implementing the programmes and activities approved by the PEC. The panchayat also get sponsors for some of the activities, particularly for infrastructure development in the schools. The Panchayat has undertaken the following programmes and activities:

1.3.1. Supports for school infrastructure:

- **School building:** The grama panchayat ensures the infrastructural facilities in the schools with ardent spirit. For instance new office room for head master is under construction in Govt. U.P. School Aryanad funded by SSA and Grama Panchayat. A kitchen shed is also constructed and properly maintained by the grama panchayat with cooperation of the PTA. Construction of a Toilet complex with six toilets and urinal is yet another project completed on the initiation of the gram panchayat. Availability of water in the toilets is ensured.
- **Drinking water:** The availability of drinking water especially on summer season was a problem to the school. The grama panchayat initiated special programmes to ensure availability of adequate drinking water in all the schools through out the year.

- **Computer and fans in the classrooms:** The Grama Panchayat is keen to ensure the ICT facilities in schools. As a part of this venture, they provided computers not only to the school computer lab but also to each classroom. For example, all the classrooms of Govt. UPS Aryanad are empowered with a desktop computer in the classroom. The teacher can make use of the computer in various topics with the help of the CDs prepared by the SCERT in Mathematics and Science. Most of the experiments detailed in various units are demonstrated in the classroom with the help of this CDs. Necessary electrification with regard to the installation of the computers in the classroom is provided by utilizing SSA fund for electrification. Besides this, all the classrooms in the school are provided with a ceiling fan also.
- **Attractive classrooms:** Most of the school classrooms are modified with ceiling fans and tube lights. Pictures of academic relevance are put on the walls to make the classrooms attractive to the children.
- **School building maintenance programme:** The Grama Panchayat ensures proper maintenance of all the schools under its jurisdiction by using the panchayat funds in the month of April itself, i.e., before the reopening of schools in June.

1.3.2. Distribution of support materials

Panchayat ensures timely distribution of School Uniforms and Bicycles to the students given by various agencies like SSA, Cooperative Banks and other NGOs who used to donate the materials for the needy children in the schools.

1.3.3. Pre-primary classes in the schools

All the elementary schools have started pre-primary classes with the help of PTA. Both Malayalam and English medium sections are available. The pre-primary section enables the schools to ensure maximum enrollment of children. The Grama Panchayat extends commendable support to the pre-primary section of the schools. Free supply of milk and eggs to all the students in the school is one of the supports to the pre-primary school students. The grama panchayat provides a special nutritious dish to the children every day with the cooperation of the local unit of Kudumbasree, the women's self group in the state.

Provision for school vehicle to transportation of the children from distant places yet another intervention of the gram panchayat for pre-primary education. This is all the more important as the panchayat has many areas tribal population in most of the wards. The grama panchayat also provides child friendly furniture to the pre-primary sections. Necessary furniture in a child friendly manner is specially designed by the grama panchayat and manufactures them and supplies in accordance with the strength available in the schools. For example, all the 187 children enrolled in the pre-primary wing of Government U.P.School, Aryanad enjoy all these facilities.

1.3.4. Transportation for students

The grama panchayat purchased a school bus in collaboration with the school PTAs for transportation of the children studying in government schools. The bus picks students from different points in the panchayat and drops them at their schools in the morning and in the evening it takes them from the schools to their respective places. Student of any government school can utilize this service free of cost, by showing their school identity cards. The maintenance of the school bus is the responsibility of the grama panchayat.

This facility is the main reason for the gradually increasing enrollment rate in the schools. Most of the children belong to tribal and hilly areas under different wards in the panchayat. Before the implementation of this vehicle facility, most of the children used to stay away from schools, as it was not easy for them to come to school every day traveling all those hilly or remote areas on foot. The only problem that the grama panchayat face in providing bus service to the students is the ever increasing maintenance costs and the fuel charges.

1.3.5. Appointment of teacher/specialist teachers

The grama panchayat keeps a Teacher Bank, a collection of qualified and trained teachers available in the panchayat. As and when a particular school under the grama panchayat is in need of a teacher due to the regular teacher on leave or on special duty like trainings or Census duty, temporary teachers will be made available to the school from the Teacher Bank by the Panchayat on the request made by the HM of the school concerned. SSA makes the payment for the temporary teachers on daily wage basis as per rules. These teachers are

selected by a selection committee consisting of the ward members, HMs and the PTA presidents of various schools under the leadership of the Education Standing Committee of the grama panchayat. Special teachers for computer education, for arts and dance classes are appointed by the grama panchayat in consultation with the PTA presidents and HMs. Remuneration for such teachers is paid by PTA committee of the school concerned.

1.3.6. Supports for sports activities

The grama panchayat considers sports activities of the schools as a very significant endeavor. The grama panchayat maintains a sports stadium for the use of schools as well as the public. As there is no provision for a sports instructor in U.P. schools, the grama panchayat has taken an initiative to seek the help of the Physical Education Teacher of the nearby High School to impart necessary training in sports to the talented students. The grama panchayat distributes sports kits to the schools, which contains cricket bats and balls, foot balls, shuttle bats, shuttle cocks etc. It also ensures proper assistance on sports to the schools from various agencies like SSA, Sports Council for providing necessary sports equipments and trainings to the school students.

1.3.7. Support for nutritional programme/midday meal

The nutrition programme of the state for the government for the school students is well supported by the grama panchayat. The grama panchayat has modified this programme with more attractive components like extra dishes and planned catering in all the schools under its jurisdiction. Under the midday meal programme the government provides only rice and green gram. The grama panchayat with the cooperation of voluntary organizations and vegetable vendors has made the midday meal a full-fledged meal every day. The midday meal is provided not just to those pupils who are entitled to receive it under the government programme but to the entire students of the schools. The grama panchayat also provided a neat and tidy school kitchen to every school and engages a good cook for preparation of food whose wage is paid by the PTA of the respective schools. The grama panchayat monitors the nutritional programme to ensure the preparation and distribution of food in a neat and tidy atmosphere with the involvement and supervision of the teachers.

1.3.8. Human resource development center

It is an academic center run by the grama panchayat and is housed in a separate building .The center maintains a reference library, computer lab, science laboratory and training hall. It runs a talent school and training programmes for candidates appearing for Kerala Public Service Commission Examinations. The Centre provides its services to the students, teachers, and common people.

The Educational Standing Committee of the grama panchayat manages the HRD Center. Local persons of academic interest including the retired teachers and officials, literary persons, students of higher courses like Law College, Post Graduate Colleges etc. are included in the management committee of the centre. All the instructors and tutors for various training programmes are doing their job voluntarily. But a nominal amount is paid to the special teachers for dance, music etc. by the students themselves. This center provides ample opportunity for the younger generation in the grama panchayat to grow and develop their varying abilities.

The HRD group of the grama panchayat, which includes MBA graduates, provides necessary career guidance session for the school students and youths. The grama panchayat also takes up Social Research and Evaluation studies through the HRD centre.

1.3.9. Talent school

The talent school was started based on a study conducted by the Human Resource Development Centre of the grama panchayat. The study revealed that a number of children lag behind in their studies in Mathematics, English and Science. The talent school provides special training to those children who face difficulties in learning these subjects. The talent school functions from 10 am to 4 pm once in a week on a holiday.

The retired teachers and officials as well as the newly trained teachers available in the panchayat work voluntarily for the Talent School, without receiving any remuneration from any source. The role of the grama panchayat is to coordinate the available resources in the

panchayat and make use of them for the well being of the new generation of the panchayat in a planned, controlled and efficient manner.

1.3.10. Balavignana Kendra

For providing training in arts and sports there is no regular teacher in the government schools. Therefore, the grama panchayat started a *Balavignana Kendra* (children's learning center), in which teachers appointed by the grama panchayat provide special training to the children in arts and sports. This center is working in the Human Resource Development Centre of the grama panchayat and the classes are conducted once in a week. Remuneration for the specialist teachers is provided by the students themselves in a very nominal way. The grama panchayat ensures the service of proficient teachers in the relevant areas.

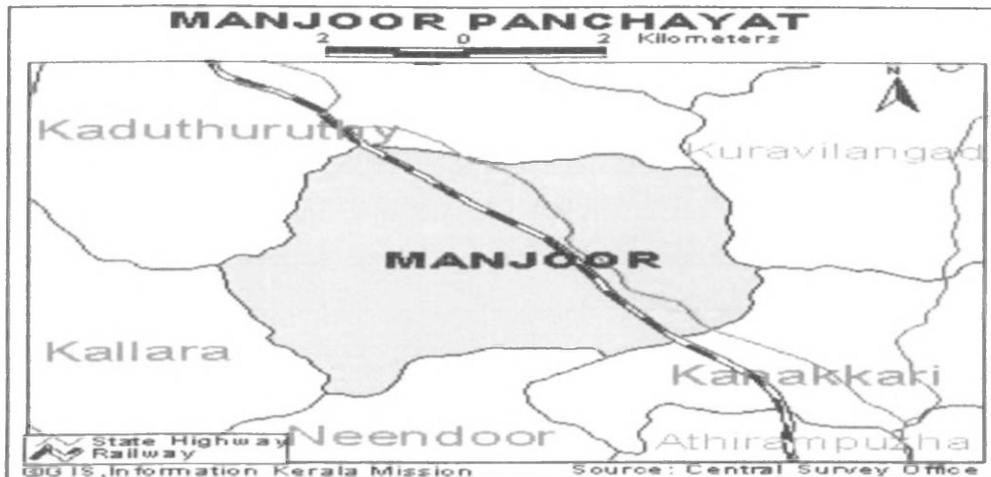
1.4. Evaluation and Reflection

Evaluation of the educational programmes and activities of the grama panchayat is conducted by a team consisting of the Education Standing Committee Chairman, Ward Members, and PTA Presidents of various schools. They monitor the implementation of the various programmes of the grama panchayat from time to time. The President of the grama panchayat himself conducts spot visits to the schools and HRD Centre occasionally to motivate the teachers/instructors as well as students.

The PEC has a major role in the evaluation and monitoring of the programmes and activities. The monthly meetings of the PEC review the programmes and activities conducted in each of the schools and makes plans for implementation in the coming month. The headmasters of the schools present the activities and achievements as well as their requirement for implementing the programmes in their respective schools.

CASE STUDY-2

Manjoor Grama Panchayat



Manjoor grama panchayat is located in the Vaikom Taluk of Kottayam district and consists of two villages. The grama panchayat came into existence on 15th August 1953 and spread over 28.98 square kilometers with 18 wards. **Demographic details:** - Population: Total: 28060, Males: 14042, Females: 14018; Sex ratio: 998; Density of population: 968; Total literacy: 96%, Male literacy: 97%, Female literacy: 94%. **Number of schools:-** L.P Schools: 11 (Government: 7, Aided 4); U. P Schools:2 (Government: 1, Aided: 1); High Schools: 5 (Government: 3, Aided:2), Higher Secondary Schools: 4 (Government: 2, Aided:2).

2.1. Assumptions and Beliefs

2.1.1. Quality elementary education

Parents' view:

- Elementary education should help in shaping children's physical, mental, social and personality development.
- It includes creation of suitable learning environment according to the interests and aptitudes of the children.
- Quality elementary education develops children's self-confidence and makes them self-reliant.

- Education should enable the children to self discover, generate novel ideas within and outside the classroom, and judge social issues critically.

Teachers view:

- We should provide education to all the children according to their aptitude.
- School should address the educational needs of the children by providing better physical conditions and learning environment.
- Enabling the children to make their own discoveries and decisions is vital in quality education.
- School should develop creative thinking of the children through innovative activities.

Views of the grama panchayat:

- Education should be useful for the physical, mental development and social life of the children.

2.1.2. Role of grama panchayat in promoting quality elementary education

Parents' view:

- As elementary schools are in the control of the grama panchayat it should give strong educational leadership to them.
- Strengthen the Panchayat Education Committee and give leadership to formulation of educational programmes.
- Ensure effective implementation of the educational programmes of the state government in the schools.
- Coordinate with various agencies, NGOs, community members and educational volunteers to plan and implement educational programmes.
- In order to address the educational needs of the schools the grama panchayat allocate/ mobilize adequate funds for educational programmes and activities.
- Ensure appointment of required number of teachers in the schools and their empowerment by providing facilities and training.
- Provide leadership to utilize local resources for educational programmes and activities in the schools.

Teachers' view:

- Encourage the schools to provide rich and diverse learning experiences to the children.
- Improve the physical facilities in the schools and provide adequate teaching learning resources.
- Implementation of grama panchayat's own activities in the school along with regular curricular activities.
- Make interventions for ensuring complete health and hygiene of the students.
- Provide leadership to make the schools clean and green.
- Implement the good practices of teaching learning in all the schools in the grama panchayat.

Views of the Grama Panchayat:

- Formulate educational programmes and activities for physical, mental and social development of the children.
- Implement and evaluate these programmes in a time bound manner.
- Create suitable physical conditions in the schools for the children's learning.

2.1.3. Relationship between schools, grama panchayat and other agencies**Teachers' view:**

- Grama panchayat has to provide leadership to coordinate the educational activities of SSA, Department of Education and the schools
- It should conduct regular meetings of the representatives of these agencies to formulate educational programmes
- Grama panchayat should lead the implementation of these programmes with proper understanding with all the educational agencies working in the panchayat

View of the grama panchayat:

- The panchayat has to interact regularly with these agencies and lead the process of formulation of programmes and activities for education.

2.2. Formulation of policies, programmes and activities

The Panchayat Education Committee of the grama panchayat provides opportunities for different stakeholders of school education to present and discuss the educational needs of the panchayat and take appropriate decisions. The PEC meets every month and takes decisions about the education programmes and activities for the schools in the panchayat.

The grama panchayat has constituted a *Working Group* for education, which makes suggestion for educational programmes in the panchayat. The member of the group includes educationists, educational volunteers, headmasters, and representatives of teachers. The group coordinates the activities of the agencies like SSA, Department of Education, and Department of Health in planning and implementing educational programmes and activities of the schools.

The head teachers of all the schools in the grama panchayat participate in the PEC meetings and present their requirements in writing. The implementing officer and the convener of the education working committee consolidate the programmes of the schools and present in the working committee. The working committee discusses the proposal of the schools and prioritizes the activities to be undertaken in various schools during the academic year. The committee also considers the amount to be given to SSA.

Based on the suggestions made by the working committee the implementing officer prepares the various project proposals, which will be scrutinized by an expert committee before submitting to the District Level Technical Advisory Committee (DLTAC) for its approval. The proposal approved by the DLTAC will go for the approval of the District Panchayat Committee. Once the DPC gives approval the grama panchayat implements the programmes in the respective schools.

2.3. Implementation of policies, programmes and activities

The grama panchayat implements the programmes approved by the DPC under the supervision and monitoring of the PEC. The funds for implementation of the programmes are drawn from the

treasury based on the approval of DPC. The following initiatives are the significant contributions of the grama panchayat for ensuring quality of elementary education.

