

DISTRICT PRIMARY EDUCATION PROJECT

IMPROVEMENT OF PRIMARY EDUCATION

IN

KASARGOD DISTRICT

OF

KERALA STATE

DRAFT PROJECT PROPOSAL

(REVISED)

DEPARTMENT OF GENERAL EDUCATION

GOVERNMENT OF KERALA

NOVEMBER 1993

LIBRARY & DOCUMENTATION Division
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Quezon City 110016

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SYNOPSIS

The project for the development of Primary Education under "Social Safety Net" scheme in Kasaragod District was prepared on the basis of guidelines issued by the Government of India on 18.1.1993. Universalisation of Elementary Education by 2000 A.D and achievement of the M.L.L in Primary Education are the goals of the project, as envisaged in N.P.E. 1986. The different issues and problems existing in Primary Education have been identified and the intervention to tackle them are elaborated in this project. The total cost to implement this programme is Rs. ~~525.5425~~ ^{254.4459} million. The period of implementation of this project is 7 years starting from 199~~3~~⁴. 1,33,906 children are expected to be benefitted by the project, of which 8029 belong to the Scheduled Castes, and 3020 Scheduled Tribes, 65000 are girls. Investment of the project per child is Rs. ~~242.66~~ ^{316.66} per year.

The implementation of the project will be mooted through a District level core group which is the part of the autonomous body registered under the Charitable Society Registration Act 1960 at the State level. There will be advisory groups, at the district level and Panchayat level to manage monitor and evaluate the project.

DPEP
Kasaragod.

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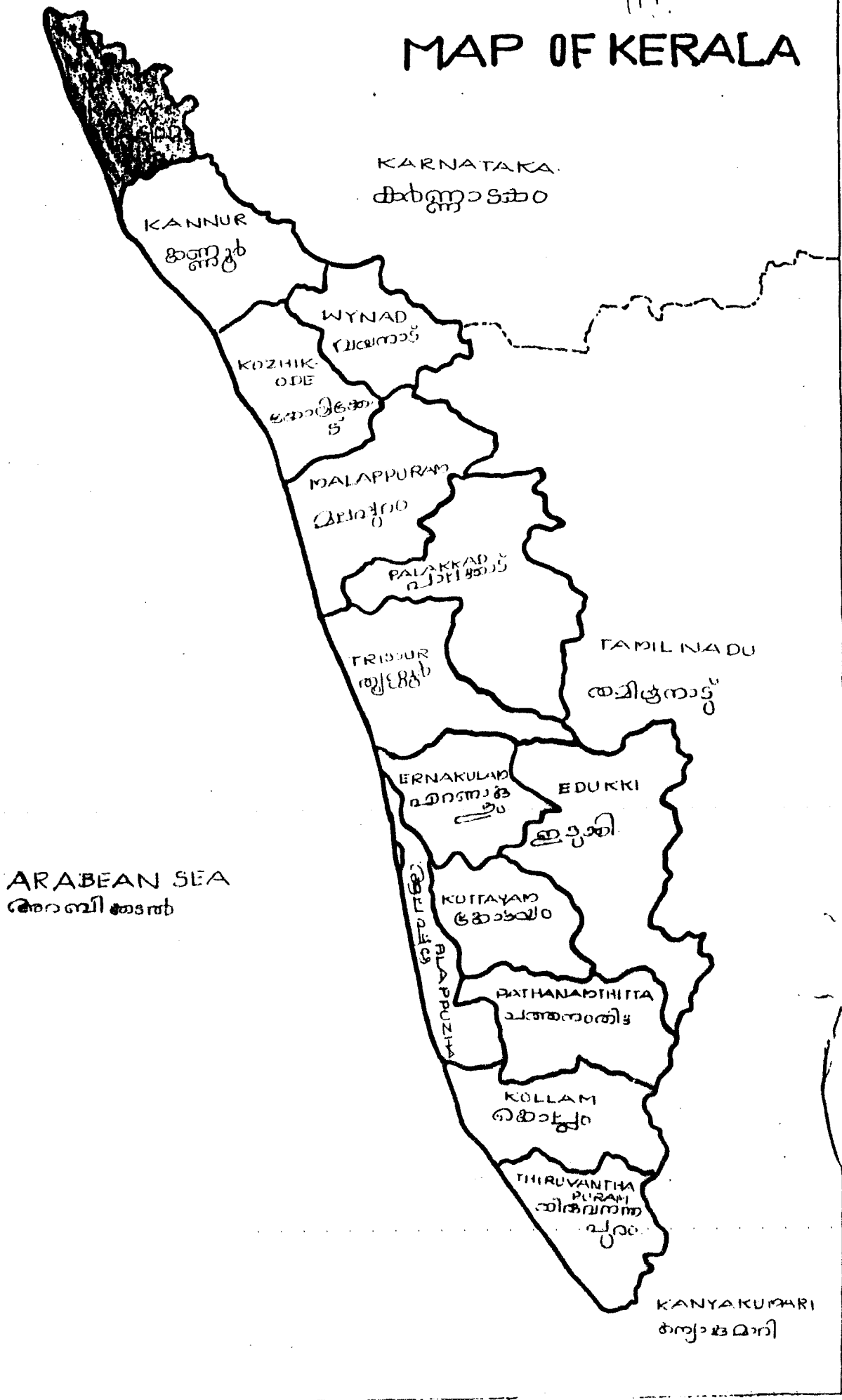
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Project proposals:

1. List of schools and Gunkula school
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3. List of schools - Replacement of thatched/dilapidated/rented buildings.
4. List of schools - construction of partition walls.
5. List of schools - construction of wells.
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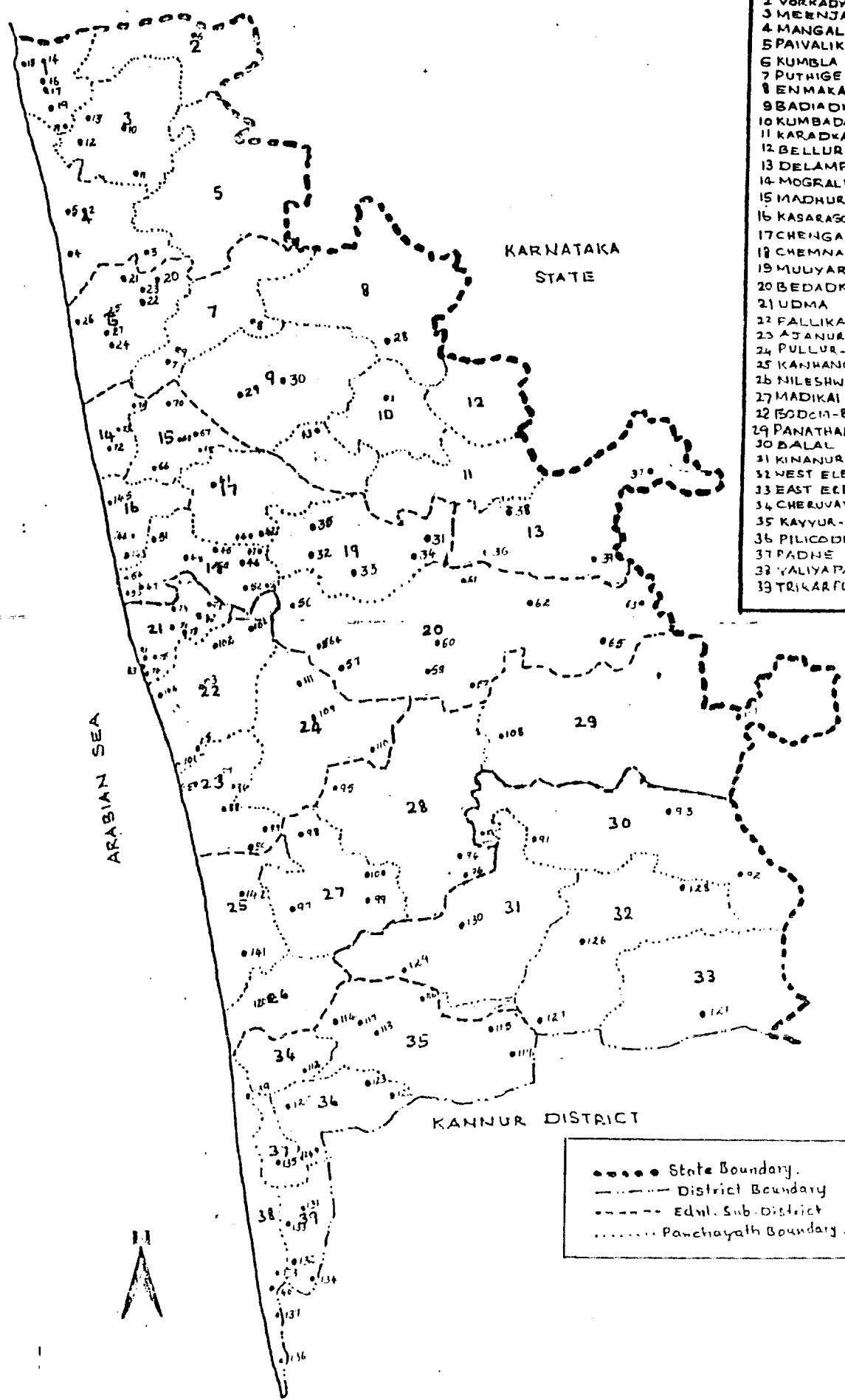
MAP OF KERALA



KASARAGOD DISTRICT

PANCHAYATS SUB-DISTRICTS

1. MANJESHWAR	MANJESHWAR SUB-DIST.
2. VORKADY	
3. MEENJA	
4. MANGALPADY	
5. PAIVALIKE	
6. KUMBLA	KUMBALA SUB-DIST.
7. PUTHIGE	
8. ENMAKATE	
9. BADIADKA	
10. KUMBADAJE	
11. KARADKA	KASARAGOD SUB-DIST.
12. BELLUR	
13. DELAMPADY	
14. MOGRALPUTHUR	
15. MADHUR	
16. KASARAGOD	KASARAGOD SUB-DIST.
17. CHENGALA	
18. CHEMNAD	
19. MULYAR	
20. BEDADKA	
21. UDMA	BEKAL SUB-DIST.
22. FALLIKARA	
23. AJANUR	
24. PULLUR-PERIVE	
25. KANHANGAD	
26. NILESHWAR	HOSDURG SUB-DIST.
27. MADIKAI	
28. BODDI-BELOOR	
29. PANATHADY	
30. DALAL	
31. KINANUR-KARINTHALAM	CHITTIKARA SUB-DIST.
32. WEST ELERI	
33. EAST ELERI	
34. CHERUVATHUR	
35. KAYYUR-CHEEHENI	CHERUVATHUR SUB-DIST.
36. PILICODE	
37. PADNE	
38. YALIYA PALAMBA	
39. TRIKARFUR	



ARABIAN SEA

KARNATAKA STATE

KANNUR DISTRICT



- - - - - State Boundary.
 - - - - - District Boundary
 - - - - - Ednl. Sub-District
 Panchayath Boundary.

INTRODUCTION :

1.1. Kasaragod District is the Northern most district of Kerala, which came into existence on 24th May 1984 by bifurcating the former Kannur District. Fig 1 and Fig 2. It consists of two Taluks-Kasaragod and Hosdurg. Kasaragod town is the Headquarters of the District. The district consists of 4 Community development Blocks with 2 Municipalities, 37 Panchayaths, and wards. Fig. 3. Table 1-1

Kasaragod district having an area of 1963 Sq. Kms. Lies between Northern Latitudes $11^{\circ} 1'$ and $12^{\circ} 4'$ and between $74^{\circ} 5'$ and $75^{\circ} 26'$ eastern longitude. The Western ghats on the East, the Arabian Sea in the West, the Dakshinakarataka district in the north and Kannur District in the South form the four boundaries of the district. The three well marked natural regions are the low land of the coastal stretch, the mid land which consists of hill rocks of hard laterite soil, and the high land along the western ghats. It has a coastal region which stretches to about 80 Kms from North to south. The district has 12 main rivers which originate from western ghats and flow towards Arabian Sea. The name Kasaragod is the deflection of the word, KANHIROD a place full of Kanhira trees or 'Kasarkana tree' - its botanical name being STRYCHNO NUXVOMICA, which by frequent and indiscriminate use came to be called as Kasaragod. In Tulu it is known as 'KAYAR'. In Sanskrit, (Kasara' means lake, hence land of lakes. It has an

anthropological significance too in relation to an ethnic group 'KASAR'.

The District of Kasaragod has its own identity and Significance among the 14 districts of Kerala in respect of Cultural, historical and geographical back grounds. The district at present enjoys a cross culture composition of Kerala and Karnataka in certain areas with a dilectical variance of very many languages such as Malayalam, Kannada, Tulu, Maratti and Hindustani etc, which in any way never pose obstacles in progressive movements. Though not contributed voluminously towards the Kerala Stock, Kasaragod District has a unique form of 'DANCE 'POORAKKALI', performed by menfolk. So too, 'CHIMMANAKKALI' of tribals is a distinctive dance very popular in Kasaragod District. 'YAKSHAGANAM' and 'BAYALTTA' may have been found related with Kannada Culture. The fact cannot be denied that in most parts of the Northern Villages of the district, these are the two art media being used for mass education. So too THALAMADDALA' being a stage performance organised in a way of discussion highlighting the moral and ethical values of the societies bearing significance on PURANIC STORIES OF INDIAN MYTHOLOGY is one of the best medium used to imbibe cultural heritage in the Villages of Kasaragod from time inmemorial. In martial arts, "TULUNADAN PAYATTU" was held in high esteem available only in this area; but unfortunately it became extinct now.

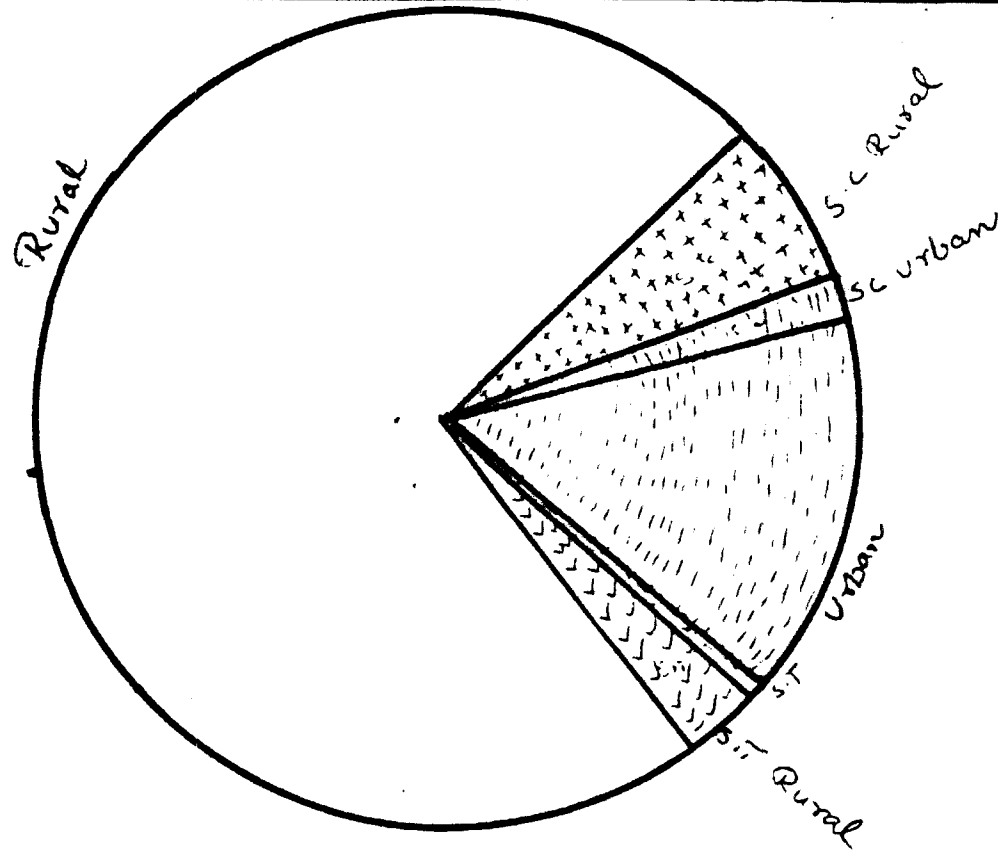
The present Kasaragod district ruled over by the famous Kumbala Dynasty situated at Maipady near 'DIET' Kasaragod had the rule over northern part of Kasaragod District long back. Nileshtar dynasty is the other. The main forts at Kumbale, Kasaragod, Chandragiri, Bekal, and Hosdurg are the very ligin examples of a heroic past of various dynasties contributed towards the historical glory of this

1.2 DEMOGRAPHY :

As per 1991 census the total population of the district is 1.07 million out of which 0.528 million are males and 0.542 females. 0.895 million is the rural population of the district whereas 0.175 million is the urban table 1-2. Among the children the number between the age group of 0 to 6, comes to 165090, between 6 to 11 is 142,326 and above 11 is 764092 scheduled caste constitute 81,970 (7.65%) having male population of 41180 and Female of 40790. The population of Scheduled Tribes is 29283 of which 14841 is Male and 14442 Female (2.8%). Panchayath wise population growth of this district is 22.4%. Table 1-3

