

*SARVA SIKSHA
ABHIYAN*

DISTRICT ELEMENTARY EDUCATION
PLAN
2003-2004

PALAKKAD DISTRICT
KERALA

PREFACE

The District Primary Education Plan for Palakkad District is the result of a series of studies, surveys and consultative meetings. At school, Panchayat and Block level participatory planning process was conducted in which active involvement of Local Body Members and NGOs were ensured. The findings of the academic study missions conducted by DPEP were also useful in this regard. The proposals in this document will be helpful in achieving the aims of SSA i.e. to provide useful and relevant elementary education for all children in the age group of 6 to 14 years by 2010. Many innovative activities are suggested in this document to address district specific issues, especially for the Tribal hamlet in Attappady Area. Nearly 7% of the total financial outlay is provided for the educational upliftment of this area.

The Annual work plan and Budget for 2003-2004 is submitted for approval.

**Principal,
DIET, Palakkad**

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Deputy Director of Education,
Palakkad

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CHAPTER 1

INTRODUCTION

Palakkad is one of the fourteen revenue districts of Kerala. The formation of Palakkad district was on 1st January 1957. Its geographical position, historical background, rural nature, educational status, tourist attractions and developmental activities that are carried, are wide and varied.

This District, situated almost in the centre of the state, has no costal line. The district opens the state to the rest of the country through the Palakkad gap. This 32 to 40 Kms wide natural gap in the 960 Kms long western Ghats is perhaps the most influential factor for the unique characteristics of the district such as climate, commercial as well as cultural exchanges between the state and the rest of the country. Palakkad witnessed invasions of historical importance that have left indelible impressions on the history of Kerala. Bharathapuzha the longest river in Kerala, originates from the highlands and flows through the entire district

The district is one of the main granaries of Kerala its economy is primarily agriculture. Agriculture engages more than 65% of the workers and 88.9% of the district population is rural in nature. The proximity and easy approach to Tamil Nadu has caused the admixture of Malayalam and Tamil culture, here.

This district is perhaps the foremost in fostering carnatic music. Great musians like Chembai Vidhyanatha Bagavathar and Palakkad Mani Iyyar, who have enriched Carnatic music by their contributions, hailed from this district.

Forests, numerous streams, several Dams, and Gardens in them have made this district a tourist paradise.

HISTORICAL BACKGROUND

Palakkad district has a rich historical heritage. It has its own special characteristics. The fort of Hyder Ali tells us the story of Mysore invasions and the advent of the British to this part of the country. The Victoria College started in 1866, marks the beginning of higher education in Malabar. The Jain Temple near Chynnambuthara speaks of the magnanimity of the king of Palakkad who provided shelter to the people who escaped the religious persecutions of the king of Mysore five hundred years ago.

The ancient history of Palakkad is shrouded. According to William Logan, the author of 'the Malabar manual' the Pallava dynasty of Kanchi might have invaded Malabar in the second or third century. One of their head quarters was a place called 'Palakada' which would be the present day Palakkad. Malabar had been invaded by many of the south Indian ruler. For many centuries it was ruled by Perumals. They had under them some powerful Udayavars who held the authority in their own respective territories. After the rule of the Perumals, the country was divided among these chieftains. The Valluvakonathiry(Ruler of Valluvanad), the rulers of Vengunad (Kollengode Rajas) and Sekhari Varma (Raja of Palakkad) were the prominent rulers of this region, after the Perumals.

When the Zamorin of Kozhikkode invaded Palakkad in 1757, the Raja of Palakkad sought the help of Hyder Ali of Mysore. Hyder Ali's help forced the

Zamorin to retreat. Later Hyder Ali subjugated all territories in Palakkad, which were under the possession of Zamorin. Thus the whole area possessed by the Raja of Palakkad passed into the hands of Mysore Rulers – Hyder Ali and his son Tippu Sulthan . The war between Tippu and the East India Company ended with the treaty of 1872, and all the possessions of Tippu in Malabar were ceded to the British. Gradually these form part of the Malabar district of the Madras Presidency.

SOCIO ECONOMIC FEATURES

In Palakkad district 8,77,809 peoples are workers. Of them 5,72,539 are males and 3,05,270 are females. As in any part of the states the socio and economic status of the people in the district is undergoing changes. The breaking up of the joint family system and the increase in partition of all 'Taravads' has led to the disappearance of the importance of High caste Hindus society. A survey of the social and economic seen shows that those of education, employment, trade commerce and industry have replaced the values based on caste and land in reason times.

'Rice bowl of Kerala is the synonym of Palakkad . The net cultivated area of the district is 284 lakh hectares that is 64% of the geographical area. Food crops accounts for about 80% of the gross cropped area and paddy alone accounts for about 60%of it. Cocunut, groundnut, cotton, sugarcane, pepper, banana and cashew are some of the major cash crops raised. Traditionally agricultural based Palakkad is all set to be the industrial capital of the state. The department of industries and commerce has identified the Kanjikode belt, connecting Palakkad and Coimbatore as an area for industrial development . The excellent infrastructure facilities like NH 47, trunk railway line; near by airport at Cochin, Calicut and Coimbatore, cheap availability of land and labour, cheap power and water etc are the main attractions of industrialists.

CULTURAL AND LINGUSTIC FEATURES

The proximity and easy approach to Tamil Nadu have caused the admixture of Malayalam and Tamil culture here. Palakkad district has a glorious cultural tradition, worthy contributions have been made by talented artists of this district for maintaining and enriching the classical dance forms of Kerala. The musical tradition of Palakkad district is unchallenged. The district has been blessed with the birth of late Sri. Chembai Vaidhyanatha Bagavathar, the exponent of Karnatic music and Sir. Palakkad Mani Iyer, the inimitable master of Mridangam

Konganpada is a grand festival of historical importance in the Bhagavathi Temple at Chittur. There is an ancient Jain temple at Jainemedu, near the Palakkad Town. Kalpathy Viswanathaswamy Temple is the oldest Siva Temple in Malabar. The district is gifted with this beauty of virgin and verdant Nelliampathi Hills , the precious and unique Silent Valley National Park, the famous Parambikulam Wild Life Santury, Attapadi Hills and more than half a dozen dams like Malampuzha and Mangalam, Pothundi, Kanjirapuzha, Shiruvani and Parambikulam.

RELIGION AND CUSTOMS

Hinduism is the predominant religion in the district. Nearly 76% of the population belongs to Hindu community. All the sub casts of Hindu community are well represented in the district. The vellodis and nedungadis, two sections of nair community, peculiar to Malabar area are represented in this district also. Sections of Hindu community peculiar to this district are Muthuvan, Mannadiar, Gupthan and Tharakan.

Vishnu and shiva are popularly worshiped. Kshethrams and Ambalams are dedicated to these major deities. The Kavs Kovils are dedicated to deities like Ayyappan, Subramnian Badhrakali, Hanuman and even malignant demons. Snake worship has been widely prevalent in these parts. The worship of ancestors is also practiced by Hindus. Offerings are made to departed souls on new moon Smkranthi days.

The Muslim community is the second largest, forming 21.2% of the population. A particular section of the Muslim community whose mother tongue is Tamil, are known as Ravuthars. These people came as traders and soldiers. They belong to the Hanafi sect of Islam. Most of the residence is in Alathur, Chittur and Palakkad taluks. The way of life of this particular section is much influenced by the Tamil culture, especially in marriage customs and food habits.