2.3.1. School support group

In order to mobilize resources for various educational activities the grama panchayat formed a school support group. The member of the group includes MP, MLA, retired teachers, educational volunteers, clubs, bank employees and other community members. The group mobilizes human and financial resources for educational programmes and activities in the panchayat. Under the leadership of the school support group the retired teachers give training to the children in music, drama, painting and quiz programme. The cultural clubs and local banks provide uniforms, umbrellas, and school bags to the students and mike systems to the schools. The support group also facilitates the construction of drinking water tanks and playground by using the development fund of the local MLA and MP. With the help of this group the panchayat also provides scholarships to the students.

2.3.2. Support for school infrastructure

The grama panchayat provides funds for construction of new classrooms, toilets as well as renovation and maintenance of the school buildings. This includes renovation of classrooms of some of the schools by laying floor tiles. It constructed an open stage for one of the schools and did the electrification works in the classrooms of all the government schools. The panchayat also distributed furniture to the schools. It provided funds for construction of toilets in government and aided schools. The funds are mobilized in addition to the SSA share of the grama panchayat. The grama panchayat pays the electricity, water charges and telephones bills of the schools.

2.3.3. Distribution of support materials

The grama panchayat provided books and furniture to renovate the school libraries. It provided shelves to keep the learning materials in all the classroom of the government schools and also distributed bicycles to students of government upper primary schools.

2.3.4. Pre-primary classes in the schools

In order to prepare the children for school education all government schools in the grama panchayat started pre-primary sections with the help of PTA and the grama panchayat. This helped to enroll adequate numbers of children in these schools. The grama panchayat provide milk to all the children in the pre-primary classes of the government schools. It also gives learning materials like puzzles, building blocks etc. to the pre-primary sections. The PTA of the respective schools pays the remuneration for the teachers of the pre-primary sections.

2.3.5. Transportation for students

The grama panchayat helps the schools to arrange hired buses for transportation of the students to attend the school. This is done with the help of PTAs of the schools. The students using the service of these buses need to pay a nominal amount per month fixed by the respective school PTA.

2.3.6. Appointment of specialist teachers

Grama panchayat appoint teachers for communicative English, yoga, sports and computer training. These teachers go to each school in the panchayat at a pre-scheduled time to take classes. This helps in addressing the shortage of specialized teachers in the schools.

2.3.7. Supports for sports activities

Swimming pool: Grama panchayat constructed a swimming pool, which is available to the schools for training their students and conducting swimming competitions. The panchayat also conduct training programmes for students.

2.3.8. School vegetable garden

All the upper primary schools maintain vegetable garden with the help of the grama panchayat. The grama panchayat provides seeds and fertilizers to the schools on a subsidized rate. It also

gives an allowance to a laborer, normally the person who prepares the midday meal, to look after the vegetable garden in each school. The vegetables cultivated in the schools are used completely for the midday meal programme. The grama panchayat also provides milk to all the students from pre-primary to upper primary classes twice in a week.

2.3.9. Cultural fest of CWSN

In order to promote the artistic talents of the children with special needs (CWSN) the grama panchayat organizes cultural fests named *Kalasangamam*. This programme is conducted by the Handicapped Children's Welfare Committee constituted by the grama panchayat. The Kalasangamam includes competitions in painting, drawing, dance, music, and poetry for the CWSN.

2.3.10. Children's park

The grama panchayat has constructed Kids Parks in four government schools with a cost of Rs.50000 /- for each park. The parks have facilities for sliding, swing, and a Merry-Go-Round. The grama panchayat intends to provide this facility in all the government schools in the coming years.

2.3.11. Health and hygiene programme in schools

All the schools have formed cleanliness groups of the students under the in charge of teachers. Different groups look after specific areas of the schools including classrooms each day. The grama panchayat has provided dustbins in each of the classrooms in the government schools. Besides it also provides the services of the NREGP workers for cleaning the school premises.

2.4. Evaluation and Reflection

Evaluation: The grama panchayat has not constituted its own monitoring committee to oversee the implementation of academic activities of the schools. However, the programmes

implemented using the grama panchayat funds are monitored by the members of Panchayat Education Committee and Standing Committee on Education. Grama panchayat president, implementing officer, standing committee chairperson, working group members visit the schools and evaluates the programmes and activities based on their observation and the information provided by the schools.

Panchayat Education Committee and Education Working Group meet every month and review the progress of programmes and activities conducted in the schools. Schools present the reports of their activities. The meetings also discuss the needs of the schools for implementing each programme or activity.

Meetings of teachers, parents, community members, educational volunteers, PTA Representatives and ward members are convened to discuss the implementation of the programmes and activities.

At the school level School Resource Group and PTA also discuss the planning and implementation of programmes. The ward members participate in the PTA meetings and give suggestions.

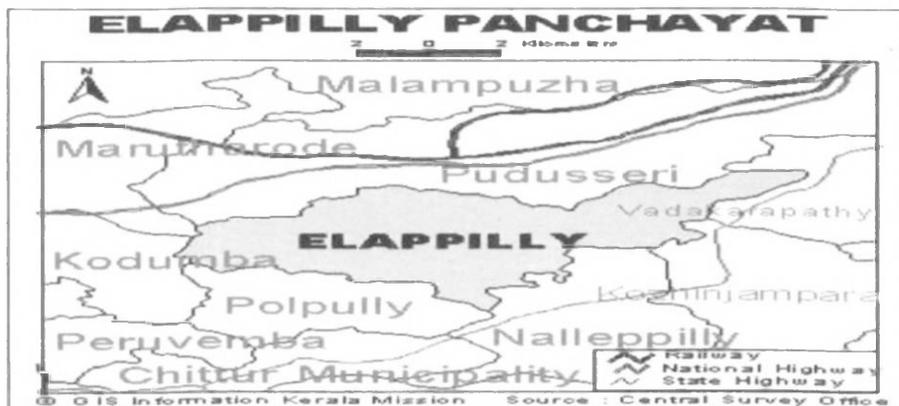
The monitoring committee under the SSA, which includes members like Assistant Education Officer, representatives of Block Panchayat, Grama Panchayat and DIET faculty, visit the school and monitor the development programmes and academic activities of the schools. The team members observe the activities of the schools and discuss with teachers and PTA members.

Reflection: Proper identification of the educational needs of the schools and community, planning of the programmes by involving different stake holders and efforts of the working group are the key factors in the success of the interventions of the grama panchayat.

Though each programme adds some financial burden to schools the success of the programmes provides inspiration to undertake new programmes. Delay in implementation and time constraints are the challenges to programmes

CASE STUDY-3

Elappully Grama Panchayat



Elappully grama panchayat is situated in the Palakkad Taluk of Palakkad district and spread over 49.07 square kilometers. It has two villages and 22 wards. Formed in 1939 the grama panchayat has received several national and state awards and recognitions, which includes the national awards for outstanding developmental activities under community projects and president's award for the best panchayat. It stands out as the first panchayat in India to do electrification work in the villages. It has also won the 1 crore-prize money for the best panchayat in the Green Kerala Express Reality Show conducted by the state Ministry of Local Self-Governments and the Malayalam TV channel of Dooradarshan. The grama panchayat consists of 22 wards.

Demographic details: - Population: Total: 41511, Males: 19900, Females: 21611; Sex ratio: 1037; Scheduled castes: 7634; Density of population: 724; Total literacy: 90%. **Number of schools:** - L.P Schools: 11 (Government: 7, Aided 2, Unaided: 2); U. P Schools: 4 (Government: 2, Unaided: 2); High Schools: 0; Higher Secondary Schools: 2 (Government: 1, Unaided: 1).

3.1. Assumptions and Beliefs.

3.1.1. Quality elementary education

Parents' view:

- Elementary education should develop children's abilities to read, write, speak and understand meaningfully and communicate effectively.

- After completion of elementary education children should be able to communicate through Malayalam and English meaningfully and effectively.
- Education should develop their thinking skills, questioning abilities and self-confidence. Children should be able to ask questions about the world around them--what, how and why of things.
- Education should develop physical and artistic abilities of the children along with academic learning.
- Children should be able to understand and do things by their own. They should have an understanding of their own abilities and an urge to achieve something in life.
- Education should inculcate the value of respect towards others especially the old aged. Children should be able to listen carefully and patiently to what others say and understand it.
- Education should inculcate the values of personal and environmental hygiene among the children.
- Developing children's social awareness and preparing them to work for social development is very important. Children should be able to react to what all happening in the society.

Parents made the following suggestion to bring out quality in elementary education.

- Schools should have all infrastructural facilities and better learning environment.
- Schools should develop children's interest to come to school and learn things.
- Children coming to the school have many abilities and the schools should identify them and provide opportunities to develop these abilities to the fullest possible.
- There should be good relationship between the teachers and the parents. Parents should know what all the school is doing.
- Children's problems should be discussed with parents and they should be oriented about how to help the children in their studies.
- Parents should be made aware of their role in implementing the new curriculum.

Teachers view:

- Education should be useful for the individual to lead a better personal, family and social life and it should also help in social reconstruction.

- Total development of the child covering physical, mental and cultural aspects, should be ensured by elementary education.
- Elementary education should develop children's language abilities, communication skills, mathematical skills and artistic talents.
- Education should enable the children to analyze the social issues and react to the social problems in their own way.
- School should provide proper learning experiences to the children in all fields to develop their academic and co-scholastic abilities.
- School should develop interest and positive attitude among the children towards agriculture by engaging them in farming, gardening, plantation etc.
- Education should develop among the children a helping mindedness towards others especially the physically and mentally challenged.
- Developing awareness of personal, social and environmental health and hygiene is a very important in elementary education.

View of the grama panchayat:

- Education should develop a social consciousness among the children. The children should be enabled to shoulder social responsibilities.
- School should develop all the abilities of children's (physical, mental and social abilities) so that they will become self-reliant in their life.
- The schools should have all facilities for teaching learning including good school building, classroom, furniture, teaching learning materials, drinking water, toilets for both girls and boys, and technological gadgets.
- Besides academic capabilities, special interests and talents of the children should be developed to the maximum possible extent.
- Learning material and opportunities should be given to all the children irrespective of religion, caste, sex or any other ground.
- Special attention should be given to the children coming from poor social, economic, and educational background.

3.1.2. Role of grama panchayat in promoting quality elementary education

Parents' view:

- Creation of basic infrastructure facilities in the schools is the responsibility of the grama panchayat. The Grama panchayat has to provide all the supports for the schools including classroom, furniture, library, toilets, learning materials etc.
- The grama panchayat has to ensure appointment of regular/part time teachers in all the subjects.
- The grama panchayat should provide special support to the disadvantaged children in the form of scholarship, uniforms, learning materials, study table, chairs etc.
- The grama panchayat can provide special training to the children to develop their talents and interest in non-academic areas like dance, music and sports.
- The grama panchayat has to help the schools implement the programmes and activities of the SSA and district panchayat for promoting quality of students' learning.

Teachers' view:

- According to Kerala Panchayat Raj Act the developmental activities in the school should only be undertaken with the knowledge and approval of the grama panchayat.
- Grama panchayat has its own role in planning and implementation all the programmes and activities of the elementary schools.
- Grama panchayat has to provide all support for improving the physical facilities of the schools by maintaining the school building, providing furniture, supplying educational materials and equipments etc.
- The grama panchayat has to organize classes or awareness programme for parents and villagers to take interest in the education of their children and provide them necessary support at home.
- Implementation of the new curriculum requires a lot of help from the parents. Most of the parents in the panchayat being the laborers do not know this. The grama panchayat has to organize orientation programme to help the parents understand their role in the changed situation.

- The grama panchayat has to take appropriate steps to fill the temporary vacancies of teachers in the schools. Qualified candidates can be appointed in such vacancies by conducting interviews at the grama panchayat level.
- Special teaching sessions for children having learning difficulties can be arranged by involving teachers or educational volunteers.

Views of the grama panchayat:

- The grama panchayat has to take up the leadership in making school education a people's endeavor by involving the teachers, parents, students and the public in the planning and implementation of the education programmes and activities.
- Under the panchayat raj act, management and control of elementary school is the responsibility of the grama panchayat. Therefore the grama panchayat has to ensure all the facilities in the schools.
- The grama panchayat has to mobilize the human and material resources and support to the schools for their day-to-day functioning.

3.1.3. Relationship between Schools, grama panchayat and other agencies

Teachers' view:

- Educational programmes of the state government for elementary schools are implemented through the grama panchayat.
- For planning and implementing any programme or solving a particular problem the schools, grama panchayat and SSA have to work in a coordinated way.
- The coordination and cooperation between these agencies are necessary for any of the activities in the schools.
- The representatives of different agencies in the Panchayat Education Committee help in preparing a better and comprehensive educational development plans of the grama panchayat.
- In implementing health programmes for children cooperation among the schools, grama panchayat and health department is essential.

View of the grama panchayat:

- There should be a strong relationship between the grama panchayat, department of education, SSA, health department and the schools for planning, implementation and evaluation of educational programmes in schools.
- Educational programmes and activities are formulated at the state, district panchayat and grama panchayat levels. Therefore, in implementing these programmes based on the local needs of the schools, proper understanding among and support of these agencies are essential.

3.2. Formulation of Policies, Programmes and Activities

The grama panchayat prepares its yearly plan for developmental activities through consultation with various stakeholders in the panchayat. Educational development plan are prepared by Panchayat Education Committee, which consists of grama panchayat president, education standing committee chairperson, members of the wards in which the school are located, the headmasters of all the schools in the panchayat, representatives of teachers and PTA, SSA functionaries, educational experts and retired teachers etc.

First of all the schools identify their needs in various areas and prepare their school development plans. The teachers are trained in preparation of school developmental plans by the SSA at BRC level. The plans of the school are discussed by the HMs, SSA functionaries and teachers at BRC level and prepare projects for educational development in the grama panchayat.

The projects covering the needs of the school are presented, discussed and finalized in the Panchayat Education Committee. The projects approved by the PEC will be sent for the approval of the District Panchayat Committee. The projects are implemented with the approval of the DPC.

3.3. Implementation of Policies, Programmes and Activities

The programmes and activities are implemented under the leadership of the Panchayat Education Committee. The grama panchayat seeks cooperation of all the sections of the society, including

support of various political parties, for implementing the programmes and activities approved by the PEC. The panchayat also get sponsors for some of the activities, particularly for infrastructure development in the schools. The sponsors include Lions Club, Rotary Club and other local clubs, cooperative banks, milk society etc. For implementation of programmes and activities in the schools headmasters and PTA have to take initiatives. The panchayat has undertaken the following programmes and activities:

3.3.1. Support for School Infrastructure:

The grama panchayat provides funds, in addition to the SSA allocation, for development of infrastructural facilities in the schools. This includes the yearly maintenance of school buildings, purchase and repairing of furniture, construction and repairing of school kitchen, utensils for school kitchen, preparing of school ground, construction of compound walls, and fans in the classrooms, drinking water facilities, and books for school libraries. The grama panchayat acquired land for two schools by mobilizing funds from the public. It also reimburses electricity and water charges incurred by the schools every month.