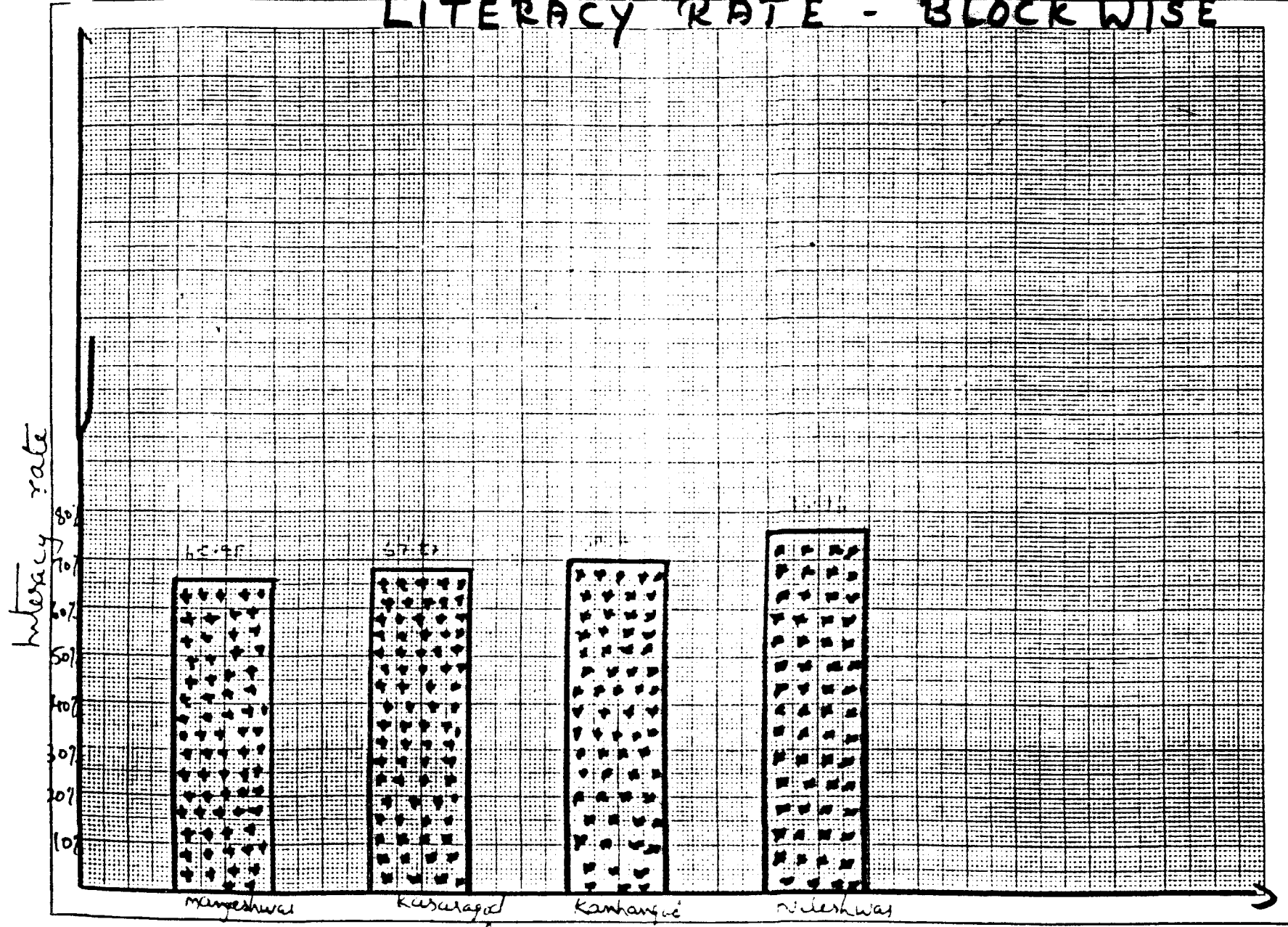
The literacy rate of this district is 69.7% as against State literacy rate of 90% as per the latest census report (1991) The lowest literacy rate among S.C. is 61% and 66.38 for S.T. in the coastal belt, rate of literacy is 60.5% table 1-4. Certain Panchayaths namely Manjeshwar, Mogralputhur, Udma, Ajanoor, Chervathur, Nileshwar, Trikaripur, Padne and Municipalities namely Kasaragod and Kanhangad are densely populated. Population density rate is shown in table 1-5. ST population is maximum in Enmakaje panchayath. Koragas and Maratties are the main tribes in which Koragas are the Primitive tribes, which are still nomadic in nature. Tribal settlement details is shown in table 1-6. Main occupation of the people are agriculture, fishing and beedirolling. Coconur, Arecunut, peper, cashewnut, rubber and paddy are the major cultivation of this district. Tobacco is cultivated along the coastal area.

PIE DIAGRAM
POPULATION TABLE - CATEGORY WISE



About 34.6% of the population lies below the poverty line. 72% of the people speak Malayalam and the rest Kannada, Tulu, Maratti, Kognini and Hindustani. Even though the district is multilingual in nature, it is generally known as bilingual because the medium of instruction in schools and Colleges is either Malayalam or Kannada.

LITERACY RATE - BLOCK WISE



Alhaz

1.3 EDUCATIONAL BACKGROUND

Due to historical, geographical, political and social reasons, the district suffered in educational advancement. Before independence the area was under Malabar District in the Madras Province of British India. Malabar area was almost neglected in the field of education, when compared to the former Princely State of Travancore and Cochin. The nature of the society comprised of very many different castes and groups of which a rare few could draw of the social benefits. The social evils like untouchability, Janmi practics etc, deprived the majority of the people, the down trodens of making use of the available educational facilities. In the early years, these privileges were reserved only for a set of people who were in the higher strata. Through series of social movements in the latter half of 18th century tremendous changes took place in the contemporary educational system.

1.4 EDUCATION AT PRESENT

Every country develops its system of education to express and promote its unique socio cultural identity and also to meet the challenges of time. It aimed to promote national progress, a sense of common citizenship and culture and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages and gave much greater attention to science and technology, the cultivation of moral values and closer relations between education and life of people. Since the adoption of the 1968 policy there has been considerable expansion in educational facilities all over the country at all levels. Perhaps the most notable developments has been the acceptance of a common structure of education, throughout the country and introduction of the 10 + 2+3 systems by most states. In the school curriculum, in addition to laying down a common scheme of studies for boys and girls, science and mathematics were incorporated as compulsory subjects and work experience was assigned a place of importance.

The national system of Education is based on a national curricular frame work which contains a common core along with other components that are flexible.

The common core will include the history of India's freedom movement the constitutional obligations

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and other content essential to nurture national identity. These elements will cut across areas well designed to promote values such as India's common cultural heritage, democracy and secularism, equality of sexes, protection of environment, removal of barriers, observance of the small family norms, and inculcation of the scientific temper. All Educational Programme will be called in the strict conformity with secular values. In short the policy demands an education capable of developing a generation of educated youth who have internalised the goals of national development and would willingly engage themselves in activities required for the realisation of these goals.

The pattern of Kerala Educational system has also been switched over to the 10+2+3 structure and observed a curriculum to be responsible to the needs and aspiration of the national pattern. There is interrelationship between the national development goals, material concerns, and priorities in the Kerala Curriculum.

1.5 OBJECTIVES OF EDUCATION

In the national building process, education has been generally recognised as the basic condition as it considerably influences social and economic progress. The aspirations of the society are expressed in the form of Curriculum. Curriculum development begins with the formulation of Educational objectives. Education is a continuous process for developing the personality of an individual. It takes place from birth and continues upto the last. It aims to health, citizenship, literacy skills for the world of work, recreation, worthy use of leisure and morality. Education should be within the easy reach of all, with regard to distance, cost, time etc., The school curriculum in Kerala has been developed in accordance with the national curriculum frame work. The core of the process of teaching is the arrangement of environment within which the student can interact. A model of teaching is a plan or pattern that we can use to design face to face teaching in classrooms and to shape instructional materials. Methods of teaching expected in schools are therefore based on the principles of learning termed as easy to difficult, concrete to abstract, simple to complex and near to far.

Inductive method of teaching is generally recommended. The environmental approach in handling different subject areas is necessitated in primary classes.

The effectiveness of a school system is to be assessed by the extent to which it is able to achieve the objectives. This comes into effect only through a combination of effectiveness on the part of the various critical components such as the teacher, pupils, parents, headmaster, non-teaching staff and those who control the social environment. The class is the basic strategic teaching learning unit in any school. Effectiveness of this teaching learning unit calls for the following.

1. Regular classes.
- (2) regular experimental learning.
- (3) Supporting relations and interactions among the students and between the students and teachers.
- (4) regular evaluation.
- (5) Organised programme for group learning.
- (6) Physical exercises, entertainments and recreations.
- (7) Development of social consciousness
- (8) Development of creative talents.
- (9) Development of environmental awareness.

The harmonious unity of the above in turn results in the creative evolution of body, mind and spirit of the child.

To achieve this educational end, there require a conducive climate created facilitating physical as well as infrastructural. But unfortunately most of the primary schools in our district fail to satisfy this basic needs. There are a number of schools without properly furnished classrooms, laboratory, and library facilities and even pure drinking water for the children.

1.6 PHYSICAL FACILITIES

Expected learning outcome and academic transactions of the classrooms depends greatly on the physical facilities provided to the schools. It could mean infra-structural facilities also. 123 schools in district are not having pakka buildings. 69 schools are accommodated in rented and 71 in thatched buildings, Only 27 Govt. Schools enjoy its required essential building facilities. 175 schools don't have latrine/ toilet facilities. Play ground and recreation facilities badly lack in 138 schools. As far as the infrastructural facilities are concerned almost all schools are deficient of benches, desks, shelves etc. Over crowding is yet another obstacle which superseeds the average teaching of the class. All the Primary schools fail in providing Minimum Library facilities and Laboratory facilities although there are facilities available in Primary Schools attached to certain high Schools.

All these factors indicate the need of a concentrated and concerted-attempt to evaluate the existing system and lay more emphasis on elimination of disparities and promote the quality of schools both in physical and academic nature.

1.7 CURRICULUM TRANSACTION

Today there is an over emphasis on rote learning and examinations. Students do not experience joy in learning and acquiring knowledge. It denies the true inner development of student to learn through first hand experience. Therefore its test and examinations lay emphasis on lower mental abilities like memorising knowledge rather than the higher order of mental abilities like independent thinking. Internal, continuous and comprehensive nature is the key concept of the proposed evaluation system. Affective and psychomotor domain of the personality must also move.

The total efficiency of the system of the Kerala Education, is the sum total of the present educational scenario of the Kerala State. It could be seen reflected in the enrolment retention and achievement in the school, which together constitute the same.

As far as the enrolment is concerned the district has the total enrolment of 91.5%. As per the survey conducted by District Institute of Education and Training Kasaragod, the number of children in group is 32596, and only 29381 were enrolled during the year.

Dropout rate in the District is 6% in the standards I to V based on the above survey.

As the result of a Test conducted by DIET in connection with Aksharapulari revealed that the

achievement rate of pupils in the Kasaragod is 19.2% rather below the state average.

So sincere and urgent efforts is to be made to solve the grave problem considering the importance of school education in the progress of national development. Very many developmental programme in Kerala is blocked for want of sufficient finance. In such a situation we should even think of the possibility of obtaining help from external agencies for the construction work of school buildings and providing other infrastructural facilities.

1.8 PRE-SCHOOLING

The aim of education is to foster and promote the all round and balanced development of the child in all dimensions-physical, mental and social. It has been discussed the NPE 1986 as early childhood Care and Education. Both these components, Care and Education are essential, since either by itself is inadequate. ECCE is also of special significance from two other stand points. Universalisation of elementary education and quality of opportunity for women.

The education commission (1964-66) clearly recognised the significance of Pre-primary education in child development and its critical link with learning outcome and achievement in Primary Schools.

Since Pre-Primary Schooling is expected to cater to the achievement of its primary education, all children between the age group of 3 to 5 must be managed to enter the pre-schooling systems. Pre-schooling system has not under currency in the Kasaragod District. Though there are 243 Anganavadies being run by ICDS, it is restricted only in two blocks viz, Kanhangad and Kasaragod. In 23 Panchayaths there are no Anganvadis. But very few Bala-vadies (35) are operated by the social Welfare Dept. of the Government of Kerala. Besides this 10 primary Schools have pre-primary sections attached to it. Details are shown in table 1-8.

In fact, the Pre-Primary sections of the above said Anganavadies and Balavadies, could not materilise the anticipated objectives, due to the deficiency of physical and infrastructural facilities in the school. In addition to this, lack of well-trained teachers also results in the low standard of educational out comes in this section. "There is observed a kind a of silence on the issue of preparation of personnel for pre-primary schooling and also on latter's linkage with the training of teachers for elementary education". So there is gap between need and provision of pre-primary schools in Kasaragod district. Some may receive integrated package including health care, nutrition and childhood education and very few receive day care.

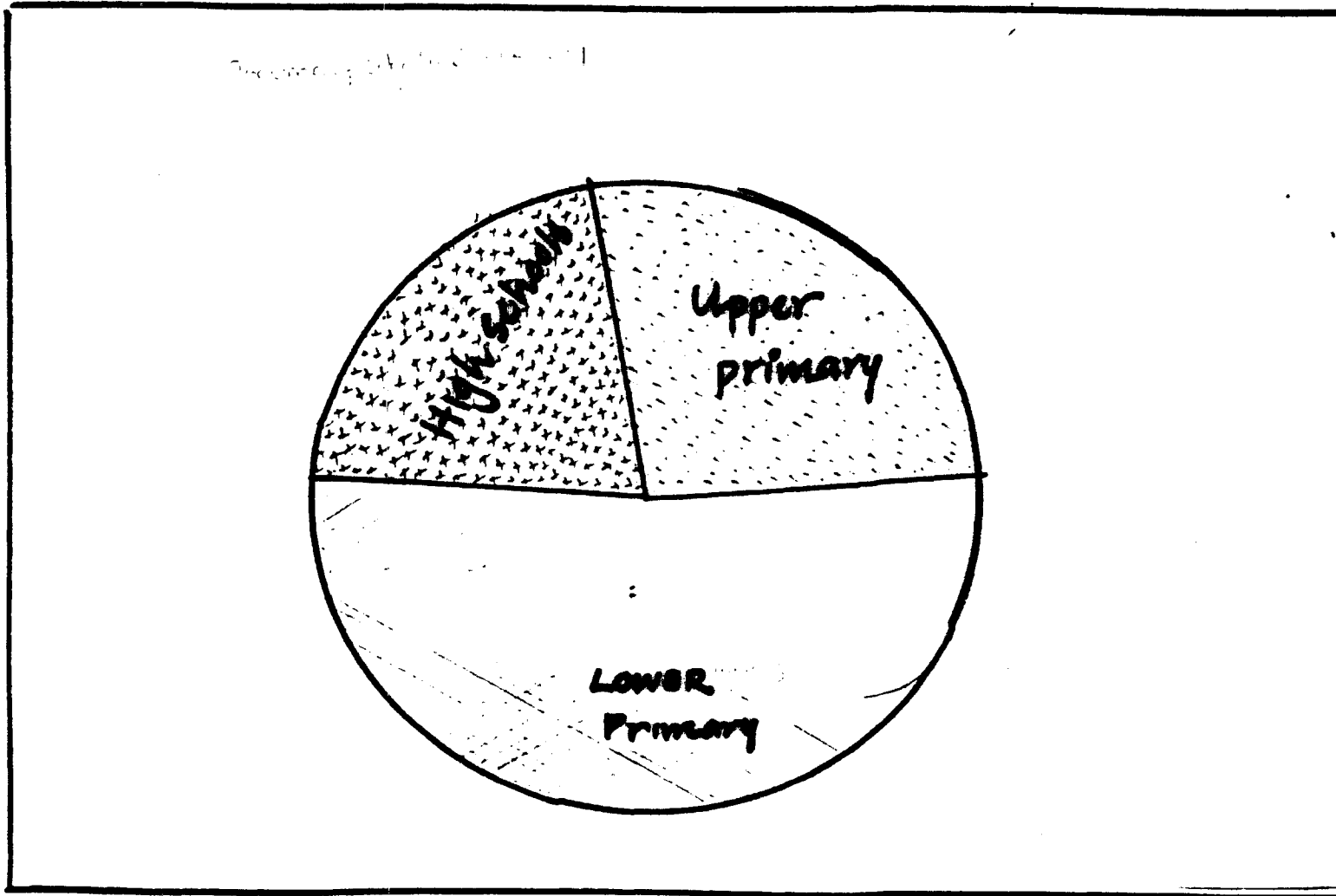
1.9 PRIMARY SCHOOLS

The national system of education envisages a clear educational structure. The 10+2+3 structure has been accepted in all parts of the country. Efforts are made to make toward and elementary system comprising of 5 years of primary education and 3 years of Upper Primary followed by 2 years of High School. In Kerala its elementary school system comprises of 4 years of lower Primary and 3 years of Upper Primary Education followed by 3 years of High School Education. There are exception with certain schools, which have lower primary sections from std. 1 to V. The total Primary Schools in the district is 482 which are of different categories, namely Government, Private (Aided) Private Recognised but (unaided) 1-9. Out of the total, 273 fall in Govt. 204 in Private and 5 in Private un-aided table sector. table 1-10. Altogether, 146 U.P. Schools have L.P. Sections with it and 82 High Schools have U.P., L.P. or both sections attached to it. No. of schools in Panchayathwise in shown in table 1-11. In the District there are 5 Higher Secondary Schools with standards I to XII