There is another sect of Muslims known as Pattanis. They are also called as Decanese. They came from Decan with Mysore rulers and settled here. Traditionally, they are well trained horsemen. Their influence in Palakkad can be seen from the fact that a street is named after them as Pattani street. They also belong to the Hanafi sect of Muslims. The rest of the Muslim community is known as Mappilas.

The numerical strength of the Christian community in the district, according to the 1971 census, is 45,426. Almost all sections of the Christian community are represented. A good number of Christians have moved to the hilly tracts of the district in search of land and a living.

The forest region of Palakkad district is notable for its tribal population. Irular, Kurumbar, Mudugar, Eravalas, Malamalasar, Malasar, Kadar, Malayar, etc. are the tribals living in these forests. Attapady is an important center of tribal people. The beliefs, customs and ways of these tribal people are distinct; each class having its own traditional customs and ways of life.

ADMINISTRATION

The present Palakkad district, as an administrative unit, was formed on the first of January 1957, comprising of Palakkad, Perinthalmanna, Ponnani, Ottapalam, Alathur, and Chittur.

When the Malappuram district was formed on the 16th of June 1969, Ponnani taluk excluding Thrithala firka and the villages of Vadakkekad, Punnayur and Punnayurkulam Perinthalmanna taluk consisting of Mankada firka Perinthalmanna firka excluding Karkkidamkunnu and Chethallor amsoms were transferred to Malappuram district. A new taluk namely Manarghat, was formed by grouping 19 villages of the erstwhile Perinthalmanna taluk. While retaining the Thrithala were brought under Chowghat taluk. Recently some portions of Karavarakundu village of Malappuram district were also added to Palakkad.

At present the palakkad district consists of two revenue divisions, five taluks and 145 villages. The revenue divisions are palakkad and Ottapalam. Palakkad, alathur and Chittur taluks form palakkad revenue division and Ottapalam and Mannarghat taluks form the Ottapalam revenue division. There are 13 development blocks and 90 panchayaths in the district. The total area of the district is 4480sq. Kms.

The revenue Divisions and Development Blocks are as under.

Taluk	Block	Area in Sq. Kms.
Alathur	Alathur	312
	Kuzhalmannam	315
Mannarakkad	Attapadi	827
	Mannarakkad	359
Chittur	Chittur	290
	Kollengode	328
	Nemmara	640
Ottapalam	Ottapalam	220
	Pattambi	224
	Srikrishnapuram	219
	Trithala	172
Palakkad	Palakkad	723
	Malmpuzha	-

AGRICULTURE

'Rice bowl of Kerala' is the synonym for Palakkad. The net cultivated area of the district is 284 lakh hectars. ie., 64%of the geographical area. Major portion of the cultivable land is used for raising food crops. All food crops together accounts for about 80%of the gross cropped area and paddy alone accounts for about 600%of it. Coconut, ground nut, cotton, sugarcane, pepper, banana and cashew are some of the major cash crops raised. The intensive Agriculture Development Programme, popularly known as the package programme was started in the district in 1962-63 in five developmental blocks. The programme was implemented in stages in the entire district, except the Attapadi tribal block. Introduction of highly yielding variety of paddy seeds has augmented the production of paddy considerably.

The Intensive Paddy Development Unit Programme or the "Éla " programme and the T and V Programme were introduced in the district in 1971 and 1982 respectively. These programmes were discontinued and Krishi Bhavans started functioning in 1987 in all panchayaths and municipalities

There are a number of Agricultural institution like the Regional Agricultural Research Station, Soil Testing Laboratory, Fertiliser Quality Control Laboratory, Mushroom Laboratory and Agriculture Engineering Work shop.

Seeds of different paddy varieties are produced and distributed through the five State Seed farms in the district situated at Alathur, Ananganadi, Kongad, Kannur and Muthalamada. At the 325 hectare orange and vegetable Farm at Nelliampathy orange, coffee, cardamom, mango and vegetables are cultivated. The fruit processing unit in this farm is popular for its squashes, jams and jellies. The Integrated seed development farm at Maalmpuzha are some of the other important institutions where coconut, vegetables, mango and ornamentals are cultivated. Training centers such as RATTC, Malampuzha and F T C Alathur started functioning for imparting training to agricultural officers and farmers respectively. A special rice production programme with financial assistance of Rs.20 crores is being implemented from 1994-94 for boosting paddy production.

ART AND CULTURE

Palakkad District has a glorious cultural tradition. It is said that Thunchathu Ramanujan Ezhuthachan, the father of Malayalam Literature, spent his days in Chittur. To commemorate this there is the Thunchathu Acharya Madam at Chittur. Kunjan Nambiar the most popular poet of Malayalam and the founder of thullal, purely a Kerala Art form, had his birth in a small village called Killikurussi mangalam(Lakkidi) in this district.

Worthy contributions have been made by talented artists of this district for maintaining and enriching the classical dance form of Kerala, such as chakkiyar kooth, Thullal, Kathakali, and Mohiniyattam. Mani Madhava Chakkiyar for koothu and Vazhenkada Kunju Nair for Kathakali are the two names to be remembered for in this context. The Kalluvashi chitta the most popular school of Kathakali had its origin in Palakkad district and its exponent was the Late Sri. Vazhenkada Kunju Nair. The musical tradition of Palakkad is unchallenged. The district has been blessed with the birth of Sri. Chembai Vaidyanatha Bagavathar, the exponent of Carnatic music and Sri. Palakkad Mani Iyer the inimitable master of Mridangam. Sri. C. Sankaran Nair also belongs to Mankara a place in the district. Among the eminent personalities of the district late KPS Menon, diplomat and author who won the Lenin Prize and Late KP Keshava Menon, the freedom fighter, celebrated author and journalist. Swadeshbimani Ramakrishna Pillai spent his life in exile at Vadkkanthara near Palakkad town. Some of the old temples in the district have in them beautiful and sculptures of great artistic value.

GEOGRAPHICAL FEATURES

Based on the physical features, the district is divided into two natural divisions midland and highland. The midland region consists of valleys and plains. It leads up to the highland which consists of high mountain peaks, long spurs, extensive ravines, forests and tangled jungles. While Ottapalam taluk lies completely in the midland region, all other taluks in the district lie in the midland and highland regions. The road and rail links between Kerala and Tamil Nadu pass through Palakkad gap

The Western Ghats has an average altitude of 5000 feet except for two peaks of more than 6000 ft. the important peaks above an altitude of 4000 ft. are Anginda peak (7628ft.), Karimala peak (6556ft.), Nellikotta or Padagri peak(5200ft.) and Karimala Gopuram (4721ft.).

TOPOGRAPHY AND CLIMATE

Palakkad District lies between north latitude 10° 46' and 10° 59' and east longitude 76° 28' and 76° 39'. It is bounded on the east by the coimbathore district of Tamilnadu, on the north-west by Malappuram district and on the south by Thrissur district.

The climate of the district is tropical. The obvious fact which strikes and observer, according to Logan, is the uniformity of temperature in the Malabar area. During dry weather, hot winds blow from the burning plains of Coimbatore through the Palakkad gap. Palakkad district has uniform rainfall as well.

Soil

The soil of Palakad district is mainly of four types, namely, peaty(Kari), laterite, forest and black soil. Peaty soil is found only in Thrithala firka of Ottapalam taluk. Laterite is seen in the major portion of all taluks. Forest soil is confined to Manarghat and Ottapalam taluks, Alathur taluk and along the southern boundary of Chittur taluk. Black soil is seen mostly in the eastern sector of Chittur taluk and a small part of palakkad taluk.

Minerals

Low grade iron ore (magnetite) is found at Kollengode, Mannarghat and Muthalamada. Limestone deposits are found in the Chittur and Kozhinjampara firkas. Limestone deposit is found in Walayar forest area where the government has started a cement factory.