3.3.2. Appointment of teachers

The grama panchayat appoint teachers in temporary vacancies of the schools. The candidates who have passed Teachers Training Course or B.Ed are interviewed at the panchayat level by a committee consisting of educational experts and recommend for appointment in the schools. Salary for the temporary teachers is met by the PTAs of the respective schools.

3.3.3. Free distribution of school uniforms and educational materials

With the financial help of the clubs, cooperative bank/milk society the panchayat provides free uniforms and study materials to all the newly admitted students in the government and aided elementary schools every year. This support is also extended to the other students who come from the socially and economically backward families. With the support of semi governmental and non-governmental organizations the grama panchayat has ensured school uniform to all the children studying in all the government Lower Primary schools.

3.3.4. Transportation for students

The grama panchayat has hired two buses for transportation of students of Government Upper Primary School, Elappully. This facility is provided to the students coming to the school from distant places. For each bus the school pays Rs. 24000/-. The student who avail the services of these buses has to pay Rs. 125/- per month. The charges for the busses are met out of the PTA fund and students' monthly contribution. The grama panchayat has a plan to buy a school bus for giving transportation facilities to the students of elementary schools.

3.3.5. Learning enhancement programme

In order to improve the learning of the children who lag behind in studies special learning enhancement programme named '*Samata*' (equality) is conducted in all the elementary schools. The programme is implemented with academic support from the BRC. As part of this programme a special teaching-learning session for one hour is conducted everyday at the end of the school period. The students are identified based on their performance in the regular classroom learning by the teachers. The teachers in various subjects teach the children during the specified time based on the modules specially prepared for this programme at the BRC level.

The focus of the programme is to improve the basic academic capabilities of the children like reading, writing and mathematical abilities. The children who attend this programme mainly belonging to SC, ST and other deprived sections of the society. Children attending the learning enhancement session are provided with 'little food' (snacks) everyday. As the SSA contribution of Rs. 2000/- is not sufficient to meet the expenditure the grama panchayat provide the remaining money, which amounts to be on an average Rs. 6000 per school. As indicated by the name of the programmes itself, the grama panchayat, attempts to bring out equality in educational achievement of the children.

During the time of this case study neither SSA nor the grama panchayat provided any financial support for the programme. Hence snacks were not provided in the learning enhancement

sessions. But, all the schools still continue the programme by making changes according to their local needs. The major change in the programme, as specified by the teachers, is that they conduct the special classes to address the learning difficulties of the children during free periods instead of a common specified time by the schools. As the snack is an attraction for many of the children to come to the special learning sessions, some of the Lower Primary Schools provides snacks by collecting money from the teachers.

A Similar learning enhancement programme named *Vijayashree* was conducted in the academic year 2009-2010 for students of class X and XII to enable them to perform better in the respective board examinations. The minutes of a meeting of the *Vijayashree* committee held on 8th October 2009 states that the grama panchayat had a plan to organise this programme for all the 600 students studying in classes VIII to XI of the Government A. P. Higher Secondary School, Elappully. But due to paucity of funds the panchayat had to restrict the programme to classed X and XII. The minutes stated that the grama panchayat allocated Rs.30000/- for this programme and the teachers and PTA of the schools would mobilize the remaining money.

3.3.6. English language learning programme

The grama panchayat has implemented the Rapid English Acquisition Programme (REAP) of the district panchayat in all the schools. As part of this programme the Palakkad District Panchayat prepared modules for improving the English language learning of the children, particularly the children from the deprived section of the society. Teachers trained in transacting the modules take classes for the children identified for the programme. On an average about 50 students per school were given training in this programme during 2008-2009. Classes were conducted for one hour after the school timing. The school newspaper of Government U.P. School, Elappully reports that programme was implemented in the school from November 2008.

After implementing for two years, i.e. 2008-2009 and 2009-2010, the programme has been modified and renamed as Rapid Acquisition Course in English (RACE). The RACE aimed at improving the English language skills of the students, is implemented in all the grades at

elementary level from 2nd standard. All the English language teachers in the grama panchayat have adopted the methods and activities of RACE, which makes learning of English simple and interesting to the students.

3.3.7. Activity centers

Some of the Lower Primary Schools in the grama panchayat maintain activity based learning centers. The purpose of an activity center is to help the children develop the basic capabilities like reading, writing and arithmetic through games and other joyful activities. A variety of learning materials like cut outs of alphabets, symbols in language and mathematics, pictures, photographs etc. are used in the activity based learning. The centers are meant for teaching the children who are very poor in learning the basics in language and mathematics. Though the grama panchayat does not provide any financial support for the activity centers the functioning of the centers is encouraged by the Panchayat Education Committee.

3.3.8. TLM gallery

An exhibition center/place named *Kalithattu* is kept in Government Upper Primary school. Thenary, where the teaching learning materials are arranged for enhancing students' learning in different subjects. Variety of teaching learning materials like charts, posters, models, pictures, specimen, play materials, craft works, paintings etc are placed in a systematic order. The exhibits include not only the TLMs acquired/prepared by the school but also the works of the students that they produced as part of their learning process. Similar exhibitions of TLMs are organised in other schools also.

The center is organized in such a way that a small group of children can be taught by using the materials exhibited there in. Teachers use the resources of the center for teaching in their regular classes and also bring the children to the center turn by turn during free periods or whenever they feel such a need. The parents can also visit the center and get to know how their children are engaged in the teaching learning process in the school.

3.3.9. Neighborhood learning centers

As specified earlier the objectives of the neighborhood learning centers (*Patanaveedu*) are to develop interest in studies among the children who are marginalized in the classroom due to reasons, to provide adequate learning environment and facilities for the children who do not have these at their home, to enable parents to effectively intervene in the studies of their children, and to engage the children in sports, artistic and cultural activities.

SSA provides funds for conducting only one neighborhood learning centre in the grama panchayat. But under leadership of the grama panchayat five such centers were organised in the year 2009-2010. Those who have educational qualification of senior secondary and above are appointed as instructors in the neighborhood learning centers. The expenditure for running the centers includes cost of teaching learning materials, snacks for the children and remuneration for the instructor etc. The instructors are paid Rs. 500/- per month. Due to shortage of funds only three neighborhood learning centers organized in the current academic year 2010-2011.

3.3.10. Living together camp

The grama panchayat in collaboration with SSA organise living together camps for the students every year. The allocation of Rs. 2500/- by BRC is not sufficient to conduct a camp. The panchayat and the schools mobilize the remaining funds from the teachers and parents. The camps are organised for 2 to 3 days in a selected school. One such residential camp was organized in G.U.P. Schools Elappully on 18th and 19th of December 2009. More than 100 students participated in the camp. The children stayed in the camp day and nights and participated in various activities like folk songs, folk arts, musical drums, shadow puppet show, dramatization, dance, painting, and games, sky watch, field trip etc. Resource persons and resource teachers working in different fields were invited to the camp. Food and all other facilities are provided in the camp itself. The resources for the camp were mobilized from the community members, clubs, and voluntary organizations. Many of the materials like notebooks, workbooks, drawing/painting materials etc. were sponsored locally by clubs or cooperative societies.

3.3.11. Literary fest

In order to promote children's literary and creative abilities the grama panchayat and BRC organized a literary fest named *Ezhuthukoottam* in January 2010 at G.U.P.School Elappully. In this fest students from three grama panchayats, namely Elappully, Pudussery and Polpully grama panchayats, presented their literary creations. Competitions in writing and reciting poem, short story writing, note making, and news reporting were conducted and prizes given to the winners. The schools conduct competition at their own level and send children to the literary fest.

3.3.12. Children's science congress

With a view to encourage, popularize, and inculcating scientific temper among the children the grama panchayat in collaboration with the BRC organised children's science congress in December 2009 at G.U.P. School Elappully. The specific objectives of the science congress was to exposing and encouraging scientific talent among children; make them realize the relevance of Science and Technology to society, as well as their responsibilities as scientists and technologists of tomorrow; develop creative thinking, a habit of exploration and promoting life skills among children through self devised models of simple apparatus. The students from different grama panchayats under the BRC exhibited their materials and participated in a science seminar.

3.3.13. Sargasangamam for CWSN

The grama panchayat collaborate with Chittoor BRC in providing opportunities for the Children With Special Needs (CWSN) to develop their physical abilities and artistic talents. In this regard a programme called *sargasangama* was organised on 10th January 2009 in Government Upper Primary School Elappully. Children from schools in other grama panchayats that come under the BRC participated in various sports and cultural events. The president of the grama panchayat, chairman of the standing committee for development and other members were present on the occasion.

3.3.14. Empowerment of girls

In order to empower the girl children grama panchayat organised training programme on life skills named *Balika Jyothi*. Resource persons from various organizations are invited to conduct workshops for teachers and students in areas like personality development, problem solving skills, electrical works, etc. The teachers in their turn help the children develop different skills. The focus of the programme is on the day-to-day life related skills. for example repairing an electric fuse, switch, connection to a water pump etc.

3.3.15. Learn & earn programme

As part of the work experience programme the schools give opportunities to produce some useful goods for the school and the community. Children are trained in a variety of works like making soaps, stuffed toys, agarbathi (incense sticks), and candle, book binding, fabric painting, metal engraving, net making, paper craft, palm leaf craft, wood work, puppet making, sheet metal work, and straw board making. The schools offer different craft works according to interest of children and availability of expertise and resources. The products are sold to the students, teachers, parents and community members. The schools utilize the soaps produced in this programme for the use of the students and staff for washing hands during the midday meal and in the toilets. The grama panchayat organizes *Work Experience Fest* in which competitions in different items are conducted for the students of all the schools and give prizes for the winners. One such programme was organized at G.L.P. School, Pallathery in 2009-2010.

3.3.16. Green brigade

In order to develop awareness of personal and environmental hygiene among the children and to keep the classrooms and premises clean and tidy each school in the grama panchayat maintain a *suchitva sena* (green brigade). The green brigade comprises several groups of students selected from different classes. The school premises are divided into a number of zones or areas and accordingly the number of green brigade groups are decided. Each group is assigned with a particular area for a week. The groups look after the cleanliness of the respective zones for a specified number of days. Thus the entire school premise is kept clean and neat by the green brigades turn by turn. Besides these groups there are class wise groups

which look after the classroom cleanliness and monitor the personal hygiene of the students. The green brigades are guided and supervised by a group of teachers.

3.3.17. Parental awareness programme

The grama panchayat and BRC conducts parental awareness programme every year. Most of the parents of the children studying in government schools are from the socially and economically deprived section and they do not take much interest in the day-to-day studies of their children. The awareness programmes were organised to generate interest among the parents in the education of their children. In the programme information regarding awareness of the parents about education needs of their children is collected through a checklist. The result of the analysis of the data and the problems faced by the parents in giving supports to their children are discussed. BRC trainers and other teachers interact with parents regarding education of their children. The programmes get good responses from the parents. As result of the programmes students' absenteeism has reduced to the minimum.

3.3.18. School newspaper

The grama panchayat encourages the schools to publish school newspapers. With the support of the panchayat Government Upper Primary School, Elappully, publishes its newspaper named *Spandanam* (pulse) since January 2008. The newspaper presenting the educational activities and achievements of the school is published twice a year on the occasions of Independence Day and Republic Day. The students under the guidance of the teachers prepare the reports of various programmes and activities of the school. Besides the reports of various educational activities, students' creative writing in Malayalam, English, Hindi and Tamil are published in the school newspaper.

As the newspaper reaches all the homes of the students studying in the school it presents what all going on in the school to parents and the community. The parents interviewed for the study are found elated when they expressed happiness on their children's creative works published in the newspaper. As the Headmistress of the school expressed the newspaper mirrors the outward expression of the school activities and achievements of the children.

4.4. Evaluation and Reflection

At the gram panchayat level the PEC meets every month and reviews the programmes and activities being implemented in the schools. The head masters of each school present their activities and achievements as well as the requirements for the forthcoming programmes. The conveners of programmes like *patanaveedu*, *balikajyoti*, visit the schools and monitor their activities.

There is a monitoring committee at the panchayat level, which includes PEC chairman, representatives of the school HMs, PTAs of the schools, BRC trainers, implementing officer, and retired teachers. The grama panchayat president, education standing committee chairman and ward members visit the schools. However, the teachers have pointed out that the monitoring committee, as a team has never visited their schools so far. The minutes of the PEC meeting held on 31st May 2010 also recorded that there was a lack of monitoring of the *patanaveedu* (neighborhood learning centers) at Vengadi, Parakkalam, Ramassery and Kunnukadu by the grama panchayat.

At the school level there is a School Resource Group consisting of the HM and teachers. The SRG is responsible for planning and implementation of all the school activities. The SRG meets weekly and reviews the progress of all the programmes and activities and plan for the next week's activities. The schools adopt pre-test-post-test methods to evaluate their academic interventions. For instance, the G.U.P School, Elappully conducts a pre-test in class V at the beginning of the academic year and based the students performance the school plans its academic activities. At the end of a term a post-test is conducted and the performance of the students in various subjects are compared with their pre-test performance. Based this comparison school takes decisions about its activities.

It is observed from the responses of the teachers and the grama panchayat personnel that the grama panchayat monitors normally the programmes, which involve financial support from the panchayat and the other general aspects of school development. The grama panchayat does not involve in monitoring of classroom activities, which is mainly done by the SSA. The teachers opined that, as the PEC involves representatives of all the stake holders, including the grama

panchayat, BRC, schools and community members, it functions as better mechanism for evaluation and monitoring of the programmes and activities in the schools.

The teachers of all the four schools (namely G.U.P School Elappully, G.U.P School Thenary, GWLP School Kakkathode, and GLP School Elappully) where focus groups have conducted stated that the programmes like *samata*, *balikajyoti*, *shavasacamp*, *patanaveedu*, *suchitvasena* etc. have brought tremendous development in the academic and co-scholastic abilities of the children. In a focus group a teacher stated confidently that ‘as a result of the *samata* programme the children who reach class VII are able to read, write and express very effectively’. The teachers remarked that the parents who attend the class PTA are very happy to sees the learning products of their children, like poem, stories, paintings, etc.

The teachers are of the opinion that the grama panchayat has to fulfill its promises by implementing the projects it has planned during the financial year 2010-2011. And they are optimistic that the new grama panchayat body, which came into existence after the panchayat election 2010, would also continue to support the schools and complete the projects planned by the erstwhile Panchayat Education Committee.