DPEP- KAGARAGOD

PRIMARY SCHOOLS- CATEGORY WISE

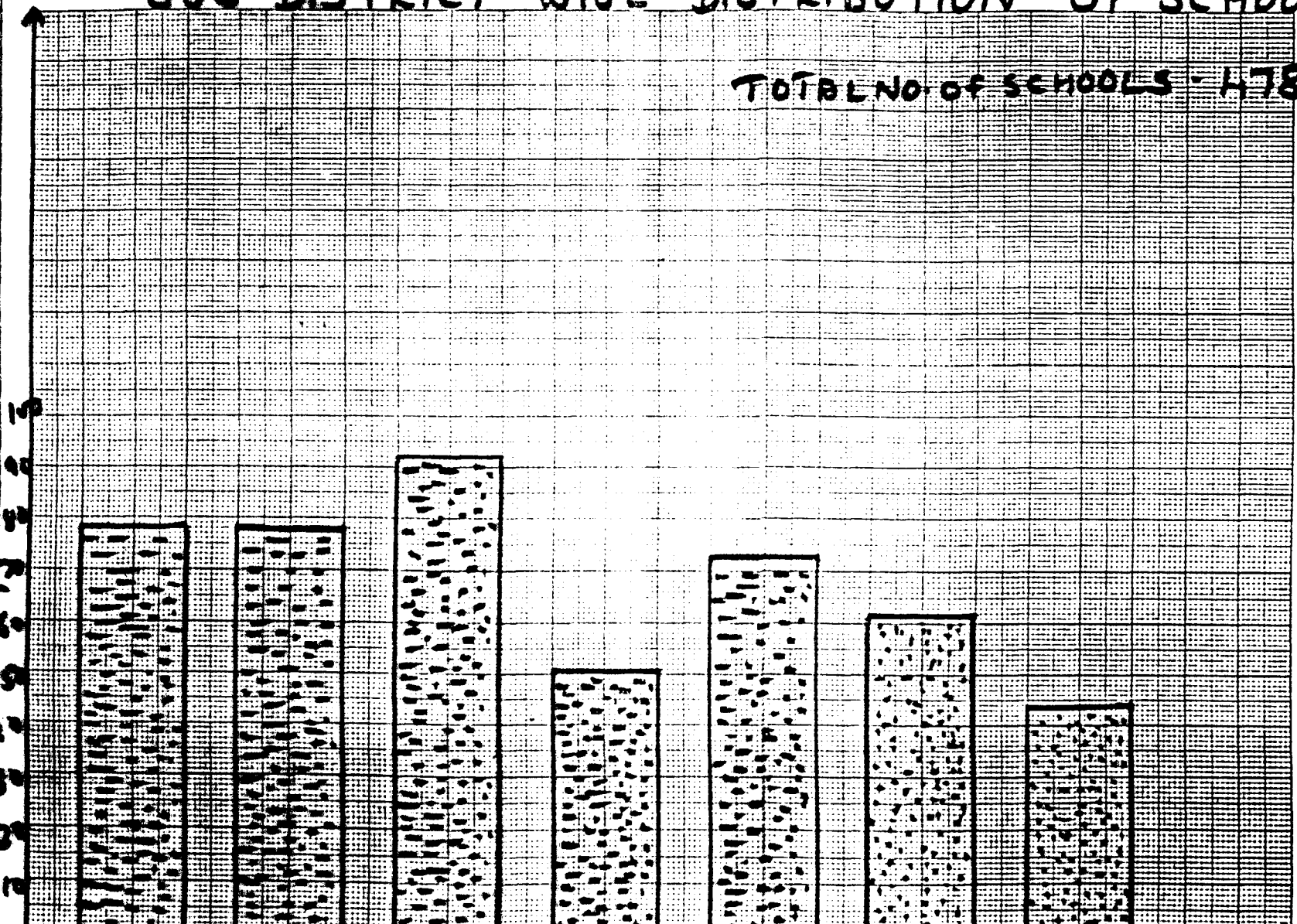
Fig 1-5



SUB DISTRICT WISE DISTRIBUTION OF SCHOOLS

TOTAL NO. OF SCHOOLS - 178

No. of schools



Ponnur Konda Kottamp Alal Hosang chavara Chilly, kool

Sub District

1.10 SPECIAL EDUCATION :

In Kasaragod District, there are two special schools meant for the special Education. One for the children of visual impairment run by the Govt. and the other for the hearing and speech impairment, managed by a Private agency.

As part of the pace setting schools, as contemplated in the national policy on education, a Navodaya Vidyalaya is also functioning in the District at Periya since 1988. In addition to this there are two Central Schools too. table 1-12-

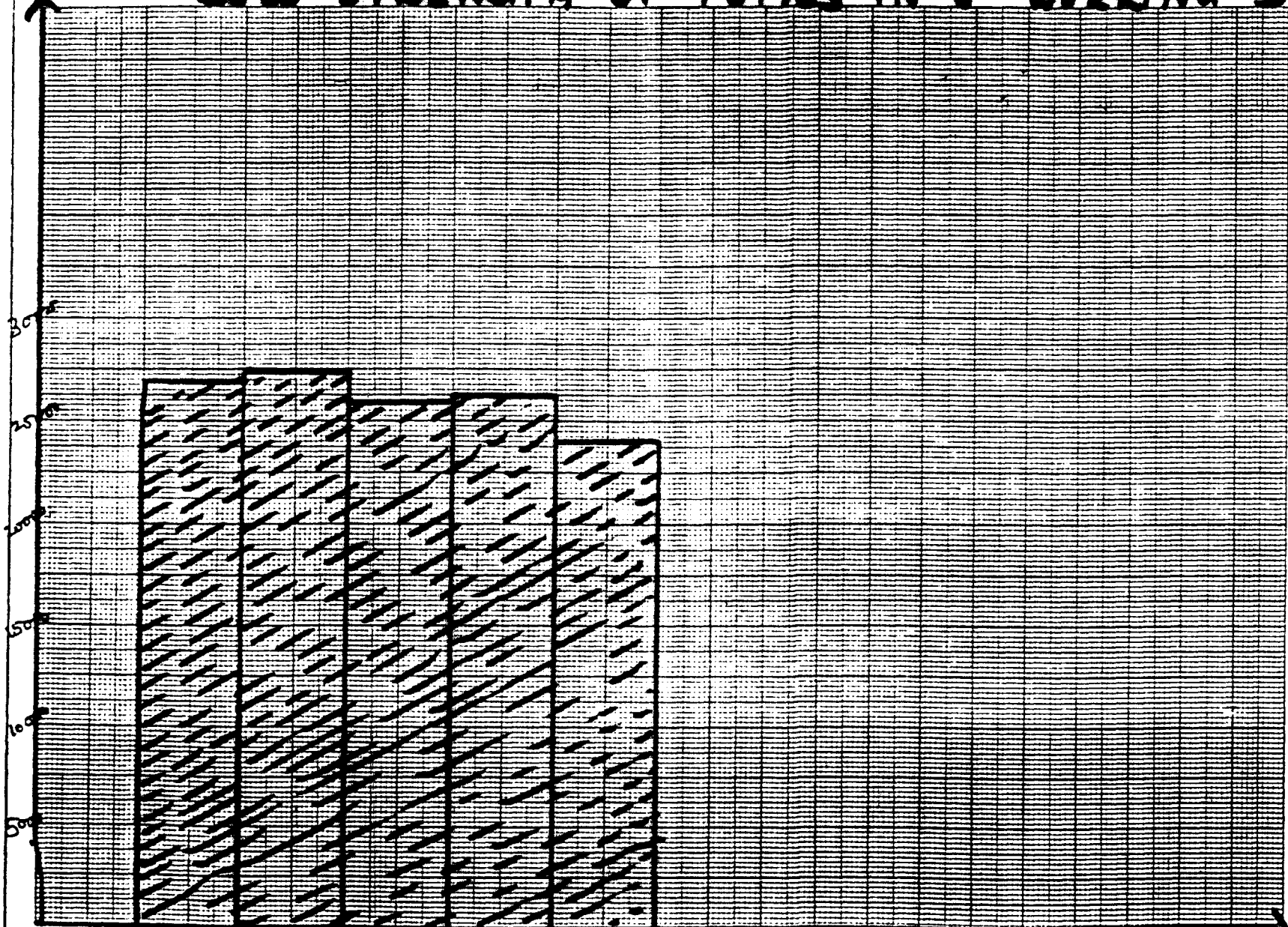
1.11 STUDENTS :

The total number of school going children in this district, in the stds. I to V is 1,29,929 of which boys and girls are 66,891 and 63,038 respectively. Among the school going children, are scheduled Caste and are Scheduled Tribes. Table. 1-13.

Being bilingual in nature the district has Kannada Schools and Kannada divisions in some Schools. Thus Kannada Medium Classes have the total strength of 40,384 and Malayalam medium 89,545. table 1-14

ROLL STRENGTH OF PUPILS IN 6TH WORKING DAY

Strength of Pupils

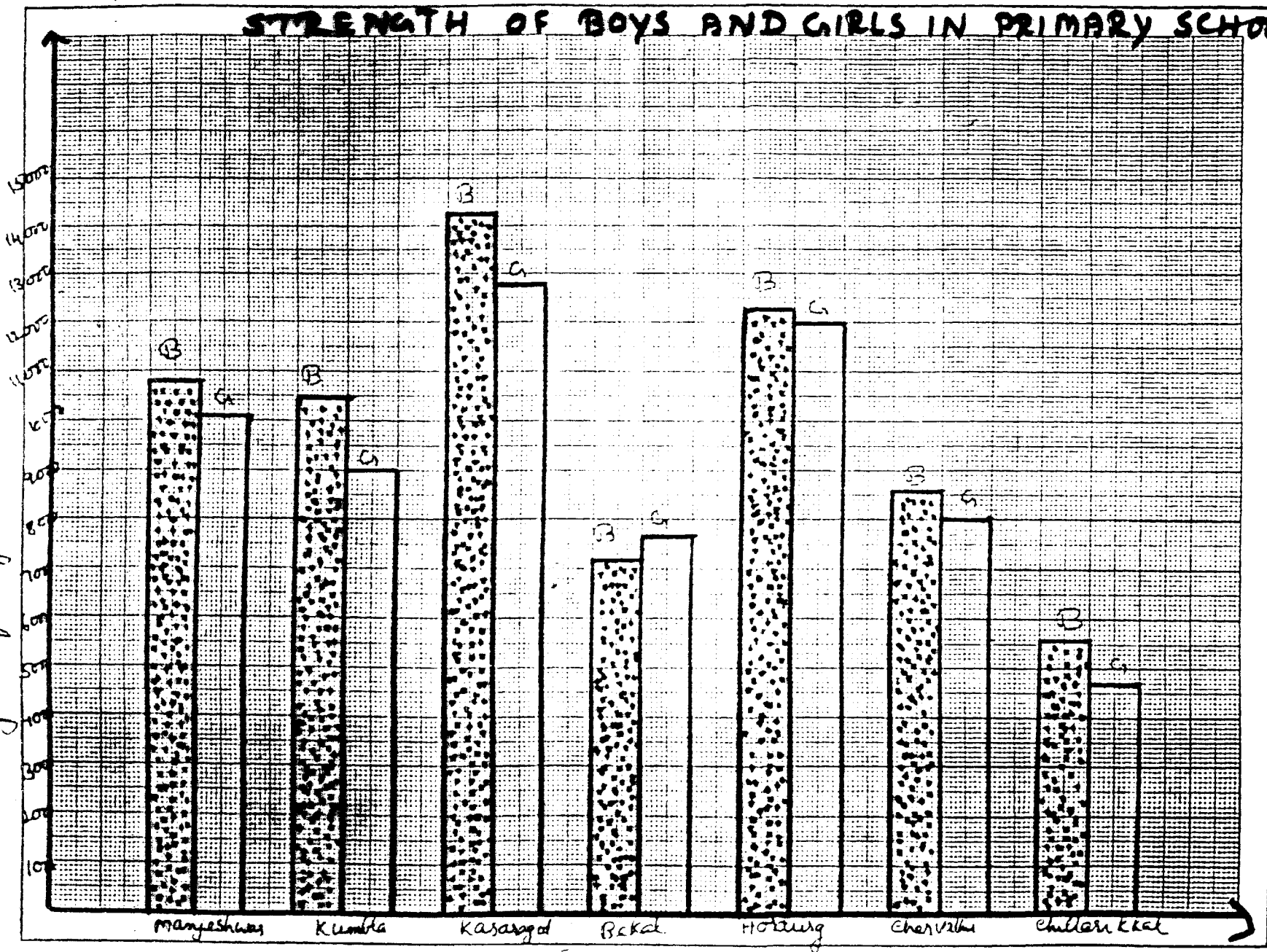


89-90 90-91 91-92 92-93 93-94

Academic Years

STRENGTH OF BOYS AND GIRLS IN PRIMARY SCHOOLS

Strengths of Boys and Girls



Govt. Institutions and one is managed by a Private agency. One Govt. Institute is attached to DIET. Which has a Kannada batch of 40 teacher trainees in addition to a batche of 40 Malayalam medium trainees. Total number of trainees coming out of all these Institutes of the district per year will amount to 160.

Selection of candidates under open quota is done in each Revenue district by a selection committee consisting of the District P.S.C. Officer, Deputy Director of Education and the Principal, DIET. The selection is made on the basis of marks obtained at the examination in S.S.L.C. or Pre-degree and observing the rules for communal rotation.

1.13 DIET

Under the Director of Public Instruction, the District Institute of Education and Training (DIET) is functioning in this district which aims at the academic improvement of all Primary schools of this district. Educational innovations, educational research, Curriculum material preparation, district level planning etc, are the main functions of the DIET.

District Institute of Education and Training(DIET) has been established with the capability to organise preservice and Inservice Training Programme for elementary school teachers and for personels working in Adult and Non formal Education, to provide academic and resource support at the grass root level for the success of the various strategies and programmes being undertaken in the area of elementary and adult education with special reference to the following objectives.

1. Universalisation of Primary Education.
2. NLM target with regard to functional literacy in the age 15-33-
3. Training and Orientation of Head of Institution in Institutional Management and Micro level Planning.
4. Orientation course for community leaders and functionaries of voluntary organisations and others influencing school Education.
5. Academic support to school and complex and district board of Education.
6. Action Research and Experimentation work.

7. Serving as an evaluation centre for Primary and Upper Primary Schools.
8. Provision of services as a resource and Training Centre for Teachers and NFE Instructors.

DIETs HAVE THE FOLLOWING BRANCHES

1. Pre-service Teacher Education. (PSTE)
2. Work Experience (WE)
3. District Resource Unit (DRU) for Adult Education and Non formal Education.
4. Inservice Programmes, Field Interaction and Innovation co-ordination (FIC)
5. Curriculum, Material Development and Evaluation (CMDE)
6. Educational Technology (E.T)
7. Planning and Management (P & M)

1.14 TEACHERS :

D-8816
31-5-95

There are no separate category of teachers confined to Upper Primary Schools, or lower Primary School class. They are designated as P.D. Teachers. (departmental Primary teachers) and are generally distributed among the classes from 1 to VII. So when we are to consider the number of teachers engaging the classes 1 to V, we have to take into account the total number of teachers working in primary sector. That will amount to 5328, of which 2788 are men and 2540 women in Kasaragod District. Table 1-15. As to scheduled caste, it is 210, and scheduled tribe only 3. The said total number of teachers include specialist teachers such as Arabic, Sanskrit, Urdu, Hindi, Music, Drawing and PET. table 1-16. The teacher-pupil Ratio is 1:40 table 1-17. but it varies from 1:30 to 1:80 depending upon the locality.

When one observes the teacher profile of primary teachers in schools it reveals that the professional and academic qualifications have risen to B.Ed and M.Ed. 18% of teachers community have acquired higher degrees, B.A., M.A. or M.Sc. although S.S.L.C. with T.T.C is the minimum required qualification. Table 1-18.

The teachers working in Primary Schools are pre-service trained, but not all got re-trained while in service. Since the inception of DIET in 1989, teachers have been imparted inservice training by the different faculties of the DIET. But the fact remains that in effect, 20% of the teachers who have undergone

inservice training, usually get transferred to their native district, due to personal discomforts and inconveniences in continuing in this district. A good number of primary teachers leave this profession for more attractive jobs for want of more salary and service conditions. It has become a mania among young teachers to obtain a passport to leave for foreign countries. This 'Gulf Mania' has influenced the teacher community to such an extent that about 2% of the teachers take leave for foreign countries for better life and salary condition. Table 1-19.

1.15 EDUCATIONAL MANAGEMENT

The Deputy Director of Education (DDE) is the head of the Department of Education of Revenue District. In Kasaragod Revenue district, there is only one education district and it is further divided into seven educational sub districts. District Educational Officer is the head of educational dist. and Asst. Educational Officers are the Head of sub districts. The D.D.E is in-charge of all the administrative and academic movements of this district. District Educational Officer attends to the administration of High Schools and training Schools and other special schools in the Educational district. The Assistant Educational Officers are prominently responsible for the administration of all Primary schools in their respective sub districts. The Head of Primary Schools are designated as Headmasters, whose prime responsibility is to supervise and manage in the routine work of their respective institutions. Table 1-20.

1.16 BACK UP PROGRAMMES

Primary Education is free and compulsory to all. A unique plan of providing books and slates for the newly enrolled children in the Ist standsrd is on foot for last 5 years, irrespective of any discrimination among the children. A widespread scholarship scheme also is being implemented in the district. A scheme for the award of scholarship to meritorious SC/ST pupils studying in Primary and High School classes have been started from 1977-78. The value of scholarship based on merit cum means will be awarded in L.P. and U.P. classes every year in each educational district, of these 20% will be on merit and 80% on merit cum means.

table- 1.21-

The examination will be conducted by the Commissioner for Govt. examinations to select the students for the award of scholarship. Muslim girls also are given scholarship according to their family income. Scholarships is given to the students studying in pure sanskrit schools too. Harijan Welfare department is providing Lumpsum grant to schedulee Caste pupils and Tribal Welfare Department is giving monthly stipend to pupils belonging to tribes as an incentive to attend to the classes. Pupils who are orthopaedically handicapped are given scholarships by social welfare department.