Rivers

Bharathapuzha, with her tributaries, sprawls across the entire district. The river takes its origin from Anamalai hills and flows through the district of Palakkad, Malappuram and Thrissur before emptying into the Arabian Sea at Ponnani. Its four main tributaries are Gayatripuzha, Kannadipuzha, Kalpathypuzha and thuthapuzha.

Gayatripuzha

This river originates from Anamalai hills and after traversing through Kollengode, Nemmara Alathur, Vadakkancherry and Pazhayannur, joins Bharathapuzha at Mayannur. This tributary has five main sub-tributaries, they are Mangala river, Ayalurpuzha, Vandzhipuzha, Meenkara puzha and Chulliyar.

Kannadipuzha

It is also known as Chitturpuzha or Amaravathipuzha. This river, which also starts from the Anamalai hills, flows through Thathamangalam and Chittur and joins the main river at Parli. Three main streams combine to form this river. They are Palar, Aliyar and Uppar.

Kalpathy puzha

This river starts from the place called Chenthamarakulam in the hills, north of Walayar. This is also known as Korayar. Kalpathypuzha is formed by four streams, viz., Korayar, Varattar, Walayar and Malampuzha.

Thuthapuzha

Thuthapuzha, otherwise known as Pилanthol river, starts from the Silent Valley hills and joins the main river about two kms. Off Pallipuram railway station. The important streams which feed this tributary are Kunthipuzha, Kanjurapuzha, Ambankadavu and Thuppanndipuzha.

The length of Bharathapuzha is 374.40 kms. and its catchment area is 6186 sq. Kms.

The Bhavani river originates from the Kunda mountains in the Nilgiris, makes a circuitous course through the Attappady valley and returns to the shadow of Nilgiri mountains. The catchment area of the Hnavamni river within Kerala is 220 sq. miles yielding an annual run off of 27,000 million cubic feet of water. Of the rivers of Kerala, Bhavani River is one among the three, which prefers Bay of Bengal to the Arabian Sea.

Flora And Fauna

The flora of Palakkad district is characteristically tropical. Owing to the seasonal rainfall, moderate temperature and the mountainous eastern border. Major portion of the district comes under the midland region and is under cultivation. Some of the dominant trees in the region are Eppothi (*Macaranga Indica*), Mavu (*Mangifera*), Parnglmavu (*Ancvardium Occidentale*), Pilavu (*Artocarpus integrifolia*), Elavu (*Cieba Pentandra*), Ezhhilampala (*Astomia Scholoris*), Urakklam Thoongi (*Enterolobium Saman*), Mullumurikku (*Erythrina Indica*) and Aranamaram (*Polyalthia Longifolia*). Intermingled with these are other trees like *Osboekia Ostadra*, *Lantana Sculeata*, etc. Rubber and teak with these are on the whole trees like *Osboekia Ostadra*, *Lantana Sculeata* common in the hills. The midland region gradually merges with the hilly forests.

No animal can be mentioned peculiar to this district. Elephants are common in almost all parts of the forest. Tiger, Leopard, Gaur, Bear, etc. are sometimes found in the thick forests. Sambar and Spotted Deer are seen in large numbers. Nilgiri langur, bonnet monkey, slender loris, jungle cat, different types of mangoes, jackals, squirrels, hares, etc. are found in the forest. Birds are represented by the jungled crow, ring crow, myna, wood peckers, sunbird, king fishers, sky lark, paradise fly catcher, parrots, peacocks, pigeons, poisonous and non poisonous snakes are common in the district. The Silent Valley area, 40Kms from Mnannargat town, has the distinction of being a rain forest, very rare in the world. It is spread over an area of about 9000 hectares. This thick forest is rich in some of the rare species of plants and animals.

DISTINCT FEATURES

LOW LITERACY AMONG TRIBAL POPULATION

Even after the widening educational facilities and the massive campaign of literacy, palakkad still remain as a backward district. The contributing factor of low literacy of Palakkad is the large tribal population of the district. Attapady which is as large as Alappuzha district along with Kozhinjapara, Permutty and Nelliampathy constitute the tribal belt which are characterised by illiterate tribal population. So special attention need to be made for the total educational development of the area.

BILINGUAL POPULATION

Eastern part of the Palakkad constitute the major bilingual area of Palakkad. The large Tamil population have different educational needs and aspiration which always being neglected by main stream educational developmental programmes. Hence special attention need to be made to cater the needs of Tamil minority population.

AGRARIAN POPULATION

Palakkad which is the rice bowl of kerala provide paddy to the state as a whole. The agricultural workers especially from the eastern belt of palakkad which constitute large percentage of population see little importance to education. Most of the students from the agricultural family are first generation learners who need special attention.

WORKING CHILDREN IN TOWNS

Even though child labour is prohibited in India, it is prevalent in small percentage among the city population which necessitates the setting up of alternate school in Vennakkara in Palakkad town under the initiation of DPEP. Migrating children and street boys are not rare in Palakkad, thanks to proximity to Tamil Nadu.

SITUATIONAL ANALYSIS LEADING TO THE LAUNCHING OF SSA

DPEP is introduced in Palakkad district to improve quality of education. DPEP is instrumental in the quality of primary education, improving school facilities as well as ensuring people participation in education. The sustainability of the interventions and achievement are to be ensured.

The vast tribal area and tribal population in Palakkad is a distinct feature of the district which have a direct impact in the literacy level. Some significant

interventions are required to improve literacy and bring them to the main stream educational scenario.

The vast majority of bilingual population have entirely different needs and aspiration which often neglected. We have to tackle it effectively.

The concept of quality is educational being interpreted differently by parents in the context of expansion of unaided schools. Besides proper orientation about quality, effort are to be made to improve quality in government and aided institution to instill confidence among parents in public educational system.

FEATURES OF SARVA SHIKSHA ABHIYAN

Sarva Shiksha Abhiyan is an effort to universalize elementary education by community-ownership of the school system. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to the poorest children, through provision of community-owned quality education in a mission mode.

1. WHAT IS SARVA SHIKSHA ABHIYAN

- A programme with a clear *time frame* for universal elementary education
- A response to the demand for *quality basic* education all over the country.
- An opportunity for promoting social justice through basic education.
- An effort at effectively involving the Panchayati Raj institutions. The school Management Committees, the Village and Slum level Educational Committees, The parents' Teachers' Associations. The Mother Teacher Associations, the Tribal Autonomous Councils in the management of elementary school.
- An expression of political will for universal elementary education at the highest level.
- A partnership between the Central, State and the local government.
- An opportunity for States to develop their own vision of elementary education

2. AIMS OF SARVA SHIKSHA ABHIYAN

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social and gender gaps, with the active participation of the community in the management of school.

Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allows children and

opportunity to work for each others' well being rather than to permit mere selfish pursuits.

3. OBJECTIVES OF SARVA SHIKSHA ABHIYAN

- All children in school. Education Guarantee Center, Alternate School 'Back-to-school' camp by 2003;
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary educational level by 2010.
- Universal retention by 2010

4. BROAD STRATEGIES CENTRAL TO SSA PROGRAMME

Institutional reforms : - As part of the SSA, the central and the State governments will undertake reforms in order to *improve efficiency of the delivery system*. The states will have to make an objective assessment of their prevalent education system including. Educational administration, achievement levels in schools, financial issues, decentralization and community ownership, reviewed of State Education Act, rationalization of teacher deployment and recruitment of teachers, monitoring and evaluation, education of girls, SC/ST and disadvantaged groups, policy regarding private school and ECCE. Many States have already carried out changes to improve the delivery system in elementary education.