CASE STUDY-4

Thillankery Grama Panchayat



Located in Thalassery Taluk of Kannur district Thillankery grama panchayat spread over 25.06 square kilometer and has 13 wards at present. **Demographic details:** - Population: Total: 12347,

Males: 6050, Females: 6297; Sex ratio: 1041; Density of population: 493; Total literacy: 86.96%. Male literacy: 92.88%, Female literacy: 81.32%. **Number of schools:** L.P Schools: 8 (Government: 3, Aided 3, Unaided: 2); U. P Schools: 2 (Government: 1, Aided: 1); High Schools: 1 (Aided). Higher secondary schools: 1 (Aided).

4.1. Assumptions and Beliefs

4.1.1. Quality Elementary Education

Parents' view:

- Education should ensure all round development of the children
- School should provide knowledge to the children in the academic subjects
- Develop children's ability to apply school knowledge in social situations
- Develop high level human consciousness among the learners

Teachers view:

- Quality elementary education ensure all around development of the children
- It promotes diverse abilities of the children
- Enables the children to face social challenges
- Develops children's critical and creative thinking
- Helps create world citizens
- Should change according to time

Views of the Grama Panchayat:

- Intervention of society is an indispensable aspect of the educational process and without which the education system cannot achieve its goals.
- Education should ensure all round development of each and every child in the grama panchayat

- Education should enable the children to become self reliant and lead a life of superior quality
- Education should develop a better understanding of citizenship among the children
- School education should not only prepare the children for higher education but also enable them to lead a better social life

4.1.2. Role of Grama Panchayat in promoting quality elementary education

Parents' view:

- Formulation of programmes to provide quality education to the children and allocate adequate fund for implementation of these programmes.
- Implementation of educational programmes and activities by involving different section of the society
- Monitoring of the school level activities
- To take effort to address the actual educational needs of the children, school and community.
- Organise training programmes for teachers.

Teachers' view:

- The grama panchayat should take initiatives to develop infrastructure facilities of the schools. Special focus should be on compound wall, drinking water, electrification, gardening, cid friendly classrooms, furniture, and toilets and play ground.
- The grama panchayat should have awareness about field realities of the school education. This includes learning needs of the children, the academic performance of the students, their learning problems in different school subjects, needs of the physically mentally challenged, and the gifted children.
- The grama panchayat should act as a connecting agency between teachers, parents and the community at large.
- It should take up innovative projects to promote quality of school education.

Views of the grama panchayat

- The grama panchayat should have a progressive outlook towards education and bring out innovative changes in school education.
- It should have a thorough understanding about the educational background of the people in the panchayat.
- It should have sound knowledge of the local history and resources available in the panchayat.
- Active involvement in the process of planning and implementation of educational projects.

4.1.3. Relationship between schools, grama panchayat and other agencies

Teachers view

- The state government and different educational agencies plan many programmes for elementary education. The PEC should coordinate implementation of these programmes in the schools.
- The grama panchayat should take leadership in sharing academic experiences, human and material resources, and innovative practices between various educational institutions.
- The grama panchayat should always keep a healthy relationship with different agencies in planning, implementation, academic monitoring and evaluation of educational programmes. It should be reflected in the PEC level discussions.

Views of the grama panchayat

- The gram panchayat has to act as coordinating agent between the schools, teachers, parents, educational agencies and the society.
- It should empower the PEC by including eminent teachers, social workers, and educational experts as its members; convening monthly meeting with specific agenda; and reviewing and reflecting on educational programmes of the schools.

- The state government should give proper training to the panchayat members and office bearers on their role in school education particularly about the revised curriculum, textbooks, and evaluation of student performance and monitoring of academic programmes of the schools.

4.2. Formulation of policies, programmes and activities

The data collected through interview, focus groups and analysis of the documents reveal that Thillankery grama panchayat followed a systematic approach to make its interventions to improve the quality of elementary education. The following activities were reported as part of the process of formulation and planning of educational programmes and activities of the grama panchayat.

- **Workshops:** The grama panchayat conducted two workshops in 2007 at the panchayat levels to identify the education problems in the panchayat and formulate measures for their solution. Those participated in the workshop included PEC members, teachers, PTA representatives, educationists, community members, and representatives of NGOs etc. These workshops suggested organizing seminars on 'Problems in Education and their Solution'.
- **Seminars on 'Problems in Education and their Solution':** Seminars were conducted in all the 12 wards of the grama panchayat. The purpose of the seminars was to involve the people in educational planning process, find out the educational problems at the grassroots level and how these problems affect the people in the grama panchayat, and to develop an educational culture among the people. The seminars recommended for conducting an education survey in the panchayat to find the causes of the educational problems.
- **Education survey:** The educational survey was conducted under the guidance of a group of educationists. Necessary questionnaires were developed with the help of the educationists and the data was collected from each ward with the help of educational volunteers trained by the panchayat for the purpose. Approximately 5000 man-days were used for the collection, tabulation and analysis of the data. The report of the survey was released in a function attended by the state Minister of Education and SSA district project officer.

- **Education Grama Sabha:** In order to take the result of the education survey to all the people in the grama panchayat special meetings of the Grama Sabha named 'Total Education Grama Sabha' were convened in all the wards.
- **Teachers' Collective:** The findings of the education survey were discussed in a workshop held on 3.5.2007, which was attended by 56 teachers including the HMs and many measures were suggested to solve the education problems in the grama panchayat.
- **Social Education Mission:** Based on the results of the education survey, suggestions emerged in the workshops at different level, the discussion in the Education Grama Sabha and teachers' workshop the grama panchayat formulated various programmes and activities under the name 'Social Education Mission' for promoting the quality elementary education during 2007-2012.

4.3. Implementation of policies, programmes and activities

In order to promote quality of elementary education the grama panchayat made a number of interventions under its unique project called '**Social Education Mission 2007-2012**'. The stated objectives of the social education mission and the major programmes and activities undertaken by the grama panchayat are given below.

4.3.1. Objectives of Social Education Mission

- To ascertain the educational problems of the grama panchayat and the suggest ways to solve them.
- To take the need for educational progress to the people and develop an educational culture among them.
- To ensure development of the grama panchayat through educational progress.
- To bring about healthy changes in the ways of life and thinking of the people in accordance with the changes occurring due to advancement of science.
- To shape education in line with the field of work and in a way to create new areas of work.
- To ensure social righteousness.
- To develop cooperative mindedness in personal life and social actions of the people.
- To make available quality education to all the children in the grama panchayat.

- To enhance the creative abilities of the children
- To promote the competence of the teachers.
- To ensure basic infrastructure facilities of the schools. and
- To ensure pre-primary education to all the children in the grama panchayat.

4.3.2 Ward level vigilance committees:

The grama panchayat believes that community involvement in the process of education should start from the grass root level. The ward level vigilance committees were constituted with view to involve people in the formulation, control and implementation of educational policies, programmes and activities in each and every wards of the grama panchayat. These committees promoted continuous interaction with the students and teachers in the wards which was essential for achievement of the educational goals. The members of vigilance committees were drawn from different sections of the society including educational volunteers, representatives of women self help groups, NGOs etc. The committees were entrusted the responsibility of implementing the programmes and activities of Social Education Mission and to help develop an educational culture among the people

4.3.3. The academic calendar

The academic calendars of the schools in the grama panchayat are prepared under the guidance and supervision of the PEC. Based on these calendars the Head Masters and School Resource Group coordinators prepare the yearly calendar at the panchayat level in the first week of the academic year and present the same in the PEC. This process of preparation of academic calendar helps in implementing the activities of the Department of Education, SSA and Grama Panchayat in a coordinated way.

4.3.4. Joyful learning:

This programme named *Kaliyarangu* was organized to provide joyful learning experience to the students in math, science, language and general studies based on pre-prepared modules. It

also includes yoga classes and counseling session for the students. The stated objectives of the programme were to identify educational problems of the children, make them aware about the importance of education, develop among them interests in studies and a cooperative mind, and in turn inculcate an education culture among them. The programme is implemented at wards level for students of pre-primary, primary, upper primary and high school sections separately under the themes like *Madhuram Ganitham*, *Shashtrakauthukam*, and *Bhashakalari*. The five days programme costs more than Rs.35000 in each ward. It was the responsibility of the **Ward Level Vigilance Committees** to mobilize funds from the people and ensure participation of all the children in the programme.

4.3.5. Calligraphy Training

In order to improve the handwriting of the students the panchayat organised two training programmes in calligraphy for the teachers on 27.2.2008 and 17.12.2009. In these programmes a group of teachers selected from Lower Primary, Upper Primary and High schools were trained. They in turn trained the other teachers in the panchayat. The programme is planned in a cascade mode to train the entire school students of the grama panchayat.

4.3.6. Health education

This programme is intended to develop good habits among children that will enable them to grow healthy and prevent communicable diseases, particularly during the monsoon seasons. As part of this programme the grama panchayat conducted seminars on 'Communicable Diseases: causes and prevention', prepared and distributed pamphlets to students and community members, organized awareness classes for students on health and hygiene issues, and campaign against use of plastics. The panchayat provide support to keeps the classrooms and school premises clean and make vermin composite in the schools with the help of students by using the waste materials available in the schools.

4.3.7. Free educational tours:

The documents on Social Educational Mission states that the grama panchayat organised educational tours for 100 school students every year. The panchayat gives opportunities for the children from economically backward families to take part in these study tours free of cost.

4.3.8. Career guidance classes:

This was conducted to help the children to choose their areas of interest to pursue a career. The document on Social Education Mission 2007-2012 reports that grama panchayat conducted two career guidance programmes. The minutes of the PEC meetings revealed that one such programme was conducted on 16.6.2007 in the grama panchayat hall for 42 SSLC and 12 senior secondary students. The classes, facilitated by two resource persons from Don Bosco College, Angadikadavu, and a local school teacher, were organised with the help of Ward Level Vigilance Committees.

4.3.9. Training for school scholarship examinations

The grama panchayat organizes training classes for all the students who appear for Lower School Scholarship and Upper School Scholarship examinations conducted by the Department of Education, Kerala. As part of this programme model examinations are also conducted. As per the minutes of the PEC meetings two such programmes are organised on 6.1.2008 and 27.1.2008.

4.3.10. Training in film Production/Painting/Folk Arts

Besides the academic interventions the grama panchayat also take efforts to promote the artistic talents of the children. In this regard the panchayat has organised a number of camps in painting, folk arts. It also conducted a training programme for the students in film production.

4.3.11. Students' profile

The panchayat has prepared a digital profile of all the students in 2008. The profile consists of general information about the children, their photograph, blood group, achievements in scholastic and co-scholastic areas, family details etc. The profile of the students, available school, class and year wise, are updated every year. It is likely to be posted in the web site of the grama panchayat www.lsgkerala.in/thillankerypanchayat .

4.3.12. Training module for the Teachers

In order to improve the learning of English language by the children the panchayat took efforts to develop training module for the teachers. The Resource Persons who have received training at the state level prepared the modules.

4.3.13. Distribution of bicycles

As a part of its girl's empowerment programme, the grama panchayat distributed bicycle to 25% of the girls in the upper primary schools. The girls were also given training in cycling with the help of teachers and community members.

4.3.14. Support for Midday Meal Programme

The panchayat provided required number of utensils and stoves to all the school kitchens for the nutritional programme. It also gave plates to the schools for serving food to the students up to 5th standard. The plates are kept in the school kitchen. The panchayat is working towards the goal of providing free plates to the school for serving food to all the students.

4.4. Evaluation and reflection

The grama panchayat has developed its own mechanism to evaluate its educational projects implemented in the schools. It has constituted a six-member committee comprising teachers, social workers, panchayat personnel, and educational experts to evaluate the programmes. With the help of experts the grama panchayat has developed questionnaires and observation schedules for collected data on various programmes and activities. Data is collected from headmasters, teachers, parents, students and community members. Besides this the department of education has also constituted a core committee including BPO, AEO and DIET faculty members to evaluate and monitor the programmes and activities of the schools. The grama panchayat provide all support to this core to execute its tasks.

CASE STUDY-5

Meenangadi Grama Panchayat



Meenangadi grama panchayat is located in Sulthanbathery Taluk of Wayanad district and spread over an area of 53.52 square kilometer. Formed in 1962 the panchayat consists of two villages and 19 wards. **Demographic details:** - Population: Total: 32067, Males: 16176, Females: 15891; Scheduled caste: 1039; Scheduled tribes: 7094; Sex ratio: 982; Density of population: 546; Total literacy: 84.06%, Male literacy: 88.64%, Female literacy: 79.13%. **Number of schools:-** L.P Schools: 7 (Government: 4, Aided 1, Unaided: 2); U. P Schools: 6 (Government: 2, Aided: 2, Unaided: 2); High Schools: 3 (Government: 1, Unaided: 2), Higher Secondary Schools: 3 (Government: 1, Unaided: 2).

5.1. Assumptions and Beliefs.

5.1.1. Quality elementary education

Parents' view:

- Children should have the fundamental knowledge in all the school subjects at elementary level itself.
- Elementary education should develop children's language abilities like reading and writing.

- Psychological and intellectual abilities of each child should be developed through elementary education.
- Children should be able to work in accordance with the society.
- Schools should provide better learning environment including good classrooms, laboratories, libraries, and textbooks.
- School should consider all the children alike and there should be better relationship between the parents and teachers.

Teachers' view

1. Elementary education should aim at all-round development of the all the children.
2. Education should prepare good citizens.
3. There should be timely changes in the education system.
4. The educational activities of the schools should be coordinated by the grama panchayat.

View of the grama panchayat

- Education should enable to create a generation of people with knowledge and culture.
- Educational programmes and activities should be implemented by considering the uniqueness of the individual, places and the locally available resources.

5.1.2. Role of grama panchayat in promoting quality elementary education

Parents' view:

- The grama panchayat should create better physical conditions including school building.
- It should involve in the school activities and ensure learning takes place properly.
- It should prepare educational programmes by studying the needs of the children in various areas in the grama panchayat.
- Equal consideration should be given to all the schools in the grama panchayat.
- Ensure appointment of required number of teachers in the schools and provide necessary training to them.

Teachers' view:

- Grama panchayat should ensure the infrastructure facilities of primary schools, including child friendly class room, student friendly toilets, electrification of the building and classrooms, water supply, hygienic school kitchen etc.
- Ensure enrolment of the children in the schools and take measures to control dropout.
- Prepare academic calendar for the schools in the grama panchayat.
- Help the schools in organizing co-curricular activities and ensure effective academic monitoring of the educational programmes.

View of the Grama Panchayat:

- The gram panchayat has to ensure the quality of elementary education through effective management of human and material resources, particularly the locally available resources.
- It should give importance to socialization of the children.
- Ensure active involvement of the PEC in planning and implementation of educational programmes and activities of the schools.
- Keep great concern and consideration for education and wellbeing of the physically and mentally challenged children.

5.1.3. Relationship between school, grama panchayat and other agencies**Teachers' view**

- The gram panchayat has to coordinate all educational activities of the schools in the grama panchayat.