1.17 MEAL PROGRAMME

The Mid-day meal scheme was introduced in L.P. classes in 1989- Now it is provided to pupils upto VII Std. table 1-22. Menu of the meals served are rice-gruel and a side dish of greegram. Daily ration fixed for a pupil per day is rice-60 grams and green-gram-30 grams. and palmolien oil 1 gram. Food materials will be supplied by Govt. through the outlets of Civil supplies corporation. The noon feeding committee will bear the entire cost of transportation, fuel and condiments and cooking and serving charges. The noon meal committee consists of the Headmaster of the concerned school, the P.T.A. President, Staff Secretary of the school, and a nominee of the local public. Public contribution is received by the committee. The panchayath also gives financial assistance to the feeding schools coming under each panchayath at the rate of 10 paise per pupil per day.

1.18 OPERATION BLACKBOARD

This scheme lays down minimum facilities to be provided to all Primary schools in the state. There are three components for operation blackboard scheme.

1. Provision for atleast two reasonably large rooms that are usable in all weather conditions with a verandah along with separate toilet facilities for boys and girls.
2. Provision for at least two teachers as far as possible out of whom one is a woman.
3. Provision for essential teaching learning materials.

Under this scheme, in Kasaragod district 57 schools have been proposed to receive two additional classrooms and 325 were given kits, in science, Maths and work experience and Music. Table 1-23

1.19 EDUCATIONAL FINANCE

Educational finance is totally met from the exchequer, through plan and non plan schemes. It includes construction of buildings, providing infra-structural facilities, salary of the staff, management expenditure, scholarships to students etc., For the schools under private agencies, the salary is met by the Govt. besides the maintenance grant being given to them once in a year. table. 1-24

The trend of the present educational budget allocation shows that the expenditure incurred towards education has an upward mobility in all the related areas. The general trend of expansion in all the spheres, not only strengthens this need, but also forces the Dept. to open up new schemes for the educational investment. We all know that inspite of the various efforts made during the past four decades, as outlined above, it has not been possible to achieve the target of Universalisation of elementary education in this District. A number of factors have led to this failure. Which assumes special dimension in the socio-economic back ground of Kasaragod district, and the situation is to be tackled through a programme of action.

CHAPTER II

2.1 INTRODUCTION

There has been a growing concern, that by and large our system of Education has not been able to respond to the local needs and aspiration of the majority of the people. The existing scenario of the district described in the foregone pages, would call for immediate attention about the concern and priorities for the development of a comprehensive approach to the educational achievement.

For any programme to achieve a set-goal, essentially necessitates the analysis of the existing situation and based on this alone we can proceed with a clear vision of the programme.

The district in its backwardness lacks the human resources, in education. Socio-economic condition also restrain ordinary people to rush to procure educational benefits. Current political awareness is yet to reach in certain remote village to encourage the community.

This is because of the non-democratisation of the education leading to universally free and compulsory education.

The constitution of India has provision for promoting free and compulsory education for children until they complete 14 years of age (Article 45). This provision comes in the Directive Principles of

states policy which cannot be enforced by a Court of law and Article 46 says that states shall promote its educational and economic interests of the weaker sections of the society.

The Universal free and compulsory education means that every child between the age of 6 and 11 years is to be given basic education. It implies that

- 1) Every child should be enrolled in class-I at the appropriate age.
- 2) Every child who is enrolled in Class-I should not leave the school till he reaches 11 years or complete primary stage.
- 3) Every child retained in school should not only satisfy attendance requirements, but attain the minimum levels of learning also.

Eventhough 90% of the total population is enrolled a good number of the pupils leave the school before completing the primary education. Hence the very purpose of U.E.E. the quality of primary Education is also far from satisfactory in Kasaragod only 94% of the total enrolled pupils reach V std. A recent Survey conducted by DIET Kasaragod in connection with "AKSHRA PULARI" Project 1992 revealed that achievement is low among primary children (19.2%) refer table (1-7)

But the educational climate and unsatisfactory situation in this district poses some problems in achieving this objective.

PROBLEMS AND ISSUES

2.2 Access and Equity

2.2.1 Inaccessibility of schools to ST, SC etc.

2.2.2 Inequity for disadvantaged groups

2.2.3 Child Labour

2.3 Enrolment

2.3.1 Unawareness of Parents especially among Tribal

2.4 Retention

2.4.1 Lack of recreational facilities

2.4.2 Lack of drinking water facilities

2.4.3 Lack of sanitation facilities

2.5 Achievement

2.5.1 Uninspired educational transaction and planning and management in schools

2.5.2 Lack of teaching learning equipments

2.5.3. Lack of low cost and zero cost teaching aids

2.5.4 Non availability of text books in time

2.5.5 Non availability of hand books and reference books for teachers.

2.5.6 Inefficiency of monitoring and evaluation and inspection.

2.5.7. Lack of furniture

2.5.8. Congested classrooms

2.5.9. diversion of attention due to lack of seperate classrooms.

- 2.5.10 Thatched/rented - dilapidated buildings
- 2.5.11 Lack of interaction among neighbouring school teachers
- 2.5.12 Incapability of DIET
- 2.5.13 Lack of self learning materials for under achievers
- 2.5.14 Non availability of extra reading materials
- 2.5.15 Lack of readiness to learning
- 2.5.16 Lack of contact between resource centre and teachers
- 2.5.17 Unsolved individual problems in the class
- 2.5.18 Lack of self expression.
- 2.5.19 Lack of Reference Books for Linguistic Minority Teachers (Kannada)
- 2.5.20 Communication problems with tribal children.

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The areas of Problem are access and equity in education for the deprived, low rate of enrolment, high rate of dropout and low rate of achievement.

2.2 Access and equity

In view of the peculiar geographical position of the Kasaragod district and the uneven distribution of schools in certain areas essentially contributed to sustain accessibility as a problem. The factor which defer the pupils from reaching school is the time and strain needed due to the nature of terrain and hilly track.

Socio-cultural and economic deprivation of some indignant communities have also its own share to isolate themselves from education. The traditional way of leading free life also don't encourage them to go to school, for they are accustomed to engage themselves in some jobs to pull on. Moreover society does not act as pressure group to make them aware that school going is inevitable. Here comes a resolute social policy to correct unfair distribution of educational resources and effort.

2.2.1 In accessibility to Schools for the deprived.

Education for all has been a fond dream of societies and nations world over. The NPE 1986 has laid greater emphasis on providing educational opportunities for all children in the school going age. In Kasaragod District, the rural areas in general and tribal belts and coastal patchas in particular have been suffering in terms of resources personal and infrastructural facilities which cause educational disparities among people. Access to Primary education still remain a dream to many. There are habitations where no schools exist within the distance of 3 KMs. A school wise survey conducted by DIET with the help of Jilla Saksharatha Samithi, revealed that a good number of school going children remain unenrolled because of inaccessibility to the existing schools, in certain areas like Nekli, and Kodavalom in Bakal Sub District. Manhappara and Koipady Kadappuram in Kumbala Sub District, Cheerkkayam and Kattamkavala in Chittarikkal Adurkuzhi, Pookunnathpara, Kombanadka, Adoor in Kasaragod, Vorkady in Manjeshwar, Thacharampoil in Cheruvathur Sub District etc. If such a situation is allowed to persist, the contemplated aim of Universal access cannot be materialised by 2000 A.D. (List of localities).

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2.2.2 Non-equity to disadvantage group

Some of the primitive tribes like Korags, Vettuvas, Maratis etc., are totally aloof from the main stream of life due to cultural deprivations, Socio-economic backwardness and religious superstitions. Narasannas and Koragas who are nomadic in behaviour, do not get their children admitted to the schools. A concentrated effort to make them acquaint with the formal education was seen rarely undertaken by anybody. School climate is quite alien to their innate culture and so very few attend the school and among them who enrolled the majority become dropouts in the I standard itself. The negative attitude of such tribes acts as a bottleneck towards the universalisations of Primary Education.

The low rate of enrolment in the Narasanna Community (40%) Koraga and Vettuva Community (50%) is the ample evidence of the area.

2.2.3 CHILD LABOUR

As about 34.6% of the population in Kasaragod is below poverty line, incidentally working children are the contribution of these facilities. On a further observation of the nature of these facilities would reveal that number of children in the family is comparatively high, parents are not skilled labourers and employed only occasionally, who earn a meagre amount. Such a situation put pressure on the children to fall in line with the folk of working group. Hotels, automobile workshops and Beedi Companies, are the main attractions to these children. Family of higher strata hire the girls of the poor families to work for them in their homes and for baby sitting. Being uneducated they can be easily exploited by unsocial elements for their unfair means.

A study conducted in the district revealed that about children are engaged in different works. They can't in any way disown it all on a sudden. On the contrary an alternative course is to be found to remedy the missing of their education

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2.3 ENROLLMENT

Enrollment anticipates every effort to ensure that the constitutional obligation of providing Free and compulsory education up to the age of 14 years become a reality before we enter into the twentyfirst century. The DUEL TRACK APPROACH of promoting simultaneously U.E.E., and Non-formal education should be also continued to register enrollment.

In the District the general enrolment rate is 91.5% as per the sample survey conducted by the District Sakshiratha Samithy. At the same time S.T. pockets like Panathady, Kallar, Kottamala register only 75% and coastal belts like Koyipady Kadappuram has the enrolment rate of 80%. In certain tribes like Koraga the enrollment is pathetically low to 50%.

The low rate of enrollment in the Narasennas (40%) and Koraga community (50%) is a visible example. Among the enrolled pupils of the Narasannas 37.5% become dropout as one study shows.

2.3.1 UNAWARENESS AMONG PARENTS ABOUT EDUCATION

Unawareness among the parents about the importance of education being imparted to children, act as a hindrance to attain the set goals of U.E.E. in the rural areas of the District. This is because of the illiteracy prevailing in community such as Koragas, Vettuvas etc. Seldom do we notice educated ones in the SC/ST areas. It is found that in the Koraga Community there is only one boy who reached in Xth Std.

As per the census 1991 35% of the ST community is illiterate and about 50% are neo-literate. Oriented through total literacy campaign which is also liable to fade away if no concentrated attempts are made still.

Some parents even think that education is not an inevitable factor in their life. Any concerted attempt contemplated to bring about awareness and transformation in the parents through education has been shown positive results through T.C.C. programme.

2.4 RETENTION

Terminating education before completing Primary Education leads to drop outs. Lack of statutory machinery at the school level or village level to closely examine the issue of their family and community on the back drop of the village is a main reason in this regard.

For example in a cluster of Narasannas Community at Jodkal in Kasaragod District there are 75 children in the school going age 30 of them are admitted to ALPS Attagoli. Out of them 15 (37.5%) children became drop outs this year so too in fisherman colony at Koyipadi of which majority are muslims shows the same symptoms. This reflect the pitiable condition of the children being the first generation learners.

At the age of the primary school level, pupils love for play and recreation. They need more physical engagements than mental occupations at this time. They had abundance of opportunities at their disposal. to play at their case while they were at home. Since school is considered as a second home. It should not be different to them in any respect.

Although the above said os the condition we do expect from each school, the existing situation in the schools in the Kasaragod District is far away from anticipated objectives. 150 Schools in the district don't have the facilities like play ground, sports materials which are expected to facilitate in generating dynamism, for these schools are mostly situated in hilly areas. Chances of physical exercises and refreshing required are generally missing in the school campus where play ground facilities are not available. For the proper physical development of the body systematic physical exercises are required at this age level. Education doesn't mean not mere class room studies, where as it should lead to draw out the the best of the child, ie body mind and intellect as Gandhiji said.

The backwardness of Kasaragod district in the sports field is a clear indication of this. Hence special attention for reviewing the unattractive existing situations arise.

It is a fact that pupils who are becoming drop-out in the classes are turned to be so because of the unattractiveness of the class room, but they are interested in many other fields like sports, arts etc, for the development of which there is no encouraging opportunities

2.4.2 LACK OF DRINKING WATER FACILITIES

Water is one of the foremost primary needs of the living being and it should be given prime importance at all costs.

Lack of drinking water facility at the school campus lead the pupils in search of water anywhere in the surroundings. Children consume it indiscriminately causing diseases and interacting unhygiene situations. Most of the diseases of early stages are of water born, experts say.

Disorder of health lead to create learning problems which in turn causes obsenteeism and consequently increase the dropout.

A survey conducted by the DIET Kasaragod shows that 175 schools lack well and 350 schools urgently require water supply system.

2.4.3 SCARCITY OF SANITATION FACILITIES

Biological needs seems to be obstructed when Urine and stooling restricted by the pupils causing disorders in health and hygiene.

Nowadays pupils are habituated to use urinals and toilet facilities especially girls.

At school if such facilities are not provided pupils will suppress their physical needs, Ultimately leading to discomforts and restlessness and pollution of the surroundings. So too the formation of a bad habit.

2.5.2. LACK OF LEARNING EQUIPMENTS

Application and employment of traditional educational equipments like chalk Board, text book do not generate genuine aspiration in the pupils, or capable enough to sustain interest and motivation in their learning. It is universally accepted that unless first hadn experience are provided to the children, effective learning does not take place. 95% of the Primary Schools of the Distric lag behind in this respect. The result is that the learning becomes uninterested, non participating, non effective and superficial.

Inspite of the abundant possibility of communicative means provided by the government, the schools fail to make use of it due to the non-availability of certain electronic gadgets.

2.5.3 LACK OF LOW COST ZERO COST TEACHING AIDS

Class becomes effective and attractive only when varieties of learning aids are used rather better if it is self-made and cost nothing, being prepared from thrown out or wastage objects.

The marketed learning aids are to be supplemented and considerably substituted by low cost-zero cost aids, so that the old concept behind the application of the imported learning aids can be eradicated. But most of the teachers do not know how to make use of the waste materials to make effective and appropriate learning aids easily. Since this area is not unfolded, teaching learning process merely becomes a transmission of knowledge.

2.5.4 NON AVAILABILITY OF TEXT BOOKS IN TIME

Distribution system of text books at present fails to provide the children with text books in time. This affects their learning. At present there are 3 central depots in Kerala at Thiruvandapuram, Ernakulam and Shornur. Text books are distributed from these depots to each district depots. Most of the schools are in remote areas and the district depot is situated in the head quarters area. Hence distribution is delayed due to this distance between schools and distribution centre. Also since depot doesn't have enough storage facility a large number of books are being damaged.

2.5.5 LACK OF HANDBOOKS AND REFERENCE BOOKS

Achievement at the mastery level confines to the rise of competency of the pupils in the class for which the competency of the teaching also needs to be elevated. Due emphasis and weightage are thus to be given to this concept. Since the text books now we have is not prepared on the basis of M.L.L. competencies, teachers may get confused to transact the textual materials into competencies. Hand books will help the teacher in this juncture. Unfortunately we don't have such hand books prepared on the basis of M.L.L. competencies. A search for the required and relevant information to the unforlment of the text books for curriculum transaction for a primary teacher is highly essential. It is a fact that there is shortage of such authoritative reference and handbooks.

2.5.6 DEFECTS OF THE EVALUATION SYSTEM

Monitoring and evaluation system at the District level do not work as efficiently as it is expected to be due to the geographical peculiarities of the district. The scattered nature of schools in the hill track, and non accessibility by bus route, put the District / Sub District authorities to hard-ship and inconvenience to conduct timely and frequent visits to schools.

The age old evaluation system and evaluation tools appear to have lost its vigour amidst innovative approaches and therefore incapable of measuring the competencies aimed at. It is a fact that the prevalent system of evaluation is not fully in accordance with the concept of continuous and comprehensive evaluation as envisaged in: the NPE.

2.5.7 SCARCITY OF FURNITURE

The number of Benches, desks, chalk boards, and other furniture in 70% of the schools and is insufficient in proportion to the pupils' strength. Hence pupils sit uncomfortably in the class yielding to the creations of learning problems,.

A congested class may cause suffocation limiting the freedom of movements of child in the class. It create physical and mental fatigue in the children. This leads to physical pressure which in turn develops disinterest in teaching learning processes of the class, however attractive the teaching may be :

Parents hesitate to send their children to such schools. This condition adversely affects the retention of pupils too.

All the Schools do not have desks in the primary classes. This affects the healthy sitting posture of the pupils which in turn affect the physical as well as mental health of the pupils.

2.5.8 CONGESTED CLASSROOMS

The increase in the number of pupils during the last few years doesn't correspond to the fewer number of existing classrooms in the district. The incapacity of the building to accommodate the existing number of class/division result in congested classroom. This condition doesn't favour to give individual attention to the pupils. Child centered education being the modern concept warrants spacious classrooms having moderate number of pupils.

In 145 schools the average number of pupil sitting in one classroom exceed 60 where on the ideal number is 40 (List attached). Because of lack of accommodation facility 16 Govt. Schools are running under sessional system . Table 2-2

Most of the L.P.Schools in the district is run in a single hall. Actually it can accommodate 4 classrooms comfortably because the space is sufficient. But since the school authorities have to provide space for the headmaster, Staff, School records, lab shelf, non meals stock etc. about half of the space is consumed for these items. Hence they are compelled to reduce the class size which results in congested class rooms. The pupils sit uncomfortably in the class. Disputes among over the pupils, the space in the benches is a very common phenomenon in the L.P. classes. This district the attention of the whole class. It affects the achievement of the pupils.

2.5.9 DIVERSION OF ATTENTION DUE TO LACK OF SEPERATE
CLASS ROOMS

It has been observed and ensured that among the primary schools of this district about 90% have only single hall which accomodates all class divisions of Schools. Teaching-learning process terribly suffers, not only by the intervention of the adjacent class but also by incapacitating the teacher to perform activity oriented class. Minimum teaching techniques like group drilling group activity etc, prove to be a menace to the neighbouring classes. Distractions of attention will be the result.

2.5.10 THATCHES, DILAPIDATED AND RENTED BUILDINGS

About 40% of the schools in Kasaragod district do not have proper and permanent buildings. They either work in thatched dilapidated or rented ones. There are 89 Thatches sheds 71 rented buildings and 16 dilapidated ones in this district.