Sustainable Financing :- The Sarva Shiksha Abhiyan is based on the premise that financing elementary education interventions has to be sustainable. This calls for a long – term perspective financial partnership between the Central and State governments.

Community Ownership: The programme calls for community ownership of school-based interventions through effective decentralization. This will be augmented by involvement of women's group VEC members and members of panchayati Raj institutions.

Institutional Capacity Building:- This SSA conceives a major capacity building role for national and state level institutions like NIEPA/NCERT/NCTE/SCERT/SIEMAT. Improvement in quality requires a sustainable support system of resource persons.

Improving Mainstream Educational Administration: - The programme will have a community based monitoring system. *The educational Management Information System(SMIS)* will correlate school level data with community-based information from micro planning and surveys. Besides this every school will have a notice board showing all the grants received by the school and other details.

Habitation as a Unit of Planning: - The SSA works on a *community based approach* planning with habitation as a unity of planning. Habitation plans will be the basis for formulating district plans.

Accountability to community :- SSA envisages *cooperation* between teachers, parents and PRIs, as well as *accountability* and *transparency*.

Priority to Education of Girls :- Education of girls, especially those belonging to the scheduled castes and scheduled tribes will be one of the *principal concerns* in Sarva Shiksha Abhiyan.

Focus on Special Group :- There will be a focus on the educational participation of children from SC/ST, religious and linguistic minorities. Disadvantaged groups and the disabled children

Thrust on Quality :- SSA lays a special thrust on making education at the elementary level useful and relevant for children by improving the curriculum, child centered activities and effective teaching learning strategies.

Role of teachers :- SSA recognizes the critical and central role of teachers and advocates a focus on their development needs. Setting up of BRC/CRC, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum related material development. Focus on classroom process and exposures visits for teachers are all designed to develop the human resource among teachers.

CHAPTER II

DISTRICT PROFILE

PLACE OF DISTRICT HEAD QUARTERS : PALAKKAD
 NO OF TALUKS : 5
 NO OF MUNICIPALITIES : 4
 NO OF PANCHAYATS : 90
 NO OF CD BLOCKS : 13

The revenue Divisions and Development Blocks are as under.

Taluk	Block	Area in Sq.Kms
Alathur	Alathur	312
	Kuzhalmannam	315
Mannarkkad	Attappadi	827
	Mannarkkad	359
Chittur	Chittur	290
	Kollengode	328
	Nemmara	640
Ottappalam	Ottappalam	220
	Pattambi	224
	Srikrishnapuram	219
	Thrithala	172
Palakkad	Palakkad	723
	Malampuzha	-

DEMOGRAPHIC DATAS

As per the census 2001, the district has a total population of 2617072 of which 1265794 are males and 1351278 females. Rural population is 2260611 and urban population is 356461.

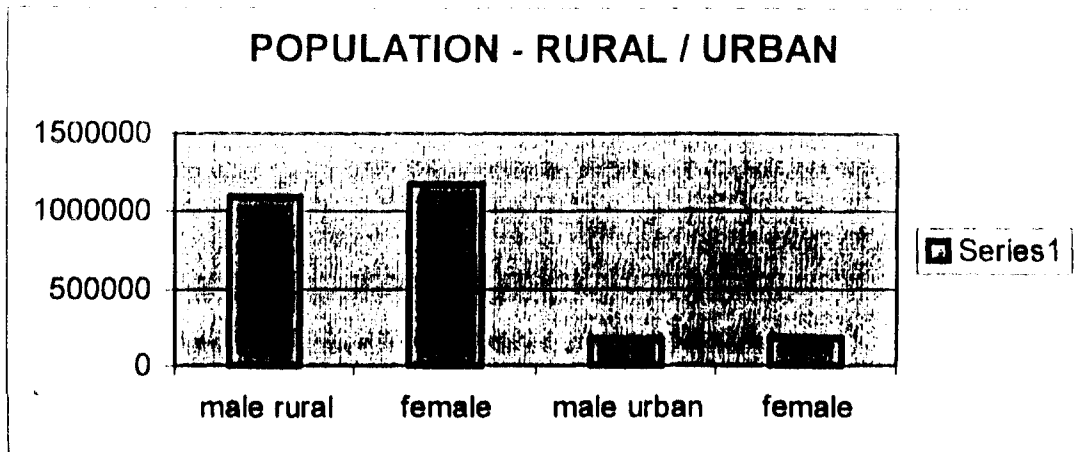
Density of population 584.
 Sex ratio :No of females per 1000 males: 1068
 Rural ratio : 1069
 Urban ratio : 1057

Literacy :-

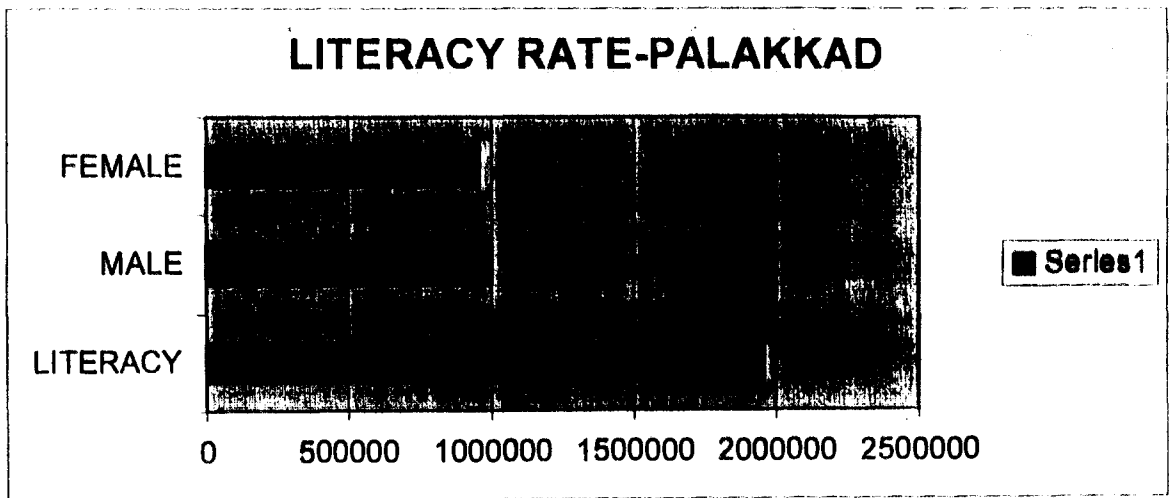
Male	Female	Total
997503	943925	1951428

Literacy Rate :-

Male	Female	Total
89.73	79.3	84.3



Population RURAL / URBAN of PALAKKAD District



0-6 Age group sex ratio :- 963 female for 1000 males.

Total number of children in the age group of 0-6

Male	Female	Total
154070	148441	302511

Note: Sex ratio of females per 1000 males is 1068 according to 2001 census. But the sex ratio of 0-6 age group children is 963 Females per 1000 males. It can be that female no is lesser in case of 0-6 age group. Reason for this phenomenon in to be explored.

Palakkad is one among the least literate district among women.