View of the Grama Panchayat

- Grama panchayat has a leadership role in the implementation of educational programmes and activities in the schools
- It has to coordinate the programmes and activities of all the departments/agencies concerned with school education.

5.2. Formulation of Policies, Programmes and Activities

The grama panchayat attempts to involve the entire community in bringing developmental changes in school education. Educational projects are planned and implemented under the leadership of the PEC. The members and the office bearers of the PEC as well as the grama panchayat work in coordination. Involvement of the voluntary groups is also important in the formulation of policies, programmes and activities of the grama panchayat

The PEC meets every month to plan, implement and evaluate the educational programmes and activities. It also takes efforts to coordinate the activities of the schools in the grama panchayat and bring out their outstanding contribution in the field of education.

The PEC priorities the educational programmes and activities of the grama panchayat based on the local needs, requirement and limitations of the school. The factors like economic, educational, family condition of the people, particularly the scheduled caste/scheduled tribes, and the educational perception of the grama panchayat members are important in the formulation of the programmes.

5.3. Implementation of policies, programmes and activities

Panchayat Education Committee takes initiatives in the implementation of programmes and activities in the schools. The office bearers of the grama panchayat, ward members, PEC members, educational volunteers and school PIA take part in the programmes and activities. Apart from the plan allocation the grama panchayat spend money from its own fund and also mobilize resources from the community members and voluntary originations for various educational programmes in the schools. The grama panchayat spends about Rs 280000/- every

year for educational programmes and activities. The following programmes and activities are the most important among the interventions of the grama panchayat.

5.3.1. Smart classroom

In collaboration with SSA the grama panchayat set up a smart classroom in the Government Upper Primary School, Kolangappara. The smart classroom is a dust free room and has a projector, computers, hadicam, still camera, printers, scanner, and suitable furniture. Besides these sound system that connects all the classrooms in the school is a unique feature of this smart classroom.

5.3.2. Training of teachers in teaching English at elementary level

The grama panchayat organised training programme in effective teaching of English for the teachers of elementary schools on 16th and 17th October 2006 at Government Upper Primary School, Kolangappara. The objective of the programmes was to make teaching and learning of English easy and joyful. Dr. K. N. Anandan, SSA consultant for English language education was the chief facilitator. The teachers were provided with handbooks. The following this training programme the teachers undertake variety of activities in all the primary schools of the grama panchayat to make English language learning a joyful experience to students.

5.3.3. Workshop on preparation of teaching learning materials

The grama panchayat organised a three-day workshop on preparation of TLM by using waste materials in the G.U.P. School, Kalagappara from 22nd to 24th July 2009. The workshop was organised with view to help the schools to prepare adequate TLM so as to address the problems arising from inadequacy of learning resources in the schools. Thirty six teachers and 12 parents were given training in preparing TLMs by using waste materials like caps of the soda bottle, used ball pens and the refills, used wrapping twains etc. The materials prepared in the workshop are used by the teachers and students for their regular teaching learning in the schools.

5.3.4. Workshop in Arts and Drama

In order to protect and promote the vanishing performing folk art forms the grama panchayat organized a three-day creative workshop in Meenangadi. Professional artists in the field were invited to provide training to the children in various performing folk arts. At the end of the programme a procession of the various folk art forms followed by a cultural conference was organized in the town. On this occasion the participants staged a drama created in the workshop.

5.3.5. Training in dance and musical drum

The grama panchayat provide training in classical dance to students of five government U P Schools. For this training programme services of two dance teachers were provided. The teachers give training to the children alternately for one or two days a week in each of the schools. Besides this the students who have interest and talents in dance are provided special training in classical dance at a local dance school run by an alumni of the renowned university of performing arts, *Kerala Kalamandalam, Thrissur*.

Students are also trained in musical drum *Chenda* (kettle-drum), one of the 18 varieties of musical drums of South India. The students trained in dance and musical drum are given opportunity for their inaugural performance and to exhibit their talents in public functions.

5.3.6. Community living camp

In order to promote children's' creative talents the grama panchayat in collaboration with SSA organise community living camps for the students every year. The activities in the camp include creative writing, sky watch, and personality development programmes. The activities are conducted based on the modules prepared by the teachers under the supervision of the experts in various areas. The grama panchayat give leadership to the preparation of the audio-visual materials and the learning modules for the camps. As the SSA allocation is not adequate the gram panchayat also mobilize funds for the conduct of the camps every year.

5.3.7. Knowledge fest

In order to provide opportunities for the students and youths to show their academic excellence the gram panchayat organised a programme named *Knowledge Festival 2006* on 17--01 -- 2006 at Meenangadi. Activities for English language enrichment, science festival, and bhasholsavam etc. were included in the programme. Forty three students and 12 teachers from different schools participated in the programme.

5.3.8. Educational materials/instruments and uniform to SC/ST students

Due to lack of physical conditions of learning at home many of the SC/ST children drop out from the schools. In order support these children and to control their drop out from the school the grama panchayat provided free educational materials and uniforms to them. The materials include notebooks, school bags, umbrellas and foot wares. The students were also provided with study tables and chairs free of cost.

5.3.9. Vidhyadeepam Tuition

The grama panchayat arranged tuition for the students belong to the Katunaika, and Paniya tribes, who are very backward in terms of socio-economic development. The special teachers appointed for the tuition are paid out of the gram panchayat fund.

5.3.10. Books and furniture to the school libraries

In order to improve the library facilities the grama panchayat provided books to all the schools. The government schools were provided with tables and desks, and chairs to prepare reading centers/corners. The schools are also provided with six Malayalam newspapers, one English newspaper, one Malayalam weekly magazine, and children's literature.

5.3.11. Operation Olympia

This programme was started with a view to develop a sports culture among the school students by giving them training in athletics and games. For this the grama panchayat appointed sports teachers in all the schools and provided necessary sports materials and equipments. The schools provide coaching in various games and athletics to their students. Special coaching in

football, volleyball, and athletics was given to the students of Meenangadi High School. The grama panchayat has spent Rs. 85000/- to purchase a Jumping Bed for providing scientific training to the athletes. The students are provided with snacks during the training hours. The school has got many prizes in the district level sports meet.

5.3.12. Edufest

The grama panchayat showcased its overall achievements in the field of education in an exhibition titled 'Edufest 2009' organized on 12th February 2009 at Meenangadi. The schools presented their achievements. An exhibition of the products of the school activities in scholastic and co-scholastic areas, a cultural seminar, and a dance performance by the students were also included in the fest. The District Education Officer, Wayanad inaugurated the Edufest and DIET principal, and other educationists attended the programme.

5.3.13. Other activities of the grama panchayat

In addition to above programmes and activities the grama panchayat provides financial support for construction and maintenance of school building, construction of compound wall, construction of classroom separation walls, construction of building/shed for school kitchen, storage containers for the school kitchen and materials and instruments for school laboratory. The panchayat also provide breakfast to the children in collaboration with Wayanad District Panchayat.

5.4. Evaluation and Reflection

The educational programmes and activities of the grama panchayat are discussed and evaluated from time to time by the PEC. In order to monitor the implementation of the programmes a village education monitoring committee is constituted. The monitoring committee involves grama panchayat president, education standing committee chairman, representatives of HMs and PTA of the schools, a BRC trainer, and the implementing officer. The committee monitors all the programmes excluding the classroom teaching-learning activities in the schools. Report of the academic activities are presented and discussed in the PEC meetings. The evaluation of the

programmes is focused more on the outcome like increase in enrolment, decrease in drop out, and quality of students learning etc.

The teachers have remarked that as the grama panchayat take more interest in implementing programmes in the schools their works turn out to be easy. The teachers are highly motivated and working in a healthy competitive spirit to improve the achievements of their schools. The programme like Vidhyadeepam tuition for the tribal students has been stopped. Effort is made to restart the programme.

REFERENCES

1. Decentralization of powers: Government orders and circulars (Malayalam) Part-I to III. Kerala Institute of Local Administration 2007
2. Decentralization of powers: Government orders and circulars (Malayalam) Part-IV and VI. Kerala Institute of Local Administration, 2009.
3. Girija S. K., Community involvement in Sarva Shiksha Abhiyan: an assessment of the Village education Committees in India. *Madhya Pradesh Journal of Social Sciences* / Jan-June, 2008 [http://findarticles.com/p/articles/mi_7078/is_1_13/ai_n31186936/]
4. Icy. K. John. Panchayat Raj Institutions and Rural Development of Kerala. Ph.D. Thesis. Mahatma Gandhi University, Kerala, 2006. [<http://www.mgutheses.in/page/?q=T%201426&search=&page=19&rad=#>]
5. Kerala Panchayat Raj Act [<http://www.lsg.kerala.gov.in/Sanchitha2/>]
6. National curriculum frame work 2005. National council of Educational Research and Training, 2005.
7. National policy on education-1986. Department of Education, Ministry of Human Resource Development, Government of India, New Delhi, 1986.
8. Selvi, P. Community Owning on Elementary Schools to Ensure Quality Education. [http://www.indg.in/primary-education/education-as-fundamental-human-right/copy_of_community_owning_on_elementary_schools.pdf]
9. The Right to Children to Free and Compulsory Education Act 2009. The Gazette of India. August 27, 2009.

APPENDIX-I

LIST OF RESORCE PERSONS

1. Dr. C.G. Ventkatesha Murthy, Professor of Education. Regional Institute of Education, NCERT, Mysore
2. Dr. K. Anilkumar, Assistant Professor, Regional Institute of Education, NCERT, Mysore
3. Mr. Dr. K.M. Unnikrishnan, Senior Lecturer, District Institute of Education and Training, Kasargod, Kerala
4. Mr. L. Sudarshan, Assitant Programme Officer, SSA, Nandavanm, Trivandrum.
5. Mr. Mani Joseph, Programme Officer, SSA, KVM Buildings, Annankunnu, Kottayam
6. Mr. Ranjith Markose, HAS, Santhom Higher Secondary School, Kolakkad, Kannur
7. Mr. M. V. Mathew, HAS, St. Thomas, Higher Secondary School, Kelakam, Kannur
8. Mr. Ali Shake Mansoor, BRC Trainer, SSA BRC Balaramapuram, Trivandrum
9. Mr. Anilkumar P.K., HSA, CHM High School Kavumpady, Kannur.
10. Mr. K. Biju, Education Solutions Consultant, NIIT, Bangalore

APPENDIX –II

List of the field investigators of the study

Sl No	Name and official address of the field investigator	District from which data collected
1	Mr. L. Sudarshan, Assitant Programme Officer, SSA, Nandavanm, Trivandrum.	Thiruvananthapuram
2	Mr. Mani Joseph, Programme Officer, SSA, KVM Buildings, Annankunnu, Kottayam	Kottayam
3	Dr. V. Ramadas. Assistant Professor. RIE Mysore	Palakkad
4	Mr. Ranjith Markose, HAS, Santhom Higher Secondary School, Kolakkad, Kannur Dist.	Kannur
5	Mr. M. V. Mathew, HAS, St Thomas, Higher Secondary School, Kelakam, Kannur	Wayanad
6	Mr. Ali Shake Mansoor BRC Trainer. SSA BRC Balaramapuram, Trivandrum	Thiruvananthapuram
7	Mr. Anilkumar P.K. HSA, CHM High School Kavumpady, Kannur.	Kannur

APPENDIX-III
List of grama panchayats selected for the study

Sl No	Name and Address of the Grama Panchayat	Block	District
1	Malayinkeezh Grama Panchayat, Malayinkeezh P.O, Thiruvananthapuram- 695 571, Office Phone:0471-2282021,	Nemom	Trivandrum
2	Vilavoorkal Grama Panchayat, Malayinkeezh P.O, Thiruvananthapuram - 695 571, Office Phone :0471-2282055		Trivandrum
3	Aryanad Grama Panchayat, Aryanad P.O, Thiruvananthapuram - 695 542, Office Phone:0472-2852029	Vellanad	Trivandrum
4	Kattakkada Grama Panchayat, Kattakkada P.O, Thiruvananthapuram - 695 572, Office Phone:0471-2290337		Trivandrum
5	Moonnillavu Grama Panchayat, Moonnillavu P.O, Kottayam - 686 586, Office Phone: 04822-286279	Erattupetta	Kottayam
6	Erattupetta Grama Panchayat, Erattupetta P.O. Kottayam - 686 121. Office Phone: 04822-272063.		Kottayam
7	Manjoor Grama Panchayat, Manjoor P.O. Kottayam - 686 603, Office Phone: 04829-242337.	Kaduthuruthy	Kottayam
8	Kaduthuruthy Grama Panchayat. Kaduthuruthy P.O. Kottayam - 686 604. Office Phone: 04829-282280.		Kottayam
9	Elappully Grama Panchayat. Elappully P.O.. Palakkad - 678 622. Office Phone: 0491-2583230	Malampuzha	Palakkad
10	Malampuzha Grama Panchayat, Malampuzha P.O. Palakkad - 678 651, Office Phone: 0491-2815148.		Palakkad
11	Pattambi Grama Panchayat. Pattambi P.O. Palakkad - 679 303, Office Phone: 04926-212233.	Pattambi	Palakkad
12	Koppam Grama Panchayat. Pulasseri P.O. Palakkad - 679 307, Office Phone: 04926-2622		Palakkad
13	Peravur Grama Panchayat, Peravur P.O., Kannur - 670 673, Office Phone: 0490-2444435	Peravoor	Kannur
14	Kanichar Grama Panchayat. Kanichar P.O., Kannur - 670 674. Office Phone: 0490-2412065		Kannur
15	Thillankery Grama Panchayat, Thillankery P.O. Kannur - 670 702, Office Phone: 0490-2405271	Iritty	Kannur
16	Aralam Grama Panchayat, Payam P.O. Kannur - 670 704, Office Phone: 0490-2450560		Kannur
17	Meenangadi Grama Panchayat. Meenangadi P.O., Wayanad - 673 591. Office Phone:04936-247236	Sulthan Bathery	Wayanad
18	Ambalavayal Grama Panchayat. Ambalavayal P.O., Wayanad - 673 593. Office Phone: 04936-260423		Wayanad
19	Edavaka Grama Panchayat. Ellumannam P.O. Wayanad - 670 645, Office Phone: 04935-240366	Mananthavady	Wayanad
20	Mananthavady Grama Panchayat. Mananthavady P.O., Wayanad - 670 645. Office Phone: 04935-240253		Wayanad

APPENDIX-IV

**REGIONAL INSTITUTE OF EDUCATION, MYSORE
GENERAL INFORMATION ABOUT GRAMA PANCHAYAT**

1. Name of the gram panchayat :
2. Development Block :
3. Educational Sub- District :
4. District :
5. Number of wards in the panchayat :
6. Total area of the panchayat :
7. Demographic data:

Population				Literacy rate			
Male	Female	Total	%	Male	Female	Total	%

8. Category wise population:

O.B.C			SC			ST			Gen		
Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total

9. Number of children in various age groups

0 to 5			6 to 10			10 to 12		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total

10. Number of schools

Management of school	Pre-primary/ Anganwadi	Lower Primary	Upper primary	High schools	HSS
Dept. of education					
SC/ST welfare Dept.					
Local body					
Government aided					
Private management					

11. Financial Details

Year	Amount allocated				Amount expended			
	A	B	C	D	A	B	C	D
2006-07								
2007-08								
2008-09								
2009-10								
2010-11								

- A- Plan fund excluding the mount given to SSA
- B- Own fund
- C- Fund mobilized/contribution
- D- Consumer share

APPENDIX-V

**REGIONAL INSTITUTE OF EDUCATION, MYSORE
RATING SCALE FOR ASSIGNED TASKS OF GRAMA PANCHAYATH**

Name of Panchayat : _____ *Code:* _____
Name of school : _____ *Code:* _____
District : _____ *Code:* _____

I. Management, control and supervision of pre-primary schools /Anganwadi centres

SI No	Assigned tasks	Rating				
		<i>Very effectively handled</i> 5	<i>Effectively handled</i> 4	<i>Effective to some extent</i> 3	<i>Ineffectively handled</i> 2	<i>Very poorly handled</i> 1
1.	Construction and maintenance of school building					
2.	Maintenance of classrooms (floor, roof, walls, door and windows)					
3.	Child friendly premises (classrooms, playground, garden, compound wall, display of pictures, models etc.)					
4.	Supply of play materials and equipments to the children					
5.	Drinking water facility (tap water/hand pump/ potted water)					
6.	Toilets with water supply					
7.	Light and ventilation in classrooms, supply of electricity					
8.	Appointment of Teachers and support staff					
9.	Enrolment in pre-primary schools/anganvadi centres					
10.	Implementation of nutrition programme (supply of food materials)					
11.	Maintenance of Kitchen (supply of utensils, vessel, plates and glasses)					

12.	Meeting and orientation of parents					
13.	Integrating and monitoring the works of other agencies (social welfare, SSA, local clubs/NGOs and other agencies)					
14.	Supply of child report cards/health card and their periodic maintenance					
15.	Organisation of children's festivals					
16.	Any other (please specify)					

II. Management, control and supervision of Primary schools

Sl No	Assigned tasks	<i>Very effectively handled</i> 5	<i>Effectively handled</i> 4	<i>Effective to some extent</i> 3	<i>Ineffectively handled</i> 2	<i>Very poorly handled</i> 1
1.	Construction and maintenance of school building					
2.	Maintenance of classrooms (number of classrooms, floor, roof, walls, door and windows)					
3.	Maintaining of child-friendly premises (ramps, playground, garden, compound wall)					
4.	Separate rooms for HM, teachers, library and laboratory					
5.	Drinking water facility (source and type: school well, tap water, hand pump, potted water)					
6.	Toilets with water supply (common toilets and separate toilets for girls)					
7.	Light and ventilation in classrooms, supply of electricity					
8.	Enrolment of school aged children of the panchayat in the schools and their retention.					

9.	Enrolment and retention of girls, SC,ST,OBC and Muslim children					
10.	Supply and maintenance of furniture for students and teachers					
11.	School-community linkage (Meeting and orientation of parents etc.)					
12.	Integration and monitoring of the programmes of other agencies (social welfare department, SSA, local clubs/NGOs etc.)					
13.	Supply of computers and their maintenance					
14.	Grants for school development and teaching-learning material (In addition to SSA share) Supply and maintenance of play materials and equipments					
15.	Ensuring required number of instructional days per academic year					
16.	Any other (please specify)					

III. Distribution of Mid-day meal to primary and upper primary schools students

Sl No	Assigned tasks	<i>Very effectively handled</i> 5	<i>Effectively handled</i> 4	<i>Effective to some extent</i> 3	<i>Ineffectively handled</i> 2	<i>Very poorly handled</i> 1
1	Implementation of nutrition programme (ensuring supply of food materials- rice, cereals, milk, egg etc.)					
2	Maintenance of Kitchen (kitchen shed, supply of utensils, vessels, plates and glasses)					
3	Up-keep of dining hall, dining tables and other furniture					
4	Any other (please specify)					

IV. Distribution of scholarships and grants to students and discretionary grants to SC/ST students

SI No	Assigned tasks	<i>Very effectively handled</i> 5	<i>Effectively handled</i> 4	<i>Effective to some extent</i> 3	<i>Ineffectively handled</i> 2	<i>Very poorly handled</i> 1
1	Develops criteria and procedure for identification and selection of students who need scholarships and grants					
2	Timely distribution of scholarship and grants to other eligible students					
3	Any other (please specify)					

V. Management of village libraries and reading rooms.

SI No	Assigned tasks	<i>Very effectively handled</i> 5	<i>Effectively handled</i> 4	<i>Effective to some extent</i> 3	<i>Ineffectively handled</i> 2	<i>Very poorly handled</i> 1
1	Develops plan for augmenting village libraries (buildings, furniture, news papers, books, periodicals and reading programmes)					
2	Develops programmes for improving the reading habits of students, parents and others					
3	Implements programmes and activities for linking schools and village libraries.					
4	Any other (please specify)					

VI. Promotion of manual work culture at schools

SI No	Assigned tasks	<i>Very effectively handled</i> 5	<i>Effectively handled</i> 4	<i>Effective to some extent</i> 3	<i>Ineffectively handled</i> 2	<i>Very poorly handled</i> 1
1	implement programmes/activities for promotion and encouragement of manual work culture among students					
2	Provides/Arranges resource support (seeds/seedlings, manure and technical support) for such activities					
3	Monitors the programme/activities with the involvement of teachers, students, parents and community members					
4	Any other (please specify)					

VII. Health Programme at Schools

SI No	Assigned tasks	<i>Very effectively handled</i> 5	<i>Effectively handled</i> 4	<i>Effective to some extent</i> 3	<i>Ineffectively handled</i> 2	<i>Very poorly handled</i> 1
1	Develops panchayat specific plan for ensuring health and hygiene of students.					
2	Facilitates medical check-up in schools					
3	Provides/arranges resource support (leaflets, medicines and technical support) to schools, teachers and students					
4	Monitors and integrates the programme/activities with the involvement of health department, education dept and school staff, students and parents					

5	Supply of student health card and its periodic maintenance					
6	Plan and implement school specific programmes/activities for health an hygiene					
7	Any other (please specify)					

VIII. Support to school festivals

SI No	Assigned tasks	<i>Very effectively handled</i> 5	<i>Effectively handled</i> 4	<i>Effective to some extent</i> 3	<i>Ineffectively handled</i> 2	<i>Very poorly handled</i> 1
1	Panchayat specific programmes and activities for encouraging literary and artistic talents of students in schools.					
2	Encourages schools to plan and implement school-specific artistic, literary and cultural programmes/activities.					
3	Provides/Arranges resource support to schools, teachers and students (art materials, training to teachers, workshops for students in art, drama etc.)					
4	Gives financial assistance to conduct school festivals					
5	Any other (please specify)					

APPENDIX-VI

Consolidation sheet for the rating scale

SI No	Assigned tasks	Rating				
		<i>Very effectively handled</i> 5	<i>Effectively handled</i> 4	<i>Effective to some extent</i> 3	<i>Ineffectively handled</i> 2	<i>Very poorly handled</i> 1
1	Management, control and supervision of pre-primary schools /Anganwadi centres					
2	Management, control and supervision of Primary schools					
3	Distribution of Mid-day meal to primary and upper primary schools students					
4	Distribution of scholarships and grants to students and discretionary grants to SC&ST students					
5	Management of village libraries and reading rooms					
6	Promotion of manual work culture at schools					
7	Health Programme at schools					
8	Support to school festivals					

APPENDIX- VII
REGIONAL INSTITUTE OF EDUCATION, MYSORE
Questionnaire on Self-Initiated Activities of Grama Panchayat

Name of Panchayat :

Code:

Name of school :

Code:

District :

Code:

I. School

1. School Infrastructure- School buildings.

a. Did the *panchayat* make any intervention of its own to improve the infrastructure facilities in the elementary schools? Yes/No

If yes, give details.

b. Has the *panchayat* made any innovation in the school infrastructure for meeting the amenities of students and teachers? Yes/No

If yes, elaborate.

2. School atmosphere

a. Did the *panchayat* make any specific attempt to create conducive learning environment in the school?

(Other than BAI.A-Building as learning aid, programme of SSA)

Yes/No

If yes, give details.

b. Does the *panchayat* monitor the school discipline - e.g. availability and punctuality of the students and teachers in the school?

Yes/No

If yes, how it is done?

3. *Academic emphasis*

a. Has the *panchayat* made any intervention in the academic activities of the school? *Yes/ No*

If yes furnish the details.

b. Does the *panchayat* prepare monthly calendar of activities for schools and send the same to all schools? *Yes/ No*

If 'Yes', attach a copy of it.

II. Teacher

a. Has the *panchayat* organized any in-service training programme for the teachers? *Yes / No*

If yes, give the following details.

- Number of programmes conducted so far.
- Topics /themes of those programmes.
- Number of teachers were trained: Male: Female:
- Details of the resource persons

b. Has the *panchayat* initiated any motivation activity for the teachers? *Yes/ No*

If yes, provide the details.

c. Whether the *panchayat* took initiative to prepare Teachers Guides for the schools? *Yes/ No*

If yes, provide the detail of the process and also furnish a copy of the teachers guide.

III. Students

a. Does the *panchayat* strive to enrol all the school-age children in schools? *Yes/No*

If yes, how? Detail the strategies.

b. Did the *panchayat* take any steps to ensure the share of girls, SC, ST, OBC, Muslims and disabled children in enrolment? *Yes/No*

If yes, how? Detail the strategies.

c. Has the *panchayat* attempted to control student dropout? Yes/No

If yes, elaborate the strategies adopted.

d. Has the *panchayat* organized any workshop for elementary school children? Yes/No

If yes, give details.

IV. Teaching Learning Material

a. Whether the *panchayat* gives grants (other than the SSA grants) for school development or TLM? Yes/No

If yes, specify the amount and its utilization.

b. Has the *panchayat* taken initiative to develop Teaching-Learning Material for the schools? Yes/No

If yes, detail it out and furnish a copy.

V. Absenteeism

a. Whether the *panchayat* work to control Student absenteeism? Yes No

If yes, elaborate the strategy.

b. Whether the *panchayat* work towards ensuring availability of teachers in the school? Yes No

If yes, elaborate steps taken.

c. Does the *panchayat* take steps to ensure required number of instructional days in the schools? Yes No

If yes, elaborate.

VI. Any other intervention by the grama panchayat Yes No

(Other than those mentioned above)

APPENDIX-VIII
REGIONAL INSTITUTE OF EDUCATION MYSORE
Schedule of Interview with Grama Panchayat Personnel

I. Assumptions and Beliefs of the Grama Panchayat

1. What is 'quality elementary education' according to your Grama Panchayat?
2. What is the role of Grama Panchayat in promoting 'quality elementary education' in Kerala?
3. What should be the ideal relationship of the Grama Panchayat with schools and other agencies like Dept of Education, SSA, and Health Department?

II. Formulation of policies, programmes and activities

1. Whether the Grama Panchayat is able and willing to make intervention to promote quality elementary education?
2. What are the policies, programmes and activities formulated by the Grama Panchayat for promoting quality elementary education?
3. What are the process and procedures followed by the Grama Panchayat to formulate these policies, programmes and activities?
4. What is the role of Panchayat Education Committee in this process?
5. What are the other functions of Panchayat Education Committee?
6. Who takes initiatives in the formulation of policies, programmes and activities?
7. What are the criteria followed in deciding the programmes/activities and their prioritization?
8. What are the factors that influence the formulation of policies, programmes and activities of the Grama Panchayat?

III. Implementation of policies, programmes and activities

1. Whether the Grama Panchayat implemented all the policies, programmes and activities planned for promoting quality elementary education?
2. What are the programmes and activities implemented by the grama panchayat?
3. How were these programmes planned and executed? (Who took initiative? Who were involved? Mobilization of resources, including financial resources, Role of the Grama Panchayat, Role of other agencies).

4. How did these programmes and activities help in promoting quality elementary education?
5. Whether the programmes/activities implemented in all the elementary schools?
6. What were the constraints faced in implementing the policies, programmes and activities?

IV. Evaluation and reflection

1. Whether the Grama Panchayat evaluate/monitor the policies, programmes and activities?
2. What mechanism do you have to evaluate/monitor the programmes and activities?
3. Is there a School Monitoring Committee at the Grama Panchayat level? If yes, what are its structure, composition and function?
4. Who are the people actually involved in the evaluation/monitoring process?
5. Which aspects of the programmes and activities (academic, administrative, financial) do they evaluate/monitor?
6. How do they evaluate/monitor the programmes and activities?
7. What are the experiences gained from these programmes and activities?
8. What are the factors that influence the success/failure of the programmes and activities?
9. Whether any changes made in the policies, programmes and activities?
10. Which are the programmes and activities that the Grama Panchayat wants to continue?

APPENDIX-IX
REGIONAL INSTITUTE OF EDUCATION MYSORE
Schedule of Focus Group with School Teachers

I. Assumptions and Beliefs of the School

1. What is 'quality elementary education' in the view of this school?
2. What is the role of Grama Panchayat in promoting quality elementary education?
3. What should be the ideal relationship between the Grama Panchayat, the schools and other agencies (like Dept of Education, SSA, and Health Department)?

II. Formulation of policies, programmes and activities

1. Whether your Grama Panchayat is capable and willing to make interventions to promote quality elementary education?
2. What are the programmes and activities planned by your school for promoting quality elementary education?
3. Which of these programmes and activities were formulated by the Grama Panchayat/ Panchayat Education Committee?
4. Are you aware of the process and procedures followed in the formulation of these programmes and activities?
5. Are you aware of the role played by Panchayat Education Committee in this process?
6. Are you aware of the factors that influenced the formulation policies, programmes and activities?

III. Implementation of policies, programmes and activities

1. What are the programmes and activities to promote quality elementary education implemented in your school?
2. How were these programmes planned and executed? (Who took initiative? Who were involved? Mobilization of resources, including financial resources, Role of the Grama Panchayat, Role of other agencies).

3. How did these programmes and activities help in promoting quality elementary education?

IV. Evaluation and reflection

1. Whether the programmes and activities of school are evaluated / monitored by you?
2. What mechanism do you have to evaluate/monitor the programmes and activities?
3. Is there a School Monitoring Committee at the Grama Panchayat level? If yes, are its structure, composition and functions?
4. Which aspects of the programmes and activities (academic, administrative, financial) do they evaluate/monitor?
5. How do you evaluate/monitor the programmes/activities?
6. What are the experiences gained from these programmes and activities?
7. What are the factors that influenced the success/failure of the programmes and activities?
8. Whether any changes made in the activities of the school?
9. Which are the programmes and activities that the school wants to continue?