Pupils and parents are feared of the poor condition and in security of the school buildings. This leads them to go to far away schools where facilities and conditions of the school is better. Incidents have occurred in several places in Kasaragod district where school sheds were partially or totally destroyed during rainy season. In 1989 the roof of one of the blocks in a High School in Madikai panchayaths was blown off totally. Similar incidents happened in 1990 in G.H.S. Kuttamath. Most of the rented buildings are such a condition which do not satisfy the specification in K.E.R.

2.5.11 LACK OF INTERACTION AMONG TEACHERS, HANDLING SUBJECTS

Opportunity for periodical exchange of academic expertise doesn't exist in the teacher community of the district. Not only this, most of the schools may not have all facilities as their own. Therefore formation of a workable academic organisation would supplement the needs.

As there is no PLATFORM at present for conducting the educational dialogue, discussions and seminars, teachers very rarely get an opportunity to exchange their innovative ideas and this retards their academic mobility.

2.5.12 INCAPABILITY OF DIET

DIET which is intended to discharge, the responsibilities of organising and implementing strategies of project DPEP needs enough of in built strength, by way of physical facilities and human resources. Special training in technological applications in educational field is essentially required at this juncture for the DIET Staff.

In the modern world where communication systems has developed to such an extent that in a district level office like DIET telephone is an essentiality rather than a luxury. For conducting inservice courses and accademic programmes we have to make constant with the various district and State department officers. For this a telephone is a must which has not yet been installed here.

Jurisdiction of the DIET extends to an area of 106359 Kms. Kasargod being an underdeveloped district doesn't have sufficient transport facilities. The accademic supervision in school is to be done by DIET in all the Primary Schools. Since no vehicle is yet provided it is unable to discharge its duties in this regard efficiency and effectively and timely.

This poor condition of infrastructure in turn affects. The designed purpose of the DIET conceived in the Guidelines. Since the compound which has an area of 14 acres where this institution lies is not protected by a compound wall. Tresspassers, wandering animals and social evil elements make hindrance into the smooth running of the Institution.

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Moreover, a neatly paved approach road is also lacking in this compound.

Driving a vehicle safely along the existing narrow path is a herculean task, and hence other department Officers and others hesitate to visit the DIET on occasions.

DIET, being the district Academic Centre is ought to be the centre of excellence. But all the Staff members of the DIET have it been called for the undergo effective training programmes which would have been helped to increase their professional and academic competencies. Participation in the National level training courses is a must for the DIET Staff.

2.5.13 UNDER ACHIEVEMENT AMONG STUDENTS:

Under - achievers in the classes of the District appear to be surprisingly increasing, constitutes the major chunk of the pupils in the primary schools. In certain rural areas, Tribal and Coastal belts it is a common phenomenon. A study conducted through the AKSHARAPULARI' Project 1992 by the DIET Kasaragod revealed that 60% of pupils in Primary classes had failed to achieve the minimum levels aimed at the learning of alphabets of Mother Tongue in Std III to IV of Kasaragod District.

It is understood that under achievement is caused by various factors such as ,

1. Lack of individual attention given by the teacher in the class.
2. Poor family condition unfavourable for providing facilities at house for encouraging and supporting studies.
3. Being first generation learners parents are incapable of attending their children at home.
4. Majority of the family are backward and unaware about educational implications of schooling. Therefore they are unconcerned about the educational achievement of their children.
5. Slow learning habit- some pupils are either low learners or slow learners All the above mentioned factors put hurdes in the progress of the child. Therefore within the stipulated time the expected learning outcome is not found to be materialised.

2.5.14 LACK OF EXTRA READING MATERIALS

It is wrongly assumed that study means only just referring the text-books and reading means only the reading of the prescribed reader. But the ultimate aim of teaching a language is enabling the child to use the language in life situations. This is possible only if he is exposed to extensive reading. But unfortunately our primary school children don't have the opportunity to getting acquainted with this type of reading material at school or home. Since library and reading room facilities are rare at schools. Most of the schools lack sufficient books that is meant for children. The poor quality of the books and journals for children also affects the mental development of the children.

2.5.15 LACK OF READINESS TO LEARNING AND WEAKNESS OF THE EXISTING PRE-PRIMARY SYSTEM

Absence of school readiness affects the children in the achievement of formal school system. Lack of Socialisation in the early child hood breeds so many problems such as shyness, impatience, non-co-operation etc- The pre-primary schools of some private agencies- more or less work with a minimum required infrastructure facilities. Such unscientific class room organisation reluctantly tend to discharge the academic orientation to the Children, at the destined and pre-destined level. There are no sufficient Pre-primary schools functioning in 23 Panchayaths out of 39 where 16 Panchayaths are covered by I.C.D.S Programme. The teachers in the existing Pre-primary section needs refresher courses too. *table. 2.3.*

2.5.16 LACK OF FOLLOW-UP PROGRAMME OF INSERVICE COURSES

Lack of follow up programme of the inservice courses have, badly reflected in the educational field. They seem to be loosing the impact of the inservice course as they reach in the field. The acquired inspiration, and iagnitudes ends than and there itself. There develops a tendemcy to a fall back to the traditional type of teaching methodology, and lately to inertia.

Thrust of intermittent contact between the resou- rce centre and teachers are seen less functional nowa- days which consequently affects the teaching efficiency of the teachers and invariably low achievement among pupils,

2.5.17 UNATTENDED INDIVIDUAL PROBLEMS OF THE CLASS

Many of the class room problems go unnoticed or remains unsolved and prevail mostly in the class itself, forever. Dropouts and low achievers may have genuine reasons to become so. A study on such problems would help the teacher to solve them and to make the whole teaching programme more effective, joyful, and motivating and interesting which is not so in our schools. So the problems of the child becomes unsolved and he becomes a problem child.

1.5.18 LACK OF SELF EXPRESSION

The thrust on language-learning is the expression of idea in the correct idiomatic language. To see our own talents and imaginations materialised in an observable form is of course a thrilling experience to each and every pupil. At present, the child doesn't get adequate opportunities in this respect neither in the formal school system nor outside.

2.5.19.

Lack of reference Books in Kannada Language

District Kasaragod is considered to be a Bi-lingual District because of the dominance of Kannada Language along with Malayalam. There are schools exclusively for Kannada medium and both for Kannada and Malayalam, housed together is one school. There are 100, such Kannada schools, and 996 teachers in the Kannada Medium Primary schools. As compared to an school to make use of the situations. There are not sufficient reference Books available for teachers at it School. No reference library also exists. Public library system in Kannada Language is rare. And if at all, there will not be Books usefull for teaching purpose. If teachers are badly in need of a reference centres of Kannada Books, for authentic references. Making the books available from Karnataka state for their use is highly impossible.

2.5.20. Communication problems with the tribal Children

The Languages in which the total children most frequently speaks is a crude form of TULU MARATI and KANNA and therefore teachers of Malayalam Medium, is general and even teachers of Kannada Medium face problems in communicating with such children in the class. The same problem is very times felt by the class mates of these children. Consequently this breeds alienation in the tribal children and they keep aloof from the general activities of the school. Teachers are quite helpless in this situation.

CHAPTER-III

3.1.

More than 40 years ago, the nations of the world, speaking through the universal declaration of Human Rights asserted that "everyone has a right to education". To serve the basic learning needs of all requires more than a commitment to basic education as it now exists. What is needed is an "expanded vision" that surpasses present resource levels, institutional structures and facilities, curricula and conventional delivery systems while building on the best of current practices.

EDUCATION AND NATURAL BACK GROUND

Education is regarded as a ladder for vertical mobility. We can ask, in this context, why it has not been powered in the case of weaker sections. The answer is not far to seek. Because of the social background, and domestic environment, most of them start losing the battle for academic achievement even before they enter school. Extreme poverty stands in the way of many children of these sections. Being first generation learners, their environment is not conducive to offer any incentive to them in the matter of formal education. Besides the school environment is alien to most of them.

Under the Directive Principles of State Policy, Article 45 of the constitution ascertains, "The State shall endeavour to provide within a period of 10 years from the commencement of this constitution, free and compulsory education for all children until they complete the age of 14 years".

The Special states accorded to elementary education is justifiable not only in the case that it is cultural necessity in a modern Society, but because it is also important for the economic development of the Country.

According to the constitutional Directives, the target of universal free and compulsory education should have achieved by 1960. But this provision is weak in itself.

It does not mean that there has been no progress in education after independence. The changing focus of elementary education in free India, sets new objectives, demands and responsibilities before us. It compelled the Government to appoint several commissions and committees to recommend educational policies to build up an intelligent citizenry for a democratic socialist and secular society.

Evolution of Modern Elementary Educational System:

It is only quite justifiable in pointing out how the system of elementary education gradually evolved and has grown through the years to the present.

The landmarks in the pre-independence period, Education begins with the Charter Act of 1813, of East India Company. Wheeler's Minutes of 1835 partially resolved the earlier educational controversies and highlighted the educational objectives. Downward filtration theory of 1839 recommended the concentration of funds and efforts on higher education and thus led to the neglect of elementary education. Despite the recommendations of Woods Despatch, Stanhilley's Despatch (1859) Hunter Commission (1883) Government Resolution on Educational Policy (1904), to elementary education reported the neglect of elementary education. The freedom movement and swadeshi ideals inspired to make a national system in 1937, by a scheme of Mahatma Gandhi and elaborated by Zakir Hussain. Kher Committees supported it. Lord Sargent also made several proposals for the improvement of elementary education when India became a free nation.

The educational thinking of modern India of the time of independence highlighted a re-orientation of Indian educational system including that of elementary education, through a series of recommendations by various commissions under the Chairmanship of Dr. S. Radhakrishnan. A University Education Commission was appointed in 1948. Following this, have the secondary education Commission, under Dr. A. L. Mudaliar in 1952. The report of this

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The national policy of 1968 marked a significant in the history of education in the post India. Since the adoption of the 1968 policy, there has been considerable expansion in the educational facilities all over India. constitutional amendment of 1976, which includes the addition in the concurrent list, was a far reaching step with implications substantive, financial and administrative required a new sharing in education. At the same time of new challenges, and social needs make it imperative Government to formulate and implement a New Educational policy for the country. This is the context of NPE. 1986. It laid a National systems of education causing all major references of educational recommendations. There after committee for review of the above said national policy of Education, under the chairmanship of Ramamoorthy referred suggestion in December, 1990, towards an enlightened Human Society. Central Advisory Board of Education Committee Policy (CABE Committee on policy)) chaired by N. Janardan Reddy, proposed its preferences in January 1992.

This is then, in brief, the story of the growth of education in the post independence period of India. One cannot help citing that if universal literacy is the aim, then education must pour and not sprinkle", since the national policy on education reaffirmed the educational objectives to suite the contemporary needs and challenges. In pursuance of this, Govt. of Kerala also formulated and recommended modification in their Educational Policies.

2.5.19.

Lack of reference Books in Kannada Language

District Kasargod is considered to be a Bi-lingual District because of the dominance of Kannada Language along with Malayalam. There are schools exclusively for Kannada Medium and both for Kannada and Malayalam, housed together in one school. There are 100, such Kannada schools, and 996 teachers in the Kannada Medium Primary schools. As compared to an ordinary school to make use of the situations, there are not sufficient reference books available for teachers at the school. No reference library also exists. Public library system in Kannada Language is rare. And if at all, there will not be books useful for teaching purpose. If teachers are badly in need of a reference centre of Kannada books, for authentic references. Making the books available from Karnataka state for their use is highly impossible.

2.5.20. Communication problems with the tribal children

The languages which the tribal children most frequently speak is a crude form of TULU MARATHI and KANNA and therefore teachers of Malayalam Medium, in general and even teachers of Kannada Medium face problems in communicating with such children in the class. The same problem is very often felt by the class mates of these children. Consequently this breeds alienation in the tribal children and they keep aloof from the general activities of the school. Teachers are quite helpless in this situation.

CHAPTER-III

3.1.

More than 40 years ago, the nations of the world, speaking through the universal declaration of Human Rights asserted that "everyone has a right to education". To serve the basic learning needs of all requires more than a commitment to basic education as it now exists. What is needed is an "expanded vision" that surpasses present resource levels, institutional structures and facilities, curricula and conventional delivery systems while building on the best of current practices.

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NATIONAL POLICY IMPLEMENTATION AND FURTHERANCE IN KERALA

A common Educational structure of 10+2+3 and an elementary system comprising 5+3 years, was accepted since then. Government put all its effort in implementing programmes of educational transformation reducing disparities, universalisation of Elementary Education, Adult literacy in the natural curricular framework to achieve quality and equality.

The acceleration of the Social change, the literacy rate, development of socio economic conditions very well indicate the significant onward movements in the movement of education.

Mass literacy project of Ernakulam District was an organised attempt to attain the total literacy which proved, a concerted strive can realise even the impossible thing, in the field of quality development of Primary Education.

MADIKAI PANCHAYAT COMPLEX (Kasargod District)

organised by DIET Kasargod in collaboration with Kasargod district council is a verifiable Example, which implements a set of new educational strategies in organising, learning and evaluating.

THE KORAGA PROJECT- the latest of the schemes is proposed for the upliftment of the KORAGA, the primitive Tribe of Kasargod District, who are nomadic in nature, defy all the rehabilitation programme. Unless a specific scheme for the protection of that community has been implemented, they might lose the identity of their own culture and heritage and is afraid of becoming extinct before a foreseeable period.

In co-operation with the District Saksharatha Samithi Kasargod, a total ~~imp~~ upliftment programme for the KORAGA is in the offing. DIET-Kasargod organised a specific Awakening Programme, as the first step for the Koragas through a Bodhana Jatha, with the help of performance Arts of their own. A residential camp organised to this end has been a great success, in the DIET campus from 17th November 1993 onwards. As the feed indicated has clicked well to materialise a

TROUP for the target group. The KORAGAS and the SOCIETY in which they live. Copy of the Project document and programme of action is attached.

Similarly, the Project of the Education Department of Kasargod and of DIET, for the quality improvement Education is also in full swing.

So also the Akshara Pulari Project, (1992-93) Mother Scheme of the present Akshara Pulari of Kerala, could achieve the minimum levels of learning in IIIrd and IVth Standards, with in the 28 days of that Project-period. But the pathetic state is that the pupils have receded to the former position due to the absence of follow up activities, although we have everything under our disposals, except sufficient money.

For that matter education has some limitation to serve as an effective instrument in an organised manner. Neagre financial positions of the Department Restrict such concerted attempt. Limitation of resources have led to the poor amenities in elementary schools both for children and teachers.

At this juncture, the intervention of the DPEP Project SSN greatly help in allocating the hurdles prevailing in the educational ground. It is also possible to overcome the difficulties with the realistic strategies.

OFFING OF PROJECT

In fact all these things have been haunting any person, who has a concern for education, until recently. It was in the month of April 1992 that a State Level Seminar in Primary Education was held in Trivandrum. Another seminar to discuss the issues relating to "reaching the unreached" was held in the last week of February 1993 in Palghat. It was in the month of March 1993, the Project Districts came to know about the DPEP & under the SSN Project through the Director of Public Instruction, Kerala. The Principals of DIETs in those districts had a very fruitful discussion with the director about the different parameters of the ensuing programme. The DIET principals went back and had a prolonged discussion with the DIET staff and a detailed plan was chalked out and systematically

carried out. A synopsis of the various activities at the process level preparation of the project document are as hereunder:-

A Meeting of Deputy Director (Edn.), District Educational Officers (DEO), Assistant Educational Officer (AEO) and Primary Extension Officer (PEO) was held in the DIET and apprised thereon the needs of DPEP Programme. They promised to render all kinds of administrative help possible. The Programme was discussed with the District Collector, ADC, MLAs and other people representatives, in formally and very valuable suggestions and informations were contributed by these honourable personalities. These meetings created an excellent rapport with the educational functionaries at DIET Level and social workers at the district level.

The next step was the meeting of heads of Primary Schools at the Sub-District level. DIET prepared a detailed questionnaires to collect information on the existing facilities at school, and also to project future requirements. Specimen copy of the proforma is attached. This really gives us an impetus to the whole programme. The teachers who were called to DIET for various in service courses were also apprised of the DPEP during the discussions. Meanwhile the Principal of DIET and the staff put their heads together, we attended several meetings at Trivandrum to discuss the modus of the preparation of the Project Report. It is with very deep sense of gratitude that we put on record the service rendered by experts both from NIEPA and NCERT. A state core team under the chairmanship of Director of Public Instruction, Trivandrum with 14 members was constituted. We had several formal and informal discussion in the presence of experts at various boards during the preparation of Project proposal.

A district core team under the chairmanship of the District Collector was also constituted. Deputy Director of Education is the project Director and Principial of DIET is the programme co-ordinator. It is intended that a Society will be formed to carryout various activities to be implemented

We got the message of the visit by the world Bank Team in second week of July, 1993. Immediately we convened a meeting of the Principals of DIET and faculty members, DDE, Malappuram, DEOs and AEOs to finalise the detailed programme of the team in the district. The world Bank team was received by the Project Officer, Principals of DIETS on the evening of 26th July. On July 27, the mission met with DIETs Principals from Three Project Districts Kasargod, Malappuram and Wynad, and had a detailed discussion at the Guest House, Ernakulam. In the afternoon the team left for Malappuram where it was hosted by the District Collector, Malappuram and other dignitaries of the district. Next two days the mission visited the different schools in Malappuram district and was very much convinced by the lack of facilities in some of the schools and difficulties in making use of the minimum facilities in other schools. The third day the team visited the SIE at Trivandrum and State Text Book distribution Centre and discussions followed.

The Director of Public Instruction and the State Project officers went to Delhi on 5th August to have further discussion with government of India and world Bank Mission.