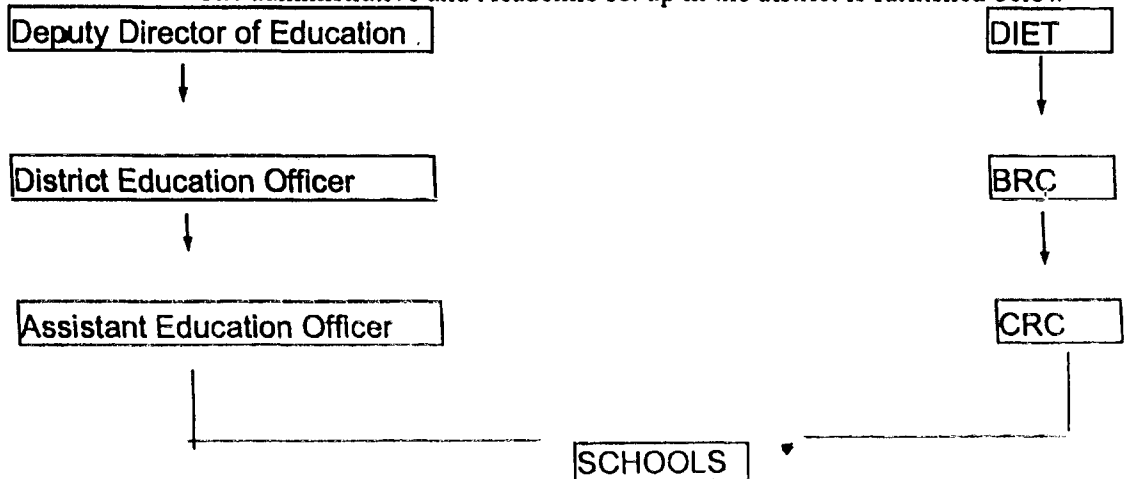
EDUCATIONAL PROFILE

Educational administrates in the district.

There are two education district named Palakkad and Ottapalam in Palakkad revenue district. Out of 12 sub district 7 and 5 sub district are in Palakkad and Ottapalam respectively.

NAME OF THE EDUCATIONAL DISTRICTS			
PALAKKAD		OTTAPALAM	
sub dts:	Palakkad Parali Mannarkkad Chittor Kuzalmanam Kollengode Alathur	sub dts:	Trithala Pattmbi Shornur Ottapalam Cherpalassery

The administrative and Academic set up in the district is furnished below



There are 11 BRCs and 125 CRC s in the district. VECs are functioning systematically (90VECs and 4 MECs)

LIST OF SCHOOLS

No. of LP schools as on 30/9/2002 having classes I to IV

TABLE 1

Sl.No	Name of Sub- district	Govt	Aided	Total	Un aided Recognised
1	Alathur	16	33	49	1
2	Chittur	29	14	43	1
3	Kollengode	19	23	42	2
4	Mannarkkad	33	32	66	2
5	Palakkad	21	11	32	2
6	Parli	11	19	30	1
7	Coyalmanam	12	21	33	0
8	Cherpulachery	8	39	47	0
9	Ottappalam	1	36	37	0
10	Pattambi	9	36	45	0
11	Shoranur	3	42	45	0
12	Thrithala	21	18	39	0
		183	324	507	9

No. of LP schools as on 30/9/2002 having classes I to V

Sl.No	Name of Sub- district	Govt	Aided	Total	Un aided Recognised
1	Alathur	0	4	4	0
2	Chittur	0	0	0	0
3	Kollengode	1	1	2	0
4	Mannarkkad	2	2	4	0
5	Palakkad	1	0	1	0
6	Parli	1	0	1	0
7	Coyalmanam	2	2	4	0
8	Cherpulachery	1	2	3	0
9	Ottappalam	1	5	6	0
10	Pattambi	1	3	4	0
11	Shoranur	0	4	4	0
12	Thrithala	0	3	3	0
		10	26	36	0

NO of UP Schools as on 30/9/2002 having classes I to VII

TABLE 3					
Sl.No	Name of Sub- district	Govt	Aided	Total	Un aided Recognised
1	Alathur	4	15	19	1
2	Chittur	11	8	19	2
3	Kollengode	4	12	16	1
4	Mannarkkad	12	10	22	0
5	Palakkad	8	13	21	3
6	Parli	2	13	15	0
7	Coyalmannam	4	6	10	0
8	Cherpulachery	2	12	14	0
9	Ottappalam	3	16	19	0
10	Pattambi	6	8	14	0
11	Shoranur	1	15	16	0
12	Thrithala	3	8	11	0
		60	136	196	7

NO. Of UP Schools as on 30/9/2002 having classes V to VII

TABLE 4					
Sl.No	Name of Sub- district	Govt	Aided	Total	Un aided Recognised
1	Alathur	0	4	4	1
2	Chittur	1	0	1	0
3	Kollengode	0	3	3	0
4	Mannarkkad	1	6	7	2
5	Palakkad	0	2	2	0
6	Parli	0	0	0	0
7	Coyalmannam	0	1	1	0
8	Cherpulachery	0	3	3	0
9	Ottappalam	0	2	2	0
10	Pattambi	0	1	1	2
11	Shoranur	0	0	0	1
12	Thrithala	1	1	2	0
		3	23	26	6

NO of High School as on 30/9/2002 having classes I to X

SI.No	Name of Sub- district	Govt	Aided	Total	Un aided Recognised
1	Alathur	1	2	3	1
2	Chittur	3	1	4	2
3	Kollengode	0	1	1	1
4	Mannarkkad	3	1	4	1
5	Palakkad	1	0	1	3
6	Parli	0	0	0	0
7	Coyalmannam	1	0	1	0
8	Charpulachery	0	0	0	0
9	Ottappalam	1	0	1	0
10	Pattambi	1	0	1	0
11	Shoranur	1	0	1	0
12	Thrithala	1	0	1	0
		13	5	18	8

NO. Of High Schools as on 30/9/2002 having classes V to X

SI.No	Name of Sub- district	Govt	Aided	Total	Un aided Recognised
1	Alathur	2	4	6	0
2	Chittur	0	2	2	0
3	Kollengode	1	4	5	0
4	Mannarkkad	1	5	6	2
5	Palakkad	2	1	3	1
6	Parli	0	4	4	1
7	Coyalmannam	1	2	3	0
8	Charpulachery	0	3	3	0
9	Ottappalam	0	4	4	0
10	Pattambi	0	0	0	1
11	Shoranur	1	1	2	0
12	Thrithala	1	2	3	0
		9	32	41	5

NO of High School as on 30/9/2002 having classes VIII to X

Sl.No	Name of Sub- district	Govt	Aided	Total	Un aided Recognised
1	Alathur	0	1	1	0
2	Chittur	1	3	4	0
3	Kollengode	0	2	2	0
4	Mannarkkad	1	2	3	0
5	Palakkad	0	3	3	1
6	Parli	0	0	0	0
7	Coyalmannam	0	1	1	0
8	Cherpulachery	0	2	2	0
9	Ottappalam	0	3	3	0
10	Pattambi	2	1	3	0
11	Shoranur	0	0	0	0
12	Thrithala	1	0	1	0
		5	18	23	1

**NO of Higher Secondary School as on 30/9/2002
having classes I to XII**

Sl.No	Name of Sub- district	Govt	Aided	Total	Un aided Recognised
1	Alathur	0	0	0	0
2	Chittur	1	0	1	0
3	Kollengode	0	0	0	0
4	Mannarkkad	1	0	1	0
5	Palakkad	1	0	1	0
6	Parli	0	0	0	0
7	Coyalmannam	0	0	0	0
8	Cherpulachery	0	0	0	0
9	Ottappalam	0	0	0	0
10	Pattambi	0	0	0	0
11	Shoranur	0	0	0	0
12	Thrithala	1	0	1	0
		4	0	4	0