APPENDIX-X

REGIONAL INSTITUTE OF EDUCATION MYSORE

Schedule of Focus Group with Parents and Community Members

1. What are the abilities children required to develop through elementary education?
2. What do you consider as 'quality elementary education'?
3. What are your expectations from the school in providing quality education to children?
4. Whether Grama Panchayat has any role in improving the quality of elementary education?
5. Has your Grama Panchayat undertaken any programme or activity to improve the quality of elementary education?
6. Whether these programmes/activities were helpful in the education of your children? If
Yes, how? If not, why?
7. What else can the Grama Panchayat do to improve the quality of school education in your understanding?

പഞ്ചായത്തിനെക്കുറിച്ചുള്ള പൊതു വിവരങ്ങൾ

1. പഞ്ചായത്ത് :
2. വികസനബ്ലോക്ക് :
3. വിദ്യാഭ്യാസ ഉപജില്ല
4. ജില്ല :
5. വാർഡുകളുടെ എണ്ണം :
6. വിസ്തീർണ്ണം :
7. ജനസംഖ്യാ വിവരങ്ങൾ :

ജനസംഖ്യ				സാക്ഷരതാ നിരക്ക്			
പുരുഷൻ	സ്ത്രീ	ആകെ	സ്ത്രീ %	പുരുഷൻ	സ്ത്രീ	ആകെ	സ്ത്രീ %

8. ജനസംഖ്യാ വിവിധ കാറ്റഗറികൾ

ഒ.ബി.സി			എസ്.സി			എസ്.ടി			ജനറൽ		
പുരു.	സ്ത്രീ	ആകെ	പുരു.	സ്ത്രീ	ആകെ	പുരു.	സ്ത്രീ	ആകെ	പുരു.	സ്ത്രീ	ആകെ.

9. വിവിധ പ്രായപരിധിയിലുള്ള കുട്ടികളുടെ എണ്ണം

0-5 വയസ്സ്			6-10 വയസ്സ്			10-12 വയസ്സ്		
ആൺ	പെൺ	ആകെ	ആൺ.	പെൺ	ആകെ	ആൺ.	പെൺ	ആകെ.

10. പഞ്ചായത്തിന്റെ പരിധിയിലുള്ള സ്കൂളുകൾ

ഉടമസ്ഥത	അക്ഷൻപ്ലാൻ	എൽ.പി	യു.പി	ഹൈസ്കൂൾ	ഹയർസെക്കണ്ടറി
വിദ്യാഭ്യാസ വകുപ്പ്					
എസ്.സി/എസ്.ടി വകുപ്പ്					
പഞ്ചായത്ത്					
ഗവ: എയ്ഡഡ്					
അൺ എയ്ഡഡ്					

സാമ്പത്തിക വിശകലനം

വർഷം	നീക്കിവെച്ച രൂപ				ചെലവഴിച്ച രൂപ			
	എ	ബി	സി	ഡി	എ	ബി	സി	ഡി
2006-07								
2007-08								
2008-09								
2009-10								
2010-11								

എ : എസ്.എസ്.എ ക്ക് കൈമാറിയതിന് പുറമെയുള്ള പ്ലാൻ ഫണ്ട്.

ബി : തനതുഫണ്ട്

സി : സമാഹരിക്കുന്ന ഫണ്ട്/സംഭാവന

ഡി : ഗുണഭോക്തൃവിഹിതം

വിവരം ശേഖരിച്ചയാളുടെ പേരും ഒപ്പും

പഞ്ചായത്തിനു നൽകിയ ചുമതലകൾ-റേറ്റിംഗ് സ്കെയിൽ

പഞ്ചായത്ത് :
 സ്കൂൾ :
 ജില്ല :

കോഡ് :
 കോഡ് :
 കോഡ് :

I ഫ്രീപ്രൈമറി/അങ്കണവാടികളുടെ മാനേജ്മെന്റും നിയന്ത്രണവും മേൽനോട്ടവും

നമ്പർ	നൽകിയ ചുമതലകൾ	റേറ്റിംഗ്				
		വളരെ ഫലപ്രദമായി	ഫലപ്രദമായി	ശരാശരി	ശരാശരിയിൽ താഴെ	തിരഞ്ഞെടുക്കപ്പെടാത്ത
1	ഫ്രീപ്രൈമറി/അങ്കണവാടി കെട്ടിടങ്ങളുടെ നിർമ്മാണവും അറ്റകുറ്റപ്പണിയും					
2	ക്ലാസ്മുറികളുടെ അറ്റകുറ്റപ്പണി (തറ, മേൽക്കൂര, ചുമർ, വാതിൽ, ജനാല)					
3	ശിശുസൗഹൃദമായ പശ്ചാത്തലമൊരുക്കൽ (ക്ലാസ്മുറി, കളിസ്ഥലം, തോട്ടം, ചുമർ, ചിത്രങ്ങൾ, മാതൃകകൾ)					
4	കുട്ടികൾക്കുള്ള കളിപ്പാട്ടങ്ങളും ഉപകരണങ്ങളും വിതരണം ചെയ്യൽ					
5	കുടിവെള്ള സൗകര്യം (ശുദ്ധജല ടാപ്പ്, കൈപ്പമ്പ്, കിണർ)					
6	ജലലഭ്യതയുള്ള കക്കൂസ്/മുത്രപ്പുര					
7	ക്ലാസുകളിൽ വിദ്യുച്ഛക്തി, കാറ്റ്, വെളിച്ചം എന്നിവയുടെ ലഭ്യത ഒരുകൽ					
8	അധ്യാപിക, ആയ എന്നിവരുടെ നിയമനം					
9	ഫ്രീപ്രൈമറി/അങ്കണവാടി കേന്ദ്രങ്ങളിൽ കുട്ടികളുടെ പ്രവേശനം ഉറപ്പാക്കൽ					
10	ഉച്ചഭക്ഷണ പരിപാടി നടപ്പാക്കൽ					
11	അടങ്കലയുടെ അറ്റകുറ്റപ്പണിയും സൗകര്യങ്ങൾ ഒരുകലും (പാചകപ്പാത്രങ്ങൾ, പ്ലെയിറ്റ്, ഗ്ലാസ്സ്)					
12	രക്ഷിതാക്കളുടെ യോഗങ്ങൾ നടത്തലും അവരുടെ പരിശീലനവും					
13	മറ്റ് എജൻസികളുടെ (സാമൂഹ്യക്ഷേമവകുപ്പ്, എസ്.എസ്.എ, ക്ലബ്ബുകൾ, എൻ.ജി.ഒ.) ഫ്രീവർത്തനങ്ങൾ സംയോജിപ്പിക്കൽ					
14	കുട്ടികളുടെ ആരോഗ്യ കാർഡുകൾ തയ്യാറാക്കലും വിതരണവും					
15	കുട്ടികളുടെ ആഘോഷങ്ങൾ സംഘടിപ്പിക്കൽ					
16	മറ്റ് ഏതെങ്കിലും					

II പ്രൈമറി സ്കൂളുകളുടെ മാനേജ്മെന്റും നിയന്ത്രണവും മേൽനോട്ടവും

നമ്പർ	നൽകിയ ചുമതലകൾ	റേറ്റിംഗ്				
		വളരെ ഫലപ്രദമായി	ഫലപ്രദമായി	ശരാശരി	ശരാശരിയിൽ താഴെ	തീരെ ഫലപ്രദമായില്ല
1	സ്കൂൾ കെട്ടിടങ്ങളുടെ നിർമ്മാണവും അറ്റകുറ്റപ്പണിയും					
2	ക്ലാസ്മുറികളുടെ അറ്റകുറ്റപ്പണി (തറ, മേൽക്കൂര, ചുമർ, വാതിൽ, ജനാല)					
3	ശിശുസൗഹൃദമായ പശ്ചാത്തലമൊരുക്കൽ (ക്ലാസ്മുറി, കളിസ്ഥലം, തോട്ടം, ചുറ്റുമതിൽ, ചുമർ, റാമ്പ്)					
4	ഹെഡ്മാസ്റ്റർ, അധ്യാപകർ, ലൈബ്രറി, ലാബ് എന്നിവയ്ക്കായി പ്രത്യേക മുറികൾ ഒരുക്കൽ					
5	കുടിവെള്ള സൗകര്യം (ശുദ്ധജല ടാപ്പ്, കൈപ്പമ്പ്, കിണർ)					
6	ജലലഭ്യതയുള്ള കക്കൂസ്/മുത്രപ്പുര (പെൺകുട്ടികൾക്ക് പ്രത്യേക മുത്രപ്പുര)					
7	ക്ലാസുകളിൽ വിദ്യാർത്ഥികൾക്ക്, കാറ്റ്, വെളിച്ചം എന്നിവയുടെ ലഭ്യത ഒരുക്കൽ					
8	അധ്യാപകരുടെയും ഹെഡ്മാസ്റ്റർമാരുടെയും സ്ഥിരനിയമനം ഉറപ്പുവരുത്തൽ					
9	സ്കൂൾ പ്രായമെത്തിയ മുഴുവൻ കുട്ടികളുടെയും സ്കൂൾ പ്രവേശനവും തുടർന്നുള്ള പഠനവും ഉറപ്പാക്കൽ					
10	പെൺകുട്ടികൾ, പട്ടികജാതി-പട്ടികവർഗ്ഗ-പിന്നോക്ക വിഭാഗത്തിൽപ്പെട്ട കുട്ടികൾ എന്നിവരുടെ സ്കൂൾ പ്രവേശനവും തുടർന്നുള്ള പഠനവും ഉറപ്പാക്കൽ					
11	കുട്ടികൾക്കും അധ്യാപകർക്കും വേണ്ട ഫർണിച്ചർ നൽകൽ, അറ്റകുറ്റപ്പണി.					
12	രക്ഷിതാക്കളുടെ യോഗങ്ങൾ നടത്തലും അവരുടെ പരിശീലനവും.					
13	മറ്റ് ഏജൻസികളുടെ (സാമൂഹ്യക്ഷേമവകുപ്പ്, എസ് എസ് എ, ക്ലബ്ബുകൾ, എൻ.ജി.ഒ.) പ്രവർത്തനങ്ങൾ സംയോജിപ്പിക്കൽ					
14	സ്കൂളിലേക്കുള്ള കമ്പ്യൂട്ടർ സൗകര്യങ്ങൾ ഒരുക്കൽ, അറ്റകുറ്റപ്പണി.					
15	സ്കൂൾ വികസനത്തിനും പഠനബോധനസാമഗ്രികൾ ഒരുക്കുന്നതിനും ഉള്ള ഗ്രാന്റുകൾ (എസ് എസ് എ ക്ലബ്ബുകൾ)					
16	അക്കാദമിക, വർഷത്തിൽ നിർദ്ദേശിക്കപ്പെട്ട എണ്ണം പ്രവൃത്തിദിനങ്ങൾ സ്കൂളിൽ ലഭ്യമാകുന്നുവെന്ന് ഉറപ്പുവരുത്തൽ					
17	മറ്റ് ഏതെങ്കിലും					

III പ്രൈമറി-അപ്പർപ്രൈമറി കുട്ടികൾക്കുള്ള ഉച്ചഭക്ഷണ വിതരണം-മാനേജ്മെന്റും നിയന്ത്രണവും മേൽനോട്ടവും

നമ്പർ	നൽകിയ ചുമതലകൾ	റേറ്റിംഗ്				
		വളരെ ഫലപ്രദമായി	ഫലപ്രദമായി	ശരാശരി	ശരാശരിയിൽ താഴെ	തീരെ ഫലപ്രദമല്ലാതെ
1	സ്കൂൾ ഉച്ചഭക്ഷണ പരിപാടി നടപ്പാക്കൽ (അരി, പയറുവർഗങ്ങൾ, പാൽ, മുട്ട എന്നിവ ശേഖരിക്കുക, പാചകം ചെയ്ത് വിതരണം ചെയ്യുക)					
2	അടുക്കളയുടെ അറ്റകുറ്റപ്പണിയും സൗകര്യങ്ങൾ ഒരുക്കലും (പാചകപാത്രങ്ങൾ, ബ്ലെയിറ്റ്, ഗ്ലാസ്സ്)					
3	ഭക്ഷണം കഴിക്കുന്ന സ്ഥലം, മേശകൾ മുതലായവ സജ്ജമാക്കൽ					
4	ഉച്ചഭക്ഷണ ഫണ്ട് കൃത്യസമയത്ത് സ്കൂളുകൾക്ക് വിതരണം ചെയ്യൽ					
5	മറ്റ് ഏതെങ്കിലും					

IV വിദ്യാർത്ഥികളുടെ സ്കോളർഷിപ്പ്/ഗ്രാന്റ്, പട്ടികജാതി/പട്ടികവർഗ്ഗ വിദ്യാർത്ഥികൾക്ക് മാത്രമായുള്ള ഗ്രാന്റ് - മാനേജ്മെന്റും നിയന്ത്രണവും മേൽനോട്ടവും

നമ്പർ	നൽകിയ ചുമതലകൾ	റേറ്റിംഗ്				
		വളരെ ഫലപ്രദമായി	ഫലപ്രദമായി	ശരാശരി	ശരാശരിയിൽ താഴെ	തീരെ ഫലപ്രദമല്ലാതെ
1	സ്കോളർഷിപ്പും ഗ്രാന്റും നൽകാനുള്ള മാനദണ്ഡങ്ങളും കുട്ടികളെ തിരഞ്ഞെടുക്കാനുള്ള രീതിയും വികസിപ്പിക്കുക.					
2	പട്ടികജാതി-പട്ടികവർഗ്ഗ-പിന്നോക്ക വിദ്യാർത്ഥികൾക്ക് മാത്രമായ ഗ്രാന്റുകൾ നൽകുക					
3	അർഹരായ മറ്റു കുട്ടികൾക്കുള്ള സ്കോളർഷിപ്പും ഗ്രാന്റും കൃത്യസമയത്തു നൽകുക.					
4	മറ്റ് ഏതെങ്കിലും					

V ഗ്രാമീണവായനശാലകളുടെ മാനേജ്മെന്റും നിയന്ത്രണവും മേൽനോട്ടവും

നമ്പർ	നൽകിയ ചുമതലകൾ	റേറ്റിംഗ്				
		വളരെ ഫലപ്രദമായി	ഫലപ്രദമായി	ശരാശരി	ശരാശരിയിൽ താഴെ	തീരെ ഫലപ്രദമല്ലാതെ
1	ഗ്രാമീണ ലൈബ്രറികളുടെ സൗകര്യങ്ങളും സേവനവും മെച്ചപ്പെടുത്തുന്നതിനുള്ള പദ്ധതികൾ ആവിഷ്കരിക്കുക (കെട്ടിടം, ഫർണിച്ചർ, പുസ്തകങ്ങൾ, പത്ര-മാസികകൾ)					
2	വിദ്യാർത്ഥികൾ, രക്ഷിതാക്കൾ മറ്റുള്ളവർ എന്നിവരുടെ വായനാശീലം പോഷിപ്പിക്കുന്നതിനുള്ള പദ്ധതികൾ നടപ്പിലാക്കുക					
3	സ്കൂളും വായനശാലയും തമ്മിൽ ബന്ധിപ്പിക്കാനുള്ള കർമ്മ പരിപാടികൾ നടപ്പാക്കുക					
4	മറ്റ് ഏതെങ്കിലും					

VIII സ്കൂൾതല / പഞ്ചായത്തുതല ആഘോഷങ്ങൾക്കുള്ള സഹായം.