The Meeting of Principals of DIETs and Director of public Instructions, the State Project Co-ordinator was held at State Guest House Trichur on August 18th 1993, and had a day long deliberation about the modifications to be brought about in the report already prepared in the light of instructions received from Delhi. We received the detailed report containing the observations and comments made by the world Bank Mission on the Project Report already prepared by us.

The DIET staff read observations and comments in detail and discussed further modifications to be brought about in the report. More detailed informations are to be gathered from the various sources conference of DDE, DEO and AEOs was held at DIET and a more elaborate discussion was conducted. Minutes of the Meeting is attached. In order to get more details from the various departments connected with developmental programmes, a conference was held under the auspices

of District Collector, Kasargod. All the departmental heads of the district participated in the meeting. Minutes of the meeting is attached.

The meeting of Principals of DIETs and Director of Public Instruction and the project State Co-ordinator was held at State Guest House, Malappuram for four days from 20-9-93 to 23.9.93. Members of DIET faculty also participated in the meeting. A detailed discussion concerning with very minute issues of the Project Plan was held. On the light of this discussion the faculty members of DIET Staff revised the Project Plan thoroughly.

A meeting of the MLA's, MP and Panchayat Presidents of all the 39 Panchayats was held at DIET on 4-10-93 and all the participants assured necessary background work and human support in the different panchayat of this districts for implementation of the project. Minutes of the Meeting is attached. The revised Project plan of DPEP is submitted to the State Unit for co-ordination on 5-10-93.

A World Bank review Mission consisting at JOHN MIDDLETON and SAJITHA BASHEER , paid an interior visit at Trivandrum on Nov.25th and 26th and received its progress in the Project District in revising plans and proposals. The Mission was accompanied by Dr.Varghese, NIEPA, J.P.Prakash and Mrs. SEENA Korana, from GOI, The Secretary of Education Mr. Vijaya Kumar the Director of Public Instruction Mr. Sivaraja Vijayan, the State Co-ordinator Mr. Francis, the DIET Principals and staff participated in the discussions. Most of the points high lighted in the discussion have been incorporated in the revised project, but several studies mentioned are being conducted and hence the results are awaiting ie. Bare line studies gender studies, tribal studies and teacher studies etc. Certain other studies to substantiate the intervention proposed in the project are also under way.

It is expected to modify the draft proposals as per the findings of the special studies and data collections being under taken now.

THE PROJECT

THE PROJECT GOAL:

The goals of this project are strictly confined to the materialisation of the national goals enshrined in the National Policy on Education 1986 in all respects. Since the total enrollment rate of pupils in Kerala is higher than in other states, it is not a problem for us to achieve universal enrollment of children at the Age Group 6 to 14 years including Girls and Boys belonging to SC and ST. Therefore, main thrust is to the achievement of minimum levels of learning in the project-DPEP.

PROJECT OBJECTIVES:

1. Providing universal access and equity all children.
2. Total enrollment of children at the age group 6 to 11 years in the Std I to V in Kasargod District by 2000 AD (UEE).
3. Cent percent retention of pupils in I to V Stds.
(Continuity in the System)
4. Achievement of minimum levels of learning to all children at the primary level by 2000, requiring achievement at the master level.

PROBLEMS & ISSUES

INTERVENTION

2.2. ACCESS AND EQUITY

2.2.1. Inaccessibility of Schools to ST/SC etc.

3.2.1. Opening New Schools.

2.2.2. Inequity for disadvantaged group

3.2.2. Starting Gurukul School.

2.2.3. Child Labour

3.2.3. Opening NFE-Cen

2.3. 100% ENROLMENT

2.3.1. Unawareness of parents especially among tribals.

3.3.1. Awareness Campa

3.3.2. Training Program for mother PTA-members.

2.4. RETENTION

2.4.1. Lack of recreational facilities.

3.4.1. providing play ground and play materials.

2.4.2. Lack of drinking water facilities

3.4.2. providing well, water tank and tap-points.

2.4.3. Lack of sanitation facilities.

3.4.3. Construction of Urinals and toi

2.5. ACHIEVEMENT

2.5.1. Uninspired educational transaction and planning and Management in Schools.

3.5.1.
a. Training for Teachers.
b. Training for Head Masters.
c. Training for AEO

2.5.2. Lack of teaching, learning equipment

3.5.2. providing teaching learning materi

2.5.3. Lack of low cost zero cost teaching aids.

3.5.3. Preparations and supply of low cost zero cost teaching aids.

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| <p>2.5.4. Non-availability of Text Books in time.</p> <p>2.5.5. Non-availability of hand books and reference Books for Teachers.</p> <p>2.5.6. Unafficiency of Monitoring and evaluation systems.</p> <p>2.5.7. Lack of furniture</p> <p>2.5.8. Diversion of attention due to lack of seperate classrooms.</p> <p>2.5.10. Thatched/Dilapidated rented buildings.</p> <p>2.5.11. Lack of interaction among neighbouring school teachers.</p> <p>2.5.12. Un capability of DIET</p> <p>2.5.13. Lack of self learning materials for under-achievers.</p> <p>2.5.14. Non-availability of extra-reading materials</p> <p>2.5.15. Lack of readiness to learning.</p> <p>2.5.16. Lack of contract between resource centre and teachers.</p> <p>2.5.17. Unsolved individual problems in the class</p> <p>2.5.18. Lack of self-expression</p> <p>2.5.19. Lack of reference Books for linguistic minority teachers (Kannada)</p> <p>2.5.20. Communication problem with the Tribal children</p> | <p>3.5.4. Opening of Text Book distribution Sub-depots.</p> <p>3.5.5. Preparing and providing Hand books and reference Books.</p> <p>3.5.6. Field inter action inspection and Monitoring.</p> <p>3.5.7. Providing furniture</p> <p>3.5.9. Construction of partition walls.</p> <p>3.5.10. Replacing thatched/dilapidated/rented buildings.</p> <p>3.5.11. School Complex Programme.</p> <p>3.5.12. Augmenting DIET. Training Programme for DIET-staff.</p> <p>3.5.13. Compensatory Education and supply of work Books for under achievers.</p> <p>3.5.14. Preparation and supply of suitable reading materials.</p> <p>3.5.15. Starting ECCE-centres.</p> <p>3.5.16. Distance education programme.</p> <p>3.5.17. Action Research</p> <p>3.5.18. Publishing pupils & journal.</p> <p>3.5.19. Providing reference library in Kannada.</p> <p>3.5.20. Preparation of Teachers Hand Book linking the Tribal language and Malayalam.</p> |
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3.2.1.

EQUITY AND ACCESS
OPENING OF NEW SCHOOLS

These schools are meant for meeting Access and equity in the educational need for the deprived and unprivileged tribals and children of coastal belts of the District. The nomadic nature of some ethnic group in no way confine to the social systems. The educational development of such SC/ST and others of non privileged community and their equalisation with privileged community and their equalisation with privileged at all stages and levels of education in all areas is ensured.

Rural male and rural female, urban male and urban female are contemplated by this scheme. The provisions for opening new schools are aimed at providing equality of opportunities and equity in education.

Article 46 of the constitution providing for social justice in promotion of education reads, "The states shall promote with special case, the educational and economic interest of the weaker sections of the pupils and in particular, schedule caste and the Scheduled Tribes and shall protect them from Social injustice and all forms of exploitation"

To visualise the above said goal the proposed new schools are lower primary schools with Standard I to V, the Schools will function from 1994, onwards with Ist stand in the beginning. Subsequent classes will be started accordingly. All physical and infrastructural ~~are~~ facilities will be provided.

The School will function with appointment of the headmasters and a trained teachers.

The rest of ~~the~~ staff will be appointed in the subsequent years, during the project period from 1994-2000. The whole expenditure of these schools will come under the provisions of this project. After 7 years the same should be borne by the State Government.

Localities are identified for starting new schools on the basis of distant matrix of habitation where schooling facility are average (with in the distance of 2.5 Km)

Out of these places the localities will be finalised as per priorities after spot verification by a district level committee, comprising of the people, representatives and educational officers and the district collector as per the approval departmental norms.

Preference will be given to the Harijan Girijan Tribal and coastal belts of this district.

PROVISION

No. of Schools - 10

3.2.2.

GURUKULA SCHOOLS

Despite efforts of social and revenue department, the educational backwardness amongst the scheduled Tribes and Scheduled Castes have been a mocked reality. It may be due to the social deprivation and economic poverty of these communities in the pre-independence period. The behavioural discrimination shown towards the children of scheduled castes and tribes, even inadvertently, result in their disinterest in studies. The Society has a special role towards education of the children of these communities especially to first generation learners.

As far as the Kasargod District is concerned there are certain ethnic groups called Koragas, Vettuvas, Narasannas, Malakkudiyar etc.

The nomadic nature of the Koragas defies any attempt to inspire to their children to school. No set of nomenclature did appear to be applied to them. All these speak dialects of their own in pronounced way, because of the lack of congenial home environment.

These children should be helped to bring to the main stream of education.

Intensive area approach is suggested by the implementation of educational programmes for these scheduled tribe

Gurukula School as its name indicates will be open for the schooling of the children of these communities and other socially neglected groups.

A careful identification of their habitation and clusters have been made in this respect and locality of the school is identified. (Table 1.6)

There is one such schools suggested residential in nature with Std.I to V Classes. Although it is not advisable to separate the children from their parents to the residential types schools at this early stage, it is to be noted that these children are already left their parental love and care, as their elders are nomadic. Therefore these children must be given proper education for which residential type of education alone is the answer.

Gurukula schools will be situated in such a places where the habitants of tribes and casts are found. In Kasaragod District it will be situated in Northern Region in Bedadka Panchayath.

Boarding and Lodging should be free of cost to the students. All their material and academic needs will be fulfilled under this scheme, so as to give full attention of the development of the personality of these children. There will be hostels for the pupils and staff quarters for the teachers and staff. All teachers must be there in the residential staff unit.

Since this school has to realise a specific and special goal of education in view of a peculiar group of children, its course and syllabus should contain something different quiet adaptable to their native, culture, habit and interest which will be prepared as and when project commissions to effect.

An expert committee work shop would see the intervention of tribal language, course curricular and allied matters in this respect. Location of starting of new schools will be finalised subject to the spot verification by committee of experts of the district level.

PROVISIONS:

1. No. of Schools	-	1
2. No. of Pupils	-	150
(Std. 1st to Vth)		

1994	-	30
95	-	30
96	-	30
97	-	30
98	-	30

3. Buildings School Buildings (Hostel-Girls and Boys)
4. Staff Quarters
5. School Compound walls
6. Other physical and infrastructural facilities.

3.2.3. NON-FORMAL EDUCATION CENTRE:

2684 working children at the age group of (6-14) of the District keep away from the formal system of Education, who have to be educated. Since they are the earning members of the family they don't have freedom to sit in the class room. So education should be given to bring them to the main stream.

100 non-formal education centres are to be started in different parts of the District for the up-liftment of the children in this category. An instructor, having been given orientation training will be appointed in each centre and minimal amount should be paid to him as incentives:

As the name indicates, the non-formal Education Centres will make use of the existing Formal-School facilities, but beyond normal school time.

Blocks where child labour is concentrated is identified for starting new NFE centres (Table. 3.1.) Panchayat Authorities will have a greater say and responsibility over these centres. Non-formal Literacy organisations also will be expected to extend their own contributions in this respect.

PROVISIONS:

No. of NFE Centres	100
No. of working children to admit.	2684
Nature of Centre	Formal Schools

3.3.1. (a) AWARENESS CAMPAIGN

As a prelude to the anticipated Universal enrolment at school level an awareness among the parents and community especially in S.T. areas and Coastal belt has to be generated and a motivation has to be created among the learners through vigorous campaign activities.

The activity is participatory. Using the performance and folk art, the message will be fielded. A workshop for 10 days will be organised to set up a performance art group to this effect. They will give street performances as they go along and create a wave of interest among the community and the illiterate parents. Stickers, Posters, Banners, Cinema Slides and hoarding will press in to service to mobilise public opinion and elicit positive action from illiterate parents among SC, ST, fishermen. Similar type of interventions proved great success during TLC Programme in Kerala.

The environment Creation campaign will be conducted in two stages. First stage is accomplished during the very early months of the implementation of the project and the second one, after two years of interval.

(b) TRAINING PROGRAMME FOR MOTHER PTA AND PTA MEMBERS

Universal enrolment will be possible only when community involves fully in the educational process for creating awareness about the importance of education among parents. A short term training course for them should be imparted in this respect. Similar types of courses are to be conducted to the selected community members too.

PROVISIONS:

Courses	40
Participants	50 each
Duration	3 days
Period	First 4 years.

3.4.1. PLAY GROUND AND PLAY MATERIALS:

Play and other type of recreations are innate nature of pupils and therefore any amount of facilities will lead to their physical health and mental dynamism. Consequently it creates an educational climate in the classes by breaking monotony and strains of the class room learning.

240 Primary schools in the District lack play ground facilities. As the land is available provision has been set apart for levelling the land, and play materials also will be provided.

Provision is made for 138 schools and these schools will be finalised by the departmental authorities in due course.

PROVISIONS:

Play ground levelling: 138 schools play materials to all Schools.

3.4.2

Providing well, water tank and Tap-points

A Survey conducted, reveals that 175 primary schools in Kasargod District have no well to provide water to its students. The noon-meal system of the school once again presses the need of such a water supply system in the campus.

In certain cases well is available, but no supply system. The pre-project find provision to augmented either, well water tank, or tap-points or all to facilitate in the essentially required schools.

PROVISION:

- 1.No. of wells
- 2.No. of supply system
- 3.Both

3. A. 3 PROVIDING URINALS AND TOILETS

It is essential to encourage to form healthy habits in children. After coming to the school, campus, the facilities of urinals and toilets ensures a kind of psychological comforts and easiness in the mind of pupils. Usually the absence of free vent of discharges creates tension and stress and irritates them. The availability of the same will help them to adjust with the school timings and active participation in learning. Though temporary sheds serves the purpose it will easily be subjected are to destruction and desecrate use by the public. In the district, there are about 200 schools which have no urinals and toilets. 175 schools which are to be provided with urinals and toilets. Separate urinals for girls and boys will be provided.

PROVISION

Urinals)	175
)	
and Toilets)	

3.5.1. TRAINING COURSES

Despite having been trained for an effective discharge of educational transaction in the classroom, the academic achievement has not been in the order of acceleration which are present necessitated through in-service training course to all teachers of the District. The course content would lay emphasis in view of the academic needs of the next six years of the project period.

Teachers are the mainstay in any educational programme and the success of curricular rests largely on the hands of teachers. It depends upon the ability of the teacher to interpret and analyses the curriculum documents, his ability to design and make appropriate innovative new aids, his ability to put to effective use of available aids and resources in the institution in more general terms his motivation for his job. The teacher can be trained through short term quality improvement programmes.

As the number of teachers of the District are enormously large, imparting in-service training course in different areas to all teachers within three years has become quite impossible in DIET. Therefore, Key Resource Persons and Resource person at different locations of the District.

The multifaced responsibility of the Head Master, as an academic supervisor, and the institutional administrator, ~~xy~~ must be induced with the modern know-how on school and classrooms management and continuous and comprehensive evaluation. The course is so designed to draw at the inbuilt talent of the Head Master to act as a resourceful teacher, a shrewd supervisor, an efficient organiser, an intelligent problem settler, a far seeing planner, an excellent manager and a liaison officer between the school and the community.

Effective transactions of curricular must be done in class room to raise achievement. The developments in Adl. Technology and the innovation in modern strategies in teaching learning process should be effectively used in order to maximise out put in Edn. The course content would lay emphasise in view of the academic needs of the next six years of the project period.

Since we are introducing the M.L.S. Programme to raise the achievement in Std. I and II in the first year and III in the second year and IV in third V in fourth year, training should be imparted to those teachers who handle different subjects in the respective classes.

At the sub district level, Assistant Education Officers are to ensure the set aims of education by his own means of administrative and academic techniques. Therefore they are to be familiarised with the vision envisaged in the Project scheme.

PROVISIONS

1. Training Course for the Educational Officers
No. of Course 1
No. of Participants 7
Duration 5 days

2. Training Course for the Key Resource Persons
No. of Course 01
No. of participants 0 25
Duration 05 days

3. Training Course for the Resource persons
No. of Course 04
No. of participants 0-50
Duration 10 days

4. Inservice Training Course for the Heads of Primary Schools
No. of Course 15
No. of Participants 40
Duration 10 days

5. Inservice Training Course for the Primary Teachers
No. of course 150
No. of Participants 40
Duration 10 days

3.5.2. PROVISION FOR TEACHING LEARNING MATERIALS
INCLUDING AUDIO-VIDEO EQUIPMENTS

Teaching learning strategy has been subjected to serious technological changes, enriching its effectiveness. Electronic media and equipments are widely used to accomplish the expected result. This is the prevalent trend appearing in the field of education from which neither a teacher nor a pupil can be aloof. By facilitating pupils to learn with modern audio visual equipments, the effectiveness will be multiplied many fold. A study on the effectiveness of slide projector in curriculum transaction is being underway.

Scheme under this head will provide audio visual aids and other electronic gadgets to each school.

For the effective curriculum material transaction, audio cassettes and slides for all classes and subjects are anticipated so as to make the class a hit with electronic equipments.

PROVISIONS

**Audio-Visual Equipments,
Cassettes, Slides etc.**

3.5.3. PREPARATION AND SUPPLY OF LOW AND ZERO COST
LEARNING AIDS

Rural and indigenous educational technology has to be developed in the field, making and using teaching aids in the class.

For preparation of the teaching aids it is not difficult, since materials are readily available and the technical know how is vested with some expert teachers.

Certain essentially required articles will be produced in the workshops conducted for this purpose and distributed to all primary schools.

Selected teachers from the schools may be imported the know how of the preparation of such learning aids the workshop through these trained teachers should impart the technique of low cost teaching aids to others.