NO. Of Higher Secondary Schools as on 30/9/2002 having classes V to XII

Sl.No	Name of Sub- district	Govt	Aided	Total	Un aided Recognised
1	Alathur	1	3	4	0
2	Chittur	3	2	5	0
3	Kollengode	3	1	4	0
4	Mannarkkad	2	0	2	0
5	Palakkad	2	1	3	0
6	Parli	2	0	2	0
7	Coyalmanam	2	0	2	0
8	Cherpulachery	2	1	3	0
9	Ottappalam	2	1	3	0
10	Pattambi	3	0	3	0
11	Shoranur	2	3	5	0
12	Thrithala	3	0	3	0
		27	12	39	0

NO. Of Higher Secondary Schools as on 30/9/2002 having classes VIII to XII

Sl.No	Name of Sub- district	Govt	Aided	Total	Un aided Recognised
1	Alathur	0	1	1	0
2	Chittur	1	1	2	0
3	Kollengode	0	0	0	0
4	Mannarkkad	0	2	2	0
5	Palakkad	0	2	2	0
6	Parli	0	0	0	0
7	Coyalmanam	0	1	1	0
8	Cherpulachery	1	1	2	0
9	Ottappalam	0	1	1	0
10	Pattambi	0	1	1	0
11	Shoranur	0	0	0	0
12	Thrithala	0	0	0	0
		2	10	12	0

No of LP School	543
No of UP School	222
No of High Schools	137
Total	902

TABLE 12

	GOVT :LP	AIDED:LP	GOVT:UP	AIDED:UP	GOVT:HS	AIDED:HS	TOTAL
RURAL	175	315	53	147	51	70	811
URBAN	18	35	10	12	9	7	91
	193	350	63	159	60	77	902

TABLE 13

Major Educational Institutions at Palakkad District	
GOVERNMENT COLLEGE	
1	Govtcollege Chittur
2	Govt victoria college Palakkad
3	Govt sanscrit college Pattambi
PRIVATE COLLEGE	
1	Mercy college Palakkad.
2	N.S.S. college Ottappalam
3	S.N. college Shornur
4	V.T.B. college Mannampatta
5	M.E.S.Kallady college Mannarkkad
6	N.S.S. college enmmara
7	S.N. college Alathur
PROFESSIONAL COLLEGE	
1	N.S.S.Engineering College Palakkad
2	N.S.S. Training College Ottappalam
3	MARIYAN Collage Koduvayur
4	B.Ed Centre Koduvayur
5	Govt Music College Palakkad
6	Govt Engineering College Sreekrishnapuram
PROFESSIONAL INSTITUTION	
1	DIET PALAKKAD, ANAKKARA.
2	GTTI CHITTUR
3	Govt Women TTI PALAKKAD
4	TTI ALATHUR
5	TTI KODUVAYUR
6	GSS TTI PERUR
7	LSN TTI OTTAPPALAM
POLY TECHNICS	
1	Govt POLYTECHNIC PALAKKAD
2	Govt POLYTECHNIC SHORNUR

STATE AND CENTRALLY SPONSORED SCHEMES **IMPLEMENTED IN THE DISTRICT**

The constitution of India guarantee free and compulsory education to the children. In 1979 education is put in concurrent list. Central government of India, State government and P.R.I. launch many schemes and incentives to fulfill the national commitment. They are enumerated below.

Schemes implemented by State Government.

1. Lumpsum grant for SC/ST students
2. Muslim girls scholarships
3. Scholarship for handicapped students
4. LSS, USS scholarship
5. mid-day meal programme
6. Free text book and slate for 1st Std. And uniforms for tribal students.

Schemes implemented through the ITDP Project under the ST Development Department

- I. Educational Programmes:
 - a) Post matriculation Scholarship

Educational concessions are provided to ST students who are studying in Post Matric Classes. Lumpsum grant, at different rates and monthly stipend @rs.250/- P.M is

distributed to day scholars, and actual boarding and lodging charges and pocket money @Rs.50/- distributed to hostlers.

b) Pre-Matriculation Studies

Lumpsum grant and monthly stipend are distributed to schol students at the following rates.

Lumpsum grant:-

Std. 1 to 3 rd	-	70/-
4 th	-	75/-
5 th	-	110/-
6 th & 7 th	-	125/-
8,9,10 th	-	175/-

Monthly Stipend:-

LPS	-	25/-
UPS	-	30/-
UPS	-	35/-
Allotment	-	8 Lakhs
Expenditure	-	7,29,472

c) Incentives to Parents of tribal Students

Incentives is paid @Rs.10/- P.M to Parents of ST Students studying in LP classes who have 75% attendance

Allotment	-	Rs.100000/-
Expenditure	-	Nil

d) Better Education

The scheme is meant to provide better educational facilities to talented ST students. Free boarding and coaching facilities are provided in selected institutions.

e) Boarding Grant

Financial assistance is provided to subsidised hostels in which free boarding facilities are provided for ST students.

Allotment	-	2 Lakhs
Expenditure	-	2 Lakhs

f) Tutorial Grant

Grant is distributed to ST students who have failed Pre-degree and SSLC and studying in Tutorials.

Allotment	-	25,000/-
Expenditure	-	5720/-

g) Tribal hostels

12 pre-matric hostels are functioning under the project with a strength of 780 boarder. Free accommodation and all basic amenities are provided in these hostels. Tuition facilities are also made available to boarders of these hostels.

II. Economic Development Schemes under SCA/TSP

Economic Development Schemes are undertaken under this scheme for the financial upliftment of tribals especially for the development of primitive Tribes. The following programmes were undertaken.

- a) Financial assistance for agriculture
- b) Financial assistance for Horti Culture
- c) Financial assistance for self employment programmes for ST youths and ST women.

-
- d) Various training programmes to Tribals
 - e) Financial assistance for cultivation of Medicinal Plant
 - f) Hamlet development

Various development programmes are undertaken like supply of milking animal and work bull, bullock and bullock cart, financial assistance to start petty shops etc.

Development of Primitive tribes

A portion of the allotment is earmarked exclusively for the development of Primitive tribes, construction and repair of houses, providing basic amenities to settlements, supply of household utensils and agriculture implements etc were done for Primitive tribes.

Allotment	-	1362000/-
Expenditure	-	384450/-

III. Activities under TSP-pooled fund

The maintenance of Tribal Hostels and other critical gap filling programmes are undertaken under this scheme.

IV. Benefit Oriented Camps

2 or 3 camps are conducted during each financial year for the benefit of tribals. Medical camps and awareness seminars are conducted during social solidarity fortnight.

Allotment	-	14000/-
Expenditure	-	14000/-

V. Rehabilitation of Patients

Financial assistance are provided for treatment and rehabilitation of tribal patients affected by contagious diseases like TB, leprosy and Sickle Cell Anemia.

Allotment	-	10000/-
Expenditure	-	10000/-

VI. Incentive to Brilliant Students

Cash awards are provided to Brilliant students who have secured high marks in SSLC, Pre-degree and Degree Examinations.

1. Grama Panchayath

Following schemes of the Tribal Development Department were handed over to Grama Panchayaths

- a) The Schemes for providing drinking water to Hamlets
- b) Assistance for marriage of ST Girls
- c) Travel Expenses for STs for appearing in tests and interviews.
- d) Discretionary grant
- e) Subsidy to technically trained hands.
- f) Financial assistance to ST Mahila Samajams

2. Block Panchayaths

- a) Grant for House Construction
- b) Rehabilitation of land-less, houseless Tribes.
- c) Intensive Hamlet Development Programmes.
- d) Colonisation.