നമ്പർ	നൽകിയ ചുമതലകൾ	റേറ്റിംഗ്				
		വളരെ ഫലപ്രദമായി	ഫലപ്രദമായി	ശരാശരി	ശരാശരിയിൽ താഴെ	തീരെ ഫലപ്രദമായില്ല
1	വിദ്യാർത്ഥികളുടെ സാഹിത്യ-കലാഭിരുചികൾ പോഷിപ്പിക്കാനുള്ള കർമ്മ പരിപാടികൾ ആവിഷ്കരിക്കുക.					
2	ഓരോ സ്കൂളിനും ആവശ്യമായ സാഹിത്യ-കലാ-സാംസ്കാരിക പരിപാടികൾ ആവിഷ്കരിച്ച് നടപ്പാക്കാൻ പ്രേരിപ്പിക്കുക					
3	ഇതിനാവശ്യമായ വിഭവങ്ങളുടെ സഹായം നൽകുക (അധ്യാപക പരിശീലനം, കൂട്ടികൾക്കുള്ള വർക്ക് ഷോപ്പുകൾ, സാമഗ്രികൾ മുതലായവ)					
4	സ്കൂൾ കലാപരിപാടികൾ നടത്താനുള്ള സാമ്പത്തിക സഹായം നൽകുക					
5	ഗ്രീറ്റ് ഏതെങ്കിലും					

പഞ്ചായത്തിനു നൽകിയ ചുമതലകൾ-ക്രോഡീകരണം

പഞ്ചായത്ത്

കോഡ് :

ജില്ല

കോഡ് :

നമ്പർ	നൽകിയ ചുമതലകൾ	റേറ്റിംഗ്				
		വളരെ ഫലപ്രദമായി	ഫലപ്രദമായി	ശരാശരി	ശരാശരിയിൽ താഴെ	തിരഞ്ഞെടുക്കപ്പെട്ടവർ
1	പ്രീപ്രൈമറി/അങ്കണവാടികളുടെ മാനേജ്മെന്റും നിയന്ത്രണവും മേൽനോട്ടവും					
2	പ്രൈമറി സ്കൂളുകളുടെ മാനേജ്മെന്റും നിയന്ത്രണവും മേൽനോട്ടവും					
3	പ്രൈമറി-അപ്പർപ്രൈമറി കുട്ടികൾക്കുള്ള ഉച്ചഭക്ഷണ വിതരണം-മാനേജ്മെന്റും നിയന്ത്രണവും മേൽനോട്ടവും					
4	വിദ്യാർത്ഥികളുടെ സ്കോളർഷിപ്പ്/ഗ്രാന്റ്, പട്ടികജാതി/പട്ടികവർഗ്ഗ വിദ്യാർത്ഥികൾക്ക് മാത്രമായിട്ടുള്ള ഗ്രാന്റ് - മാനേജ്മെന്റും നിയന്ത്രണവും മേൽനോട്ടവും					
5	ഗ്രാമീണവായനശാലകളുടെ മാനേജ്മെന്റും നിയന്ത്രണവും മേൽനോട്ടവും					
6	സ്കൂളുകളിൽ കായികാധ്വാനത്തിന്റെ സംസ്കാരം പ്രചരിപ്പിക്കൽ					
7	സ്കൂൾ ആരോഗ്യ പദ്ധതിയുടെ മാനേജ്മെന്റും നിയന്ത്രണവും മേൽനോട്ടവും					
8	സ്കൂൾതല /പഞ്ചായത്തുതല ആഘോഷങ്ങൾക്കുള്ള സഹായം.					

ക്രോഡീകരിച്ചയാളുടെ ഒപ്പും മുദ്രയും

ഗ്രാമപഞ്ചായത്ത് സ്വയം നടപ്പാക്കിയ പ്രവർത്തനങ്ങൾ

പഞ്ചായത്ത് :	കോഡ് :	<input type="text"/>	<input type="text"/>
സ്കൂൾ :	കോഡ് :	<input type="text"/>	<input type="text"/>
ജില്ല :	കോഡ് :	<input type="text"/>	<input type="text"/>

I. സ്കൂൾ

1. സ്കൂളിന്റെ ഭൗതിക സാഹചര്യങ്ങൾ - സ്കൂൾ കെട്ടിടം

എ. സ്കൂൾ പ്രായമെത്തിയ മുഴുവൻ കുട്ടികളെയും സ്കൂളിലെത്തിക്കാൻ പഞ്ചായത്ത് നടപടികൾ എടുത്തിട്ടുണ്ടോ? ഉണ്ട് / ഇല്ല

'ഉണ്ടെങ്കിൽ, എടുത്ത നടപടികൾ വിശദമാക്കുക

ബി. പഞ്ചായത്തിലെ പ്രൈമറിസ്കൂളിലെ ഭൗതിക സൗകര്യങ്ങൾ വർദ്ധിപ്പിക്കാൻ പഞ്ചായത്ത് ഏതെങ്കിലും നടപടികൾ എടുത്തിട്ടുണ്ടോ? ഉണ്ട് / ഇല്ല

ഉണ്ടെങ്കിൽ എടുത്ത നടപടികൾ വിശദമാക്കുക

സി. അധ്യാപകർക്കും വിദ്യാർത്ഥികൾക്കുമായി സ്കൂൾ ഭൗതികസാഹചര്യങ്ങൾ ഒരുക്കുന്നതിൽ മൗലികവും പുതുമയുള്ളതുമായ നടപടികൾ പഞ്ചായത്ത് നടപ്പാക്കിയിട്ടുണ്ടോ? ഉണ്ട് / ഇല്ല

ഉണ്ടെങ്കിൽ വിശദമാക്കുക

2. സ്കൂൾ അന്തരീക്ഷം

എ. സ്കൂൾ അന്തരീക്ഷം പഠനത്തിന് അനുകൂലമാക്കുന്നതിനുള്ള ഏതെങ്കിലും ശ്രമങ്ങൾ പഞ്ചായത്ത് ഏറ്റെടുത്തിട്ടുണ്ടോ? ഉണ്ട് / ഇല്ല
ഉണ്ടെങ്കിൽ വിശദമാക്കുക

ബി. സ്കൂളിൽ വിദ്യാർത്ഥികളുടെയും അധ്യാപകരുടെയും സാന്നിധ്യവും ഹാജരും സമയനിഷ്ഠയും പഞ്ചായത്ത് മോണിറ്റർ ചെയ്യാറുണ്ടോ? ഉണ്ട്/ഇല്ല
ഉണ്ടെങ്കിൽ, മോണിറ്റർ ചെയ്യുന്നതെങ്ങിനെ?

3. അക്കാദമികമായ ഉന്നതം

എ. സ്കൂളിന്റെ അക്കാദമിക പ്രവർത്തനങ്ങളിൽ പഞ്ചായത്ത് ഏതെങ്കിലും രീതിയിൽ ഇടപെട്ടിട്ടുണ്ടോ? ഉണ്ടെങ്കിൽ വിശദമാക്കുക

ബി. സ്കൂളുകൾക്കുള്ള പ്രവർത്തനങ്ങളടങ്ങിയ പ്രതിമാസ സ്കൂൾ കലണ്ടർ പഞ്ചായത്ത് തയ്യാറാക്കുകയും സ്കൂളുകൾക്ക് നൽകാറുമുണ്ടോ ? ഉണ്ട് / ഇല്ല
(ഉണ്ടെങ്കിൽ ഒരു കോപ്പി ഇതോടൊപ്പം ചേർക്കുക)

II. അധ്യാപകൻ

എ. പഞ്ചായത്ത് അധ്യാപകർക്കായുള്ള പരിശീലനപരിപാടികൾ നടത്തിയിട്ടുണ്ടോ? ഉണ്ട്/ ഇല്ല
ഉണ്ടെങ്കിൽ ചുവടെ ചേർത്ത വിശദാംശങ്ങൾ നൽകുക
നടത്തിയ പരിശീലന പരിപാടികളുടെ എണ്ണം :
പരിശീലനപരിപാടികളുടെ ഉന്നതം മേഖല/ ഉള്ളടക്കം :

പരിശീലനം നൽകിയ അധ്യാപകരുടെ എണ്ണം :

പു		സ്ത്രീ	
----	--	--------	--

പരിശീലനകരം സംബന്ധിച്ച വിശദാംശങ്ങൾ :

ബി. അധ്യാപകരെ പ്രചോദിപ്പിക്കാനായി പഞ്ചായത്ത് എന്തെങ്കിലും പ്രവർത്തനങ്ങൾ ഏറ്റെടുത്തിട്ടുണ്ടോ? ഉണ്ട് / ഇല്ല
ഉണ്ടെങ്കിൽ വിശദാംശങ്ങൾ നൽകുക

അധ്യാപകർക്കുള്ള കൈപ്പുസ്തകങ്ങൾ/ പിന്തുണാസാമഗ്രികൾ തയ്യാറാക്കാൻ പഞ്ചായത്ത് തുനിഞ്ഞിട്ടുണ്ടോ? ഉണ്ട്/ഇല്ല

സി. ഉണ്ടെങ്കിൽ അതുണ്ടാക്കിയ പ്രക്രിയ വിശദമാക്കുകയും ഒരു കോപ്പി ഇതോടൊപ്പം ചേർക്കുകയും ചെയ്യുക.

III. വിദ്യാർത്ഥികൾ/ പഠിതാക്കൾ

എ. പഞ്ചായത്തിലെ സ്കൂൾ പ്രായമെത്തിയ മുഴുവൻ കുട്ടികളെയും സ്കൂളിലെത്തിക്കാൻ പരിശ്രമിച്ചിട്ടുണ്ടോ? ഉണ്ട്/ ഇല്ല
ഉണ്ടെങ്കിൽ എങ്ങനെ? ഉപയോഗിച്ച തന്ത്രങ്ങൾ വിശദമാക്കുക

ബി. പെൺകുട്ടികൾ, പട്ടികജാതി -പട്ടികവർഗ- പിന്നോക്കവിഭാഗത്തിൽപ്പെട്ട കുട്ടികൾ, ശാരീരിക വെല്ലുവിളി നേരിടുന്ന കുട്ടികൾ എന്നിവരുടെ സ്കൂൾ പ്രവേശനം ഉറപ്പുവരുത്താൻ പഞ്ചായത്ത് ഏതെങ്കിലും നടപടി എടുത്തിട്ടുണ്ടോ? ഉണ്ട്/ ഇല്ല
ഉണ്ടെങ്കിൽ അതിനുപയോഗിച്ച തന്ത്രങ്ങൾ എന്ത്?

സി. കുട്ടികളുടെ കൊഴിഞ്ഞു പോക്ക് തടയാൻ പഞ്ചായത്ത് ശ്രമിച്ചിട്ടുണ്ടോ? ഉണ്ട്/ ഇല്ല
ഉണ്ടെങ്കിൽ അതിനുപയോഗിച്ച തന്ത്രങ്ങൾ എന്ത്?

ഡി. പഞ്ചായത്തിലെ കുട്ടികൾക്കായി പഞ്ചായത്ത് ഏതെങ്കിലും വർക്ക്ഷോപ്പ് നടത്തിയിട്ടുണ്ടോ? ഉണ്ട്/ഇല്ല
ഉണ്ടെങ്കിൽ വിശദവിവരങ്ങൾ നൽകുക

IV. പഠന - ബോധന സാമഗ്രികൾ

എ. (എസ് എസ് എ - ഗ്രാന്റിന് പുറമെ) പഠന - ബോധന സാമഗ്രികൾ നിർമ്മിക്കാനായി പഞ്ചായത്ത് സാമ്പത്തികമായ ഗ്രാന്റുകൾ സ്കൂൾകൾക്ക് നൽകിയിട്ടുണ്ടോ? ഉണ്ട്/ ഇല്ല
ഉണ്ടെങ്കിൽ നൽകിയ തുകയും ഉപയോഗിച്ച രീതിയും വിശദമാക്കുക

ബി. സ്കൂളുകൾക്കാവശ്യമായ പഠനബോധനസാമഗ്രികൾ വികസിപ്പിക്കാൻ പഞ്ചായത്ത് ഏതെങ്കിലും ശ്രമം നടത്തിയിട്ടുണ്ടോ ഉണ്ട്/ ഇല്ല
ഉണ്ടെങ്കിൽ അത് വിശദമാക്കുകയും ഒരു കോപ്പി ഇതോടൊപ്പം ചേർക്കുകയും ചെയ്യുക.

V. ഹാജരില്ലായ്മ/ അസാന്നിധ്യം

എ. കുട്ടികളുടെ ഹാജരില്ലായ്മ നിയന്ത്രിക്കാൻ പഞ്ചായത്ത് ശ്രമിച്ചിട്ടുണ്ടോ? ഉണ്ട് / ഇല്ല
ഉണ്ടെങ്കിൽ അതിനുപയോഗിച്ച തന്ത്രം വിശദമാക്കുക

ബി. അധ്യാപകരുടെ ലഭ്യത സ്കൂളിൽ ഉറപ്പുവരുത്താനായി പഞ്ചായത്ത് ശ്രമിച്ചിട്ടുണ്ടോ? ഉണ്ട്/ ഇല്ല
ഉണ്ടെങ്കിൽ എടുത്ത നടപടികൾ വിശദമാക്കുക

സി. നിർദ്ദേശിക്കപ്പെട്ട അധ്യയന ദിവസങ്ങൾ മുഴുവൻ സ്കൂൾ പ്രവർത്തിക്കുന്നുവെന്ന് ഉറപ്പുവരുത്താൻ പഞ്ചായത്ത് നടപടികൾ എടുത്തിട്ടുണ്ടോ? ഉണ്ട്/ ഇല്ല
ഉണ്ടെങ്കിൽ വിശദമാക്കുക

VI. പഞ്ചായത്തിന്റേതായ മറ്റ് ഇടപെടലുകൾ

തീയതി :

വിവരാ ശേഖരിച്ചയാളുടെ നേരും ഒപ്പും