PROVISIONS;

Workshop No.	(1)	39
Duration	(1)	2 days
No. of expert	(1)	40

3.5.4. OPENING OF TEXT BOOK DISTRIBUTION SUB-CENTRES .

To overcome the delay in supplying the text books and to ensure easy accessibility of text books additional Book Depots are highly essential. These book centres will collect text books from the District Depot and consequently distribute books to the Primary Schools under its jurisdiction. This will greatly relieve the distribution problem now being suffered.

Two such sub centres are suggested one in the northern region feeding the schools in Manjeshwar, Kumbal and Kasargod Sub districts, the other in the Southern Regions feeding Bakel, Hosdurg, Chittarikkal and Cheruvathis Sub district.

Enough furniture and typewriter, should be supplied. Sufficient staffs are to be appointed for the smooth functioning of the Text Books distribution.

PROVISIONS:

Book Centres -- 2

North, South

Building and Furniture
and a typewriter.

3.5.5. PROVIDING HAND BOOKS/REFERENCE BOOKS

Hand books are essential for the easy and interesting exposition of the class room teaching based on the expected competency to be achieved by pupils which is to be attained at the mastery level. At present hand books are not prepared based on the competencies which is to be attained at the Mastery level. Therefore such materials should be produced out of workshop, organised under the leadership of the Educational experts in DIET. After the preparation these hand books should be supplied to teachers free of cost.

School academic work also will be strengthened by equipping it with authentic reference books and by providing supplementary information and materials required to substantiate the educational transactions.

PROVISIONS:

Workshop No.	3
Experts	40
Days	15 days

3.5.6. FIELD INTERACTION AND MONITORING SYSTEMS

Since the dimensions of the project stretches length and breadth of Kasargod district, the organisation, implementation and achievement has to be fully ensured to the satisfaction of the set objectives. A field interaction and monitoring team in the DISTRICT LEVEL will observe the functioning at the district level and subsidiary teams at the panchayat and School Levels.

The teams will operate at two levels-organisational as well as academic.

Modern techniques in monitoring and evaluation will be formulated and tools for the same will be prepared and brought into action with the help of experts, to ensure and mastery level achievement of the competency.

PROVISION

Work shop for preparing evaluation tools

1. pre-test
2. Terminal Exam.
3. Post Test.
4. Three tier system of evaluation
 - a) District level
 - b) Panchayat level
 - c) School level.

3,5.7. PROVISIONS OF FURNITURE

Sufficient furniture should be provided to all schools where it lacks-numbers of Benches should be supplied in proportion to the strength of the pupil. Desks should be provided to all Primary Schools. Chairs Tables, shelves, Map rack etc. should be provided in accordance with the requirements of the schools.(List attached)

Almost all Government Schools in Kasargod district lack sufficient furniture.

As per the survey conducted by the DIET, Kasargod it is observed that furniture is not in proportion to the strength of pupils. Library, laboratory, items playing materials and that like are dumped in a corner to either as there is no shelves or cupboards to arrange them neat and safe.

HENCE provision of furniture is made in such schools

PROVISION;

No. of Schools	::	478
No. of Benches	::	5400
No. of Desks	::	20000
No. of chairs	::	2516
Tables	::	
Chalk Boards	::	
Office Shelf		
Library Shelf		
Office Rack		

3.5.8. CONSTRUCTION OF ADDITIONAL CLASS ROOM

The lion share of the total space of the L.P.Schools are taken away for accommodating the office of the Head Master, room for the staff, store house, keeping shelves and cup-boards of the schools. This results in congested class rooms. Hence pupils are to be liberated from space restrictions and enjoy the comfortable movement in the class by providing additional class rooms. This condition contributes greatly to the teaching learning activities with participation leading to mastery level of learning.

Sessional system is the byproduct of this over crowding for which additional construction of class rooms are prescribed. ANNEXURE NO:

It is proposed to construct additional class rooms for 35 schools in the year 1994-95, 40 schools in the year 1995-96, and 35 schools in the year of 1996-97.

PROVISIONS:

1. Additional Class rooms-110 Schools(2 rooms each)
2. Abolishing of total sessional system.

3.5.9. PROPOSALS FOR PARTITION WALLS

Teaching learning activities ought to be contained to that particular target group alone. To realise this objectives the distracting factors must be eliminated. Hence suggestions is put forth for constructing separation walls.

Schools, lacking partition walls are proposed to be provided with separation walls. As most of the classes are functioning in a hall without bifercating room with walls which ~~is~~ turn results in the deviation of attention of pupils and affects adversely each classes housed in the respective halls. Therefore provision is made for the erection of portion walls in 145 schools. Although alternative proposals for erecting partition walls of temporary nature made ~~with~~ ~~brick~~ ~~or~~ ~~concrete~~ ~~or~~ ~~hardboard~~, bamboo mats ect, it is not advisable in view of being perished within a span of one or two years. The destroyed structure of such partions can very well be verified in several schools.

Partition walls of birkes/laterate stones are proposed to be erected for fifty schools in the year 1994-95 for fifty schools in the year 95-96 and for forty five sbhoo in the year 96-97.

PROVISION

Partition walls :: 145 schools

3.5.10.

REPLACEMENT OF THATCHED/DILAPIDATED/RENTED
BUILDINGS:

As per the survey conducted by DIET Kasargod it is revealed that 176 government schools having primary Sections are seen running partially or wholly either in the thatched or rented and dilapidated buildings. But the provision is made for the allocation of fund only for the replacement of 93 thatched rented and Dilapidated buildings by permanent structure and the schools are expected to be finalised on the verification of an expert committee.

The construction work of these buildings will be done in three phases i.e. in 1994-95, 1995-96, and the 1996-97.

PROVISION:

No. of Thatched/Dilapidated or
Rented buildings.

3.5.11.

SCHOOL COMPLEX

"Challenges of managing Education" call for a variety of innovative ways and means over to come them. The concept of "School Complex" is emerged as a result of this.

ORGANISATIONAL STRUCTURE:

1. One primary School as the Centre.
2. Panchayat Level Primary Schools as a Single Complex.
3. Group of Schools and teachers can be given a good deal of freedom to develop their own programmes.
4. Will reserve as a viable Unit of area planning.
5. Will form a cluster of 8-10 Institute.

AREA COVERED:

1. The area of the "COMPLEX" will cover the Panchayat, within the frame work of local area planning.

OBJECTIVES:

1. To improve planning and management of school Education at the Local Level.
2. To Raise the quality of Education in the area in a formalised way.
3. To accelerate professional development of teaching.

ACTIVITIES:

1. Utilise the facilities, services and support that could be made available for the participating school from the other schools.
2. Inter acting and co-operating with other colleagues with in the school complex for improving the teaching learning process.
3. Make teaching effective by the exchange of ideas among teachers and schools.
4. Conducting teachers meetings workshops demonstration lessons film shows and seminars and study tours.

FUNCTIONS:

PANCHAYAT LEVEL

1. Head Master of the Centre School will be the Chairman of the complex.
2. For this purpose there would be a committee of which head masters of every Primary/School would be a member.

DISTRICT LEVEL

1. District level academic committee will be organised at the District level.
2. District Committee will evaluate the timely functioning of the complex and suggest necessary proposals.
3. prepare plans for mobilising resources from with in the community.
4. Chalk out district level policies and schemes to raise quality of education.

5. Enables to arrange exhibits in Schools, which are best equipped.
6. Teacher will be able to share experience for providing guidance and support.
7. It will help in evolving academic leadership in teachers and sharing of experiments and innovations in the teaching/learning process at Local level.
8. It helps in general orientation of teachers in subjects like value education, national integration etc.
9. It will enable the teachers to assist the heads in preparing year plans, questions papers and conducting examinations.

PROVISIONS:

1. School complexes. 39
2. Academic and para academic activity
3. Financial help for activities.

3.5.12. STRENGTHENING OF DIET

Since DIET has to act as the District Resource Unit and the Centre of excellence, the faculty members of the DIET have to be equipped well in advance to meet the academic challenges suitable training course are suggested.

Any delay or missing in the managerial and administrative level will be detrimental to the collapsing of whole of the project, Hence a telephone is to be provided in to service soon.

Considering the Geographical peculiarities of Kasargod District a vehicle (Jeep) is to be provided for easy and timely field contacts, monitoring and evaluation of the system.

A "Data Bank with necessary electronic gadgets is highly essential to keep on the transaction effectively and to materials the concept of the Resource centre provision of a computer to be made in this respect.

The campus of the prestigious institution is totally unorganised and instructured for public exploitations thereby poses difficulties in maintaining the integrity. So compound wall with gate is proposed. DIET is situated in remote place where frequency of bus is less for emergency contact with neighbouring schools and educational officers for educational needs, provision for a bicycle is made.

PROVISIONS:

1. Training course of educational planning and Management.
2. Training course of educational/technological applications.
3. Phone.
4. Jeep
5. Bicycle.

3.5.13.

COMPENSATORY EDUCATION

In this scheme it is contemplated that teachers will identify and select in the class and administer compensatory classes specially designed for the group to raise the levels of learning. The concerned teacher himself should undertake this assignment. These classes will be arranged beyond usual class time for which a nominal incentive is to be paid.

To raise the level of learning, these pupils need to be given ample opportunities for practice in the content area and there is no such practical books prepared till now. Therefore work books are to be prepared in view of this objective through workshop.

The teaching learning process of compensatory education assumes a new dimension with less number of pupils and individualised instructional strategies. In this process the child should feel that this is not a carry-over of the 10 to 4 routine programme. The pupils attending compensatory Education classes are expected to attain mastery level of learning.

The result of the popular project Aksharapulari launched by DIET Kasargod in 1992 substantiate this statement. Aksharapulari document ANNEXURE NO:

Through a Pre-Test material prepared by DIET Kasaragod it was enumerated that 60% of pupils of std. III and IV of Kasaragod District were not reached the expected level in the learning of alphabets in their other tongue. An exhaustive and elaborate programme was chalked out and planned by DIET and District Saksharatha Samithi for raising the pupils standard in Mother Tongue. Pupils who were under achievers were given vigorous remedial teaching for one hour beyond the class time with in a short term duration of 26 working days. After the post test it was found that 70% of the children went through the test securing 70% marks. This programme was widely admired and the strategies followed by DIET Kasaragod are being employed by other districts and implemented by the Department through other DIETS.

PROVISION

1.	Workshop	1
	No. of days	1
	Participant	
	Resource person	

2. Workbook Distribution

for under achievers

PROVIDING SUPPLEMENTARY READING MATERIALS FOR CHILDREN

In recent years there has been a growing concern about developing reading the teaching of reading has become more and more an essential aspect of the educational process than ever before. But unfortunately, reading remains a neglected area in our schools. This is because of the lack of reading readiness on the part of pupils and lack of training of teachers in the use of appropriate reading materials in the institutions. Reading is a process of dealing with language in its printed form. As such, it is a language activity.

In heterogeneous classes, like the ones we have in our schools, we may find THREE CATEGORIES Students - below average, average, and above average. Accordingly we may have GRADED BOOKS designed to help students develop reading skills. The Library books that are published by the direct publishers are apt for the perusal of average and above average pupils. But unfortunately they do not attend the third category of pupils. Commercial interests sometimes produce cheap reading materials to exploit such pupils. This is the Category which needs Special attention. Hence Books which are fit to their reading habits and reading performances and interests and attitudes are to be produced make use of.

To maximise the achievement in pupils, large varieties of simple literacy pieces are required to be interpolated suiting the ability of the children

The availability of such materials will be fully exploited for this purpose and some new materials are to be prepared to raise the comprehensive ability of reading, thereby encouraging them to read for pleasure.

Work shops for the production of such materials will be organised making use of the Authors of children's Literature.

All Primary Schools should be provided with Library and reading room facilities, provision for getting periodicals should be done regularly.

PROVISIONS:

1.	Work shops Nos.	1
	Experts Nos.	30
	Duration	15 days.

2. Reading materials to all schools:

3. Periodicals to all Schools:

3.5.15.

OPENING ECCE CENTRES:

The E.C.C.E . Centres pre suppose an oppertunity to create pre-schooling climate for the children below the age 5 who are expected to reach the Primary School very soon while children are being taken care for socialisations nourishment, protection and care, an academic orientation underlines in the moulding of an individual child.

To achieve the above mentioned objective 200 ECCE Centres will be opened attached to the Primary Schools. These centres will be vested with the basic amenities.

The priority crieterion of selection of the area is done where Anganvadies and Balavadies are rare in number.

Construction under project provision is restricted to 30 in SC/ST Belts, but postings of staff and supply of materials will be made in other Centres on condition that the construction work will be undertaken by the PTA

PROVISIONS:

Class Room- Construction	30
(Preserved for SC/ST belt)	
Teacher and Ayah.	To all newly opened schools
Furniture	To all newly opened Schools
play and Learning Material	To all schools

3.5.16

DISTANCE EDUCATION:

The impact of the in-service course depends on the follow up activities pursued by the participant. After completion of this, there is no chance for further contact. There by the man power and time spent for the courses become futile. This condition should not be allowed to continue. In case packages of informations and techniques of teaching could be delivered at the doors of the school, it might re-orient them afresh.

In rural Schools of the District, Sources of relevant information to supplement the textual material etc are rarely available. Therefore distance education materials would help the teachers to update their know-how.

On the teachers' part it is leisurely and cost nothing. The education that takes place without face to face contact between the teacher and the taught is said to be distance education. It includes correspondence packages. Feed back about the learning of the distance education of students is received through assignments completed by the students and returned to the main institution, where such assignments are assessed and results are communicated to learners. Distance Education have a number of merits, they provide opportunities to pursue life long education, They help teachers ~~improve their professional~~ in proper utilisation of leisure time.. They help teachers improve their professional competence. They provide opportunitites for learning in a flexible scheduling time of study

They allow individuals to learn at their own pace of learning. Jenkins' Points out the advantages of distance education, as rapid introduction of innovation and flexible scheme.

Printed materials will be supplied monthly once, along with response sheet, for 6 months. At the end of the course, through a contact programme the strength of the course Technique will be evaluated.

PROVISIONS:

1. Learning Materials
2. Contact Class.

ACTION RESEARCH:

Action research in education is an academic class room enquiry conducted by the concerned teacher to meet the immediate problems of the class. It has the integrity and systematic nature of investigation as that of a research.

Since class room problems adversely effect the achievement levels of all pupils, teacher has to play an active role by conducting action research and thereby solving the problems and sustaining a healthy atmosphere in the class.

The project recommends and iniste teachers to conduct action research, on the learning/ teachers/ class room problems, which will ultimately lead to the abolition of notes obstades.

Provisions:

1. One Action Research in each school
per year
2. Financial assistance to Action
Research

3.5.18

PUPILS JOURNAL

Providing opportunity to express the ideas of the children in writing help them to develop the imagination and creativity and to measure their own talents and gain self confidence which in turn gives a positive impact on achievement of the child. Hence it is intended to publish a journal by pupils.

- | | |
|----------------|--------------------------------------|
| 1. Title | - Pupils journal |
| 2. Periodicity | - Quarterly |
| 3. Articles | - Contributions from Primary schools |
| 4. Place | - Kasaragod |
| 5. Cost | - Rs. 5 |
| 6. Circulation | - Intra district |

Providing such an opportunity is the pooling of sprouting talents of the school children which is to be encouraged and nursed.

PROVISIONS:

- | |
|--------------------------------------|
| 1. Free supply to all schools |
| 2. Weightages for Childrens Articles |
| 3. 1500 Copies for the District |

3.5.19.

REFERENCE LIBRARY IN KANNADA LANGUAGE:

Since the reference facilities for Kannada Medium Teachers in Primary Schools, are practically nil, Provisions are to be made to make such authoritative and up-to-date Reference Books, for their perusal.

The Projects aims at establishing schools complex in different panchayats of the District, the vision is to make use of a General Platform for all the Primary School Teachers in the Panchayats. Hence if a reference Library in Kannada is made functional in the complex- centre School, it would be highly convenient for all to make use of it practically.

PROVISION:

Library Nos	19
Area Centre	Panchayat Complex School
Language	Kannada

3.5.20

HAND BOOK FOR TEACHERS

To get the Tribal Children involved in the general School activities, the teachers have to get familiarised with the colloquial terms of Tribals. Since teachers from all over the State work in the Tribal belts of this District, a " Tribal Language Linker ", specially designed, to orient the teachers, will serve the purpose.

This " HAND BOOK ", will be prepared in a workshop of Language report,

The text national of will contain the words and sentences most frequells spoken by the Tribal children and the corresponding Malayalam and Kannada usages there to. The copies of prepared hand books will be made available to the teachers in these schools.

...

CHAPTER - IV

PROJECT COST

4.1.

DPEP, being a programme for the solution of various problems and issues existed in the educational field of Kasargod District, relevant intervention are cited in chapter three which facilitate in the allocation of appropriation. The total cost apportioned for the interventions in the four major areas viz, Equity and Access, Enrolment, Retention and Achievement is 254.4459 millions (Table No.4.1). The detailed costing for components recurring and non-recurring parts are given in the tables appended.

4.2.

The total cost estimated for the intervention under the area. Access and Equity is 28.912.....millions. The cost for various intervention estimated in this caption is stated below: (4.2)

4.2.1 It is proposed to open ten new Primary Schools in different locality of the district where children at the age group of 6-11 are not enrolled due to non-availability of schools. The total cost as recurring and non-recurring estimates for the Project period for the intervention is 13.620....Millions (Table 4.21.).