Details of Tribal Hostels

Sl. No.	Name of Hostel	Sanctioned Strength
1	Pre-Matric hostel (Boys) Sholayur	60
2	Pre-Matric hostel (Girls) Sholayur	40
3	Pre-Matric Hostel (Girls) Kottathara	60
4	Pre- Matric Hostel (Girls) Agali	100
5	Pre-Matric hostels Chlndakki	40
6	Pre-Matric hostels Mukkali	60
7 ^p	Pre-Matric hostels Kokampalayam	40
8	Pre-Matric hostel (Boys) Agali	100
9	Pre-Matric hostels Pudur	40
10	Pre-Matric hostels Gottiyarkandy	100
11	Pre-Matric hostels Anawai	100
12	Pre-Matric hostels Mully	40
13	MRS Agali	
14	MRS Thrithala	
15	Pudupparlyaram	

Adult Education.

Objective:-To raise the literacy rate of the district as a whole by giving literacy classes for the illiterate adults of the district . To attract the illiterate adults to the study centres through massive literacy campaigns.

Target Group: Illiterate adults in the age group of 5-60.

Phasing: 1 . As a part of 'AKSHARA KERALAM'.

2. Continuing education for neo-literats.

Starting of Tribal Literacy programme.

3. Establishment of Jana Vidya Kendram a resource centre of information and assitance to the neo -literatees.

4. Declaration of total literacy District \ State.

Operation Black Board (OBB)

The operation Black Board Scheme launched by Government of India aims to offer full literacy to the age of 14 years . To uplift the down trodden, it aims to provide the infrastructure facilities basically needed for primary education. The Educational authority of Palakkad district also tried their level best to realize the aims Laboratory materials, adequate library books , study materials and sports goods were supplied to schools through the scheme. In spite of all the efforts primary schools of the district is still very backward in the quality of education. Physical facilities of most of the school are to be provided .

NON-FORMAL EDUCATION

Non formal education brings the people between the age group of 6-14 years in the lime light of literacy, reading, writing, and basic arithmetic . It aims the development of the skill of the coming down of drop-out . The government of India started 2.97 Lakhs of non-formal education centers through out the country with aim of brining about 74.25 Lakhs of children ,those who are away from the formal education. Educational records since 1979-80 throws light on the drastic changes made in the field of education in this district . The drop out children ,those who are unable to attend the formal schooling due to socio economics and geographical reason were covered under the scheme.

IEDC

IEDC is now a major component in the education field for which State Govt spent a high amount to supplement the effort of Central Govt

QIP

This is a State govt initiated massive programme with a intension to improve quality of education.. Functionaries of education department from state level to grassroot level are helping with the financial and administrative supports. The program focuses on getting best result in SSLC examination. Local bodies trying to put into practice the sale properly.

INITIATIVES OF LOCAL BODIES

Palakkad District Panchayat initiated the program "Hari Sree" to improve the teaching learning practice in school. It provides funds for various programmes like teacher training programme. Some learning materials both for teachers and pupils are distributed to schools time to time.

Block Panchayath and Gramapanchayat Palakkad are also actively involve in various quality improvement programs in school like sahasasacamp, printing of childrens magazine, Ayalkuttam etcand for improvement of physical facilities in schools.

ESTABLISHMENT OF DIET

14 DIET,s in Kerala are functioning to provide in-service and pre-service education

EXTERNALLY FUNDED SCHEME-DPEP

Palakkad is one among the six district where DPEP is implemented from 1997. A high investment cash of Rs 30 crore were provided for comprehensive improvement of primary education. DPEP Palakkad initiated various innovative schemes. Involvement of parents, community ownership of schools, considerable improvement in physical facilities and learner achievement and improvement in capacities of academic institution are the hallmark of this program.

DIET

DIET Palakkad, established in 1992, is situated at Anakkara 80 Kms away from district head quarters. This is a premier institution in the district that take a key role in all academic interventions in Palakkad district since 1992. There are 7 Faculties in this institution.*'Akshara poli'(a program ensuring 100% literacy among school going children),* Baseline achievement study 1996 (A study on achieve achievement level of primary school children),* QIP, Harisree programme of district Panchayat, *DPEP (pre-project and project activities), are the major interervention DIET which were well appreciated by academic community

Name of ICDS Projects in Palakkad District and Number of Centers

Name of Block		Panchayath/Municipality	No. of Centers
1 Attappadi	1	Agali	48
	2	Sholayur	35
	3	Pudur	40
Total			123

Name of Block	Panchayath/Municipality	No. of Centers
2 Coyalmannam	1 Kottayl	11
	2 Kuthanur	12
	3 Coyalmannam	14
	4 Mathur	14
	5 Peringottukurussi	15
	6 Thenkurussi	13
	7 Kannadl	5
Total		84

Name of Block	Panchayath/Municipality	No. of Centers
3 Kollengode	1 Koduvayur	14
	2 Pudunagaram	9
	3 Vadavannur	10
	4 Kollengode	17
	5 Muthalamada	27
	6 Pallasana	14
	7 Elavanchery	12
Total		103

Name of Block	Panchayath/Municipality	No. of Centers
4 Sreekrishnapuram	1 Katambazhippuram	25
	2 Pookottukavu	12
	3 Trikkadeeri	19
	4 Sreekrishnapuram	16
	5 Vallinezhi	16
	6 Cherpulassery	23
	7 Karimpuzha	26
Total		137

Name of Block	Panchayath/Municipality	No. of Centers
5 Alathur	1 Alathur	13
	2 Erimayur	14
	3 Kannambra	15
	4 Puthukkod	10
	5 Kavassery	15
	6 Tharur	10

Name of Block		Panchayath/Municipality	No. of Centers
9 Thrithala	1	Thrithala	25
	2	Thirumittakkode	27
	3	Nagalassery	26
	4	Chalssery	24
	5	Kappur	29
	6	Pattithara	32
	7	Anakkara	23
Total			186

Name of Block		Panchayath/Municipality	No. of Centers
10 Palakkad	1	Kongad	28
	2	Keralassery	15
	3	Mundur	30
	4	Mannur	20
	5	Mankara	21
	6	Parali	34
	7	Pirayiri	31
	8	Kodumbu	18
Total			197