4.2.2. ^A ~~Two~~ residential type of Gurukula Schools are proposed exclusively for the children of deprived community who are aloof from the main stream of the Society, Rs. 11.291..... Millions is set apart for the opening of Gurukula Schools (Table. 4-4.2:). The cost estimate includes construction of building, provision of infrastructural facilities and related expenditures. The salary cost of the proposed newly opened schools for the project period is included in the project cost and after the project period their salary and other recurring expenditure will be met from the State Exchequer (Table. 4-4.2.....) The total number of pupils benefited by this scheme is ~~1300~~, and per head expenditure comes to Rs. 0.0163M 690

4.2.3. One hundred Non-Formal Education centres are to be started for the benefit of working children at the age group of 6-11 who missed the formal School System. No construction of buildings is meant for this purpose. The Training cost and incentives to instructors in this intervention are estimated as Rs. 5:9.86 . . . Millions (Table 4-4.3).

Approximately 15000 working children will be able to accommodate in each centre in the first year and 2000 children during the whole project period. Per capita expenditures under this head is Rs. 8:29 . . . The scheme would end as and when the project is over.

4.3. . . An amount of 4-4.68 . . . million is apportioned for meeting the intervention under enrolment area (Table 4.5 . . .) cost against each intervention is paraphrased hereunder.

4.3.1. Parents and community should be sufficiently made aware of their children's education. For this a vigorous awareness campaign at District and Panchayat levels are to be organised which approximately cost Rs.4 millions (Table 4-5-1)

4.3.2. Another effective intervention for the creation of awareness among the Mothers and parents, is short term courses for three days which requires an expenditure of Rs. 0:4.68 . million (Table 4-5-2 .)

4.4. A total cost of Rs. 10-4.54 . . million is apportioned for the intervention in the area of retention (Table . . . 4-6 . . .) The Sub component and cost allocation against each item are detailed below:

4.4.1. Schools in the district have no playgrounds. Hence provision is given for levelling the grounds only in Govt. Schools where land is available . 2:5 . . . million is get apart for this purpose. All Schools are provided with play materials and . 1:4.64 M . . is computed to meet this expenditure.

4.4.2. It is found that there are no wells in 130 schools and schools lack water supply system. An amount of Rs. 3.25 million and Rs. million is estimated for constructing wells in 130 . . . schools and providing pump, motor tank etc. respectively. (Table . . 4-6 . . .)

4.4.3. Provision of Rs. 3.24 million forms a portion of the total project cost for providing urinals and toilets in 175 schools where they lack sanitation facilities.

4.5. An amount of Rs. 210.6069 million is allocated as the total cost for the different intervention of the achievement area (Table No 4-7 . . .) The cost for sub components of this area is detailed below:-

4.5.1. The total cost for training courses to teachers and ptjers ,eant fpr updating their professional know how is Rs. 4.6247 million (Table No. 4-7-1 . . .) The estimation includes the cost for training of head Masters; training of Educational Officers, training for resource persons and training for pre-primary Teachers § Table No.. 4.7-1 : . for the cost estimation is appended.

4.5.2. Supply of Teaching learning equipments is intended to make by an allotment of Rs. 8.258 . . millions. (Table No. 4.7-2 :) The cost under this item also (Table) is under the expenditure for the preparation and distribution of Audio Cassettes, supplementary technological materials (slides).

4.5.3. The cost estimated for the preparation and distribution of low cost and zero cost learning materials in Rs. . 0 : 28.42 million (Table . . 4.7-3 . . .) The preparation of learning materials is to be done through workshop.

4.5.4. Opening of two text book sub depots costs Rs. . 1-76 . . million which includes the cost of construction of buildings, furniture establishment charge (Table No . . 4-7-4 . . .)

. . . 4

4.5.5. Provision is made for the preparation and distribution of hand books by approximation of Rs. ~~1.402~~ ^{1.402} (Table No. 4-7-5..)

4.5.6. Monitoring and evaluation is to be comprehensive and continuous. Hence a provision of Rs. ~~2.206.37~~ ^{2.206.37} Million is set apart to conduct the visits by the resource persons and educational administrators and for the preparation of evaluation tools and to conduct

4.5.7. All Primary Schools are provided with desks, Benches, Chairs, Tables, Shelves and racks will be supplied to the Schools as per their requirement Rs. ~~47.144~~ ^{47.144} million is apportioned for this purpose.

4.5.8. The total cost of estimated for the construction of additional rooms is Rs. ~~15.84~~ ^{15.84} million. Construction is to be done in three phases. The estimated cost for the first phase, second phase and third phase is Rs. 5.04 million, ~~5.76~~ ^{5.76} million and ~~5.04~~ ^{5.04} million respectively (Table No. 4-7-8..)

4.5.9. Separation walls has been given a provision of Rs. ~~3.625~~ ^{3.625} million. The construction work is to be done in 3 phase and the cost for the first, second and third phase is Rs. ~~1.25~~ ^{1.25} million, ~~1.25~~ ^{1.25} million and ~~1.25~~ ^{1.25} million respectively. (Table No. 4-7-8..)

4.5.10. Rs. ~~29.76~~ ^{29.76} million is set apart to meet the expenses in connection with the replacement of ~~93~~ ⁹³ thatched, rented or dilapidated School sheds in the district.

4.5.11. For the formation of Education Complex in Panchayat level, and the conduct of different educational activities, Rs. ~~12.336~~ ^{12.336} million is set apart.

4.5.12. A provision of Rs. ~~1.11~~ ^{1.11} million is given to augment the DIET to meet the educational demands of the district. Expenses will be met for providing the vehicle; Telephone, computer and other essential equipments, compound wall approach road and for employing a night watchman.

4.5.13. The total cost estimated for the compensation education for under achievers is Rs. 6.456 . . . million. This cost includes the cost for the preparation and free supply of work books to these groups and the incentives to the teachers.

4.5.14. Provision for library facilities is made in the project. The total cost for this is Rs. . . . million which includes supply of books, preparation and printing of supplementary readers and also for meeting the expenditure for the periodicals for the project period (Table No. 4.2-13 . . .)

4.5.15. Rs. 42-6125 . . . million is set apart for opening 100 ECCE centres for providing non formal education to children in the age group 6 to 14 who belong to the working class.

4.5.16. The total cost estimated for distance Education is Rs. 7-0 . . . million. It includes the expenditure for organisation, contact programme and for the preparation of printed materials and for conducting of workshop (Table No. 4.2-15 . . .)

4.5.17. Provision is made to conduct action research by the teachers in their class rooms Rs. 0.5844 million is kept apart to meet the requirement.

4.5.18. Pupils' Journal is a new venture in promoting the written expression of children. Rs. 0.39 . . . million is set apart to meet the expenditure in connection with the printing and distribution of the Pupils' Journal.

4.5.19. Rs. 1-0 . . . million is set apart for erecting a Kannada Library with sufficient number of authoritative library and reference books.

4.5.20. To bridge the gap between the colloquial tribal language terms and that of Malayalam and Kannada, a language linker will be designed and prepared. Rs. 0.03 million is set apart to meet its expenses.

CHAPTER-V

THE PROJECT MANAGEMENT:

Since the Project assumes the dimensions at the district level, the total participation of the District need to be assured at all levels. This is how the project contemplated to become the programme of the people. To achieve the project goals in toto, every inch of planning and execution of the project should be done at the grass root level. There is no other viable means to ensure this except the committee of people for the effective co-ordination of the programme, a three tier organisational system is to be made at the district, panchayat and the school levels.

The main thrust being the Academic achievement, pre supposes the dominance of an academic exercises at all stages. Therefore, a three tier Academic Committee will call for functions at District, Panchayath and School Levels.

PROJECT MANAGEMENT

An autonomous body named Primary Education Development Society of Kerala (PEDSK) is being registered as per the provisions in the charitable societies Registration Act 1955. The society will have the following structure.

1. A governing body consisting of 41 members with the Chief Minister of the state as Chairman and the Minister ~~ix~~ for Education as Vice chairman and M.D as member secretary.

2. An executive committee consisting of members with the Minister for Education of the state as chairman and secretary to the Government, General Education department as Vice Chairman and the Managing Director of the society as the convenor.

The Chief executive of the society will be the Managing Director an officer of the Indian Administrative service. The functions of the Governing body will be to provide guidelines for the functioning of the society and to take necessary corrective actions by way of policy directives issued to the MD. The functions of executive committee which consists of expert in various connected fields include rendering necessary technical advice to the M.D and to issue approval any transaction which is beyond the powers delegated to the Managing Director. This executive committee has full financial powers without any restriction. The management structure of the society is designed to incorporate the missionary approach decentralisation of powers and participatory management. The Managing Director is assisted by four project Directors in the rank of additional Director of Education Department as detailed below.

....2/-

- a. Project Director (Academic)
- b. do (Civil Works)
- c. do (Monitoring & evaluation)
- d. do (Finance, audit & accounts)

The Project Director (Academic) will be a provose academic an who has rendered valuable service in the field of Primary Education with DIETs State Institute of Education etc who has post Graduate qualifications. The project Director (Civil works) will be a suprending Engineer taken on deputation from PWD who is authorised to exercise the technical powers of the Chief Engineer in order to deal all the situations develop- ing in the implementation of the project. The project Director (Monitoring & evaluation) will be an expert in the 'MIS' system who possesses an MBA in the appropriate branch. The project Director (Finance) shall be a joint secretary from the Finance department or an officer from the Accountant Generals office. These 4 Project Directors are to be provided with minimum office and technical staff as shown in table. The District Project Director who is the implementing officer at the district level works directly under the control of the Managing Director. The District Project Director is given advice by an advisory committee headed by the District Collector. The president of the District Council will be the Vice-Chairman of the advisory committee. The Advisory Committee shall consist - members as detailed below.

.....3/-

The members of the advisory committee are as follows.

1. Deputy Director Education
2. DEOs of that Revenue District
3. District Officers of SC/ST
4. District Officer of P.H.
5. Officer of the Social Welfare Department
6. Five PIA members out of that two will be from other PTAS/
Mother sangamam
7. Five Panchayat Presidents nominated by the Chairman
8. Standing Committee Chairman (Education)
9. Five AEOs nominated by the Chairman
10. District Co-ordinator saksharatha Samithi
11. Three Primary school Headmasters nominated by the Chairman
12. Three High School Headmasters nominated by the Chairman
13. One T.T.I Headmaster nominated by the Chairman
14. DIET Principal
15. The District Project Director (*Member Secretary*)
16. ~~Member Secretary~~ *One Municipal Chairman of that Project District
nominated by the Chairman*
17. ALL MLAs and MPs

~~One Municipal Chairman of that project District nominated by the Chairman/~~ The functions of this advisory committee shall be similar to those of the governing body at state level. The District Project Director will be in the ^{rank} service of Joint-Director. He will be assisted by 4 subordinate officers with supporting staff as detailed below.

The DIET of the District headed by the Principal will work under the project Director for the implementation of the project. The capacity of the DIET should be augmented to meet the additional requirements.

- b. An engineering division headed by an Assistant Executive Engineer and supporting staff who has the powers of an Executive Engineer in P.W.D.
- c. Monitoring and evaluation officer in the rank of Deputy Director Statistics Department.
- d. Finance, audit and accounts officer in the rank of Accounts-officer Grade II of Education Department with supporting staff.

The monitoring and evaluation will have Panchayat level monitoring committees working under him. The Panchayat level committees will have school level committees working under them.

In each project Districts the monitoring committees will be set up in each Panchayat with the Panchayat President as Chairman. The committee consists of the following members
Local Member of the District Council.

Women members selected from Mother PTA in the Panchayat
2 Male members selected from the school PTAs in the Panchayat.
Out of the Panchayat member One Primary Headmaster elected by PTAs of the Panchayat, AEO concerned, One Headmaster of the school complex of that panchayat (In the case of more than one school complex by election by respective PTAs) One HM from High School to be selected by PTAs. One resource person

from the sub centre of that Panchayat if any.

The school level committee consists of the PTA president as the Chairman and the school Headmaster as the member secretary. The Panchayat ward member, the staff secretary of the school, the President of the mother PTA will be the members of that committee.

The above management system have direct access to participatory managements by providing membership at various levels in sufficient numbers from the beneficiaries. The PTA/Mother PTA represent the beneficiaries. A general meeting of all PTA presidents of the District will be convened to elect their representatives from the school level committee, Panchayat level and District level committee and the governing body. This process assures participation by the beneficiaries. The responsibility for the conduct of the election will be vested with the officer in charge of monitoring and evaluation at the district level. The organization chart for the above set up is furnished in Annexure.....The detailed staff structure is furnished in table.....The implementation responsibilities are given in Annexure.....

organograph
District Level functions

Primary Educational
Development Society
Kerala.
(PEDSK)

District Project Director

Chairman
District collector

vice-chairman
President District council

Advisory Committee

organograph

Primary Educational Development Society

(PEDSK)

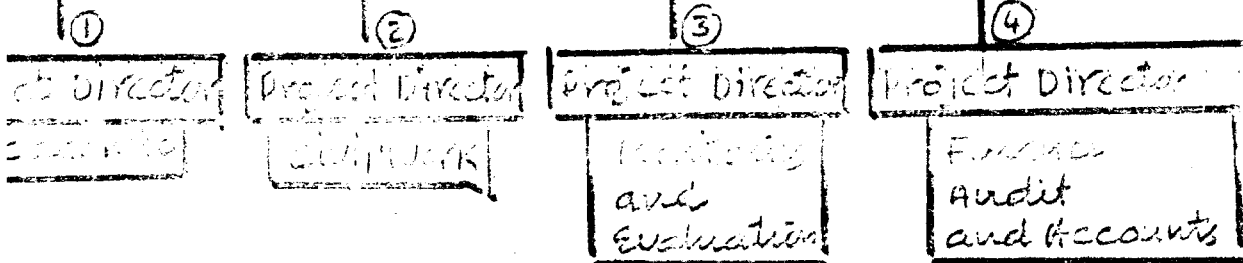
Executive committee

chairman
Education Minister

vice-chairman
Secretary to the Government
General Education

convener
Managing Director
Chief Executive

Project
Director



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Organo graph

Primary Educational Development Society, Kerala.
(PE DSK)

Governing Body

Chairman
Chief - Minister

Vice - chairman
Education Minister

Managing Director
Member - secretary

District Project Director

Chairman
District Collector

Vice - chairman
President District Council

Advisory Committee
members

Executive Committee

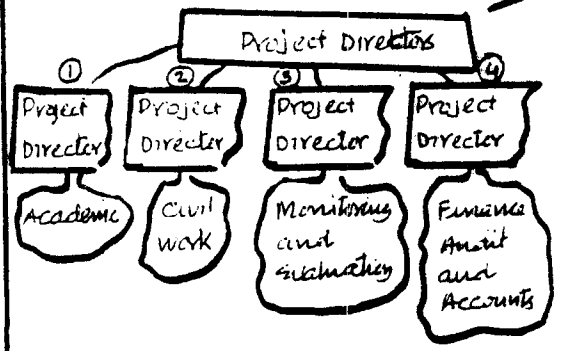
Chairman
Education Minister

Vice - chairman
Secretary to the Government
General Education

Convener
Managing Director
Chief Executive

Project Directors

Project Director
Project Director
Project Director
Project Director
Academic
Civil work
Monitoring and Evaluation
Finance and Accounts



State Level

Sl. No.	Nos.	Scale of pay
1. Managing Director	1	5100 - 5700
2. Project Director	4	4800 - 5300
3. Subject Expert	2	4400 - 4900
4. Asst. Engineer	1	
5. Draftsman Grade I	3	
6. Assistant Director (Statistics)	1	
7. Assistant Director (Computer)	1	
8. Junior Supdt	1	
9. Clerks	3	
10. ...	1	
11. Typist	2	

.....7/-

<u>District level</u>	Nos.	Scale
1. District Project Director	3	3000- 5000
<u>ADMINISTRATIVE STAFF</u>		
2. District Officer Training	3	2500-4000
3. District Officer (General)		
4. Assistant Engineer	3 x 3	
5. Overseer Grade I	3 x 3	
6. Overseer Grade II	3 x 3 x 3	
7. Head clerk	1 x 3	
8. L.E. Clerk	3 x 3	
9. Clerk	9	
10. Watcher/Peon	4 x 3	
11. Driver	1	
12. Accounts Officer	1 x 3	
13. Jr. Supdt.	1 x 3	
14. Clerk	2 x 3	
15. Typists	2	

CHAPTER-VI

BENEFITS AND RISKS

The Project pre-sets educational benefit out of the programme from Village level implementation to the district level. The first signal of the total school system not only reflects in the physical climate of the School, but also updates and modernise to suit the requirements.

By this scheme, the urban/rural village, in which the schools are situated, will witness no more non-entrants and non-achievers. The additionality of infra structure totally reforms the educational transmission system and the school might appear to be a centre of attraction of academic activities for the children. Total enrolment and achievement in the minimum level of learning is made possible. This positive results bring the dropout rate to zero. Female literacy rate also increases to an appreciable level. Minority group gets equal chances thereby standardisation of cultural, political and social well being of the people in the project area, is found to be effected.

RISKS:

The risks involves first in the creation of an awareness in the community in their natural environment and social conditions before executing the programme directly. A deliberate attempt of realisation of objectives in the prevailing situation as the by product of educational negligence around the school area, is once again established. The Project and programme of U.A.E. and minimum level of achievement, therefore, anticipates crores of rupees being utilised from planning level upto the assessment stage, hoping to materialise the long cherished constitutional obligation. It is, therefore, more binding on us that it does not go waste and ensure that

:2:

this national investment generates the required output. Losing sight of vision and relaxation of acceleration may cripple the tempo at any level hence more responsibility on the part of teachers.

Eventhough the financing of the project is from outside the state, by the time the project period ends, the state government will be able to afford the recurring expenses in connection with the project in the succeeding years. The scheme is replicable. The class rooms recommended to be constructed during the project period is of the same size 6m x 6m which is prevalant in the existing schools. The construction cost estimated with project is low. Hence it can be replicated. The training programme is designed, so as to enable the programmers and planners to extend similar projects in the field.

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