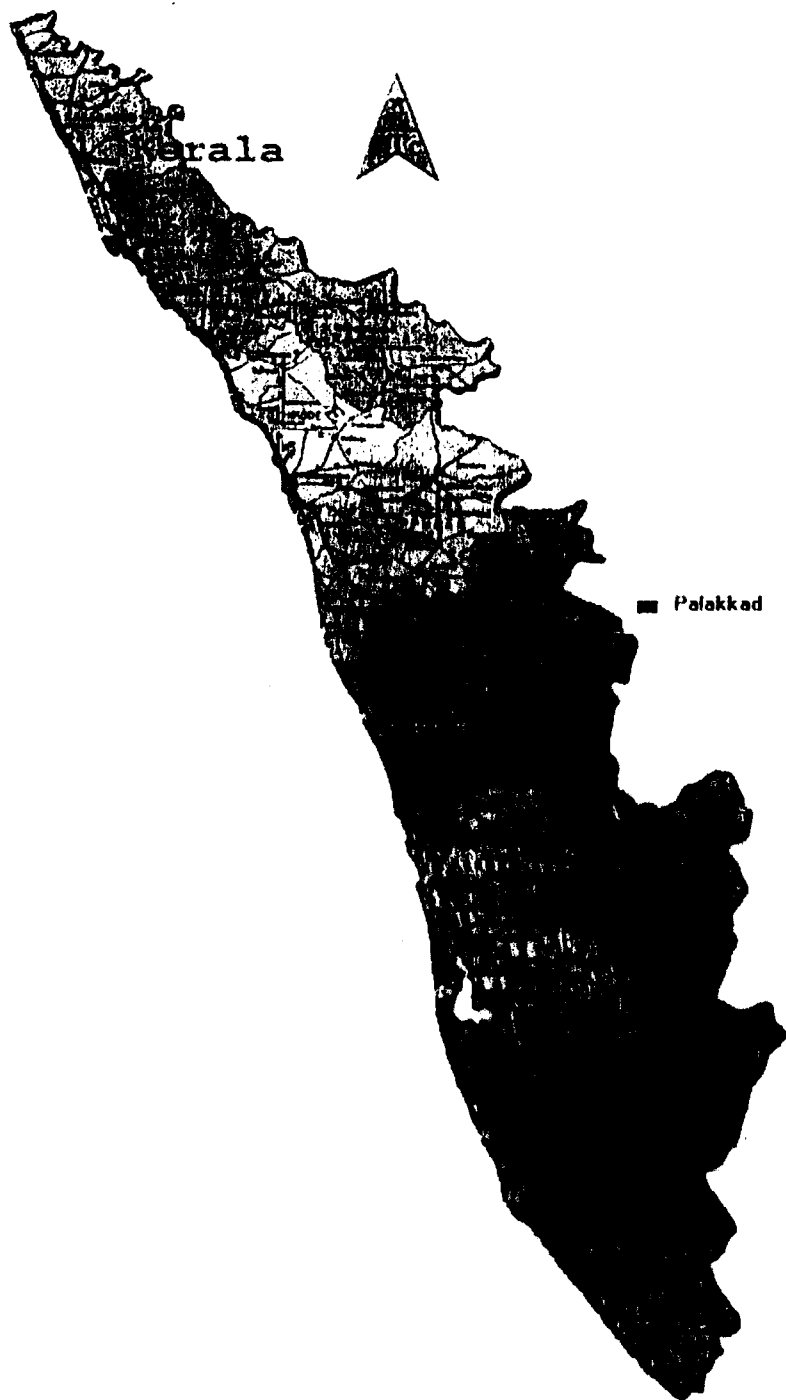
Name of Block		Panchayath/Municipality	No. of Centers
11 Pattambi	1	Ongallur	31
	2	Pattambi	21
	3	Muthuthala	17
	4	Parathur	22
	5	Thiruvegappura	26
	6	Koppam	21
	7	Vilayur	16
	8	Kulukkallur	22
	9	Nellaya	28
	10	Vallappuzha	22
Total			226

Name of Block		Panchayath/Municipality	No. of Centers
12 Nemmara	1	Nemmara	32
	2	Ayilur	28
	3	Nelliyampathi	11
Total			71

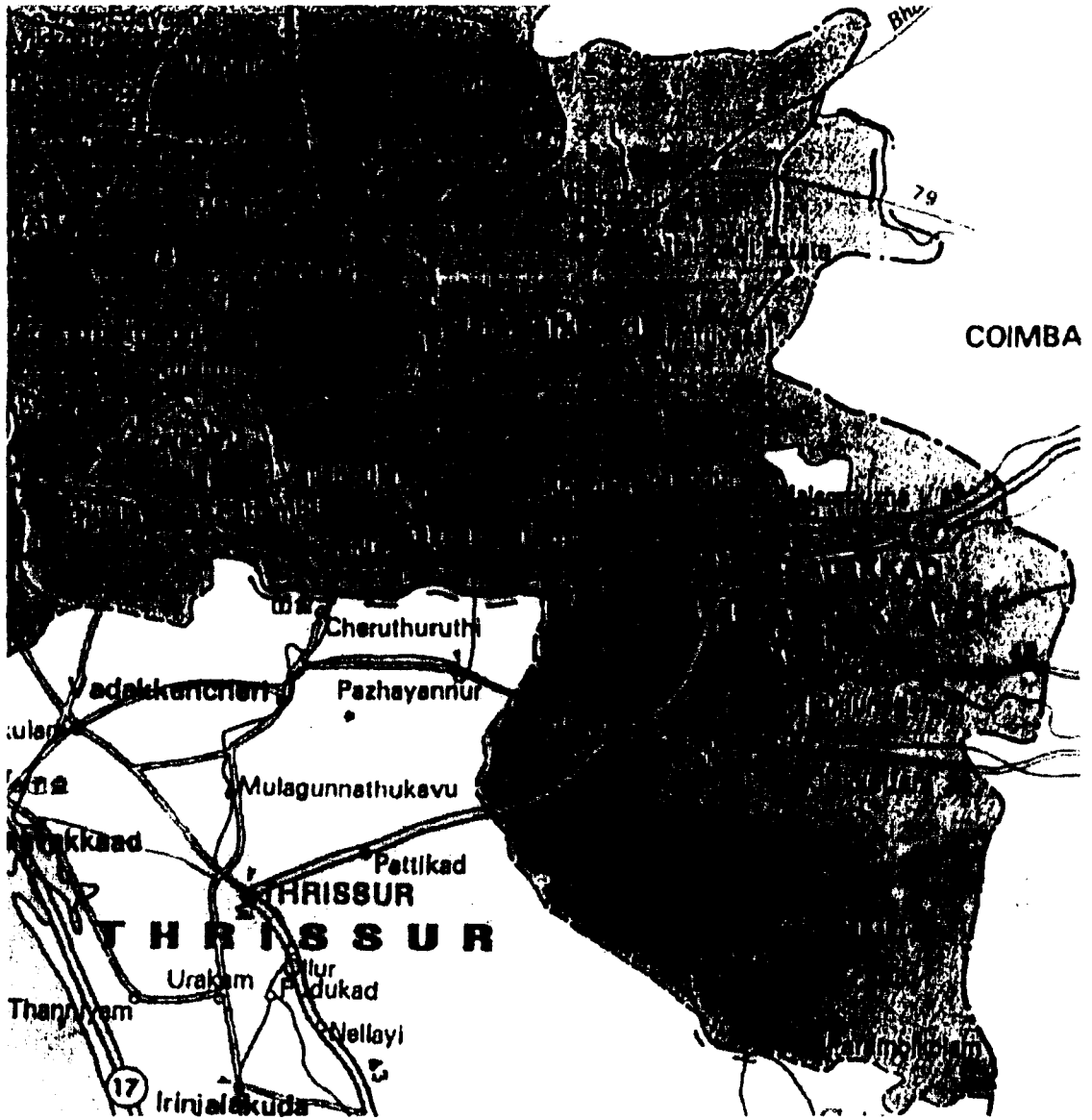
Name of Block		Panchayath/Municipality	No. of Centers
13 Malampuzha	1	Puduppariyaram	35
	2	Akathethara	21
	3	Marutharoad	26
	4	Elappully	19
	5	Malampuzha	15
	6	Polpully	10
	7	Peruvemba	9
	8	Pudussery	19
Total			154

TOTAL ANGAN WADIS	2001
PRE-PRIMARY SCHOOL IN THE DISTRICT	180
GRAND TOTAL	2181

POLITICAL MAP OF KERALA



DISTRICT MAP OF PALAKKAD



Access position of students

Roll strength of pupils as on 6th working day 2003- 2004

Sheduled Caste

Table 14

Class	Government			Aided			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	1406	1329	2735	2727	2505	5232	4133	3834	7967
2	1374	1315	2689	2836	2597	5433	4210	3912	8122
3	1215	1221	2436	2455	2236	4691	3670	3457	7127
4	1303	1173	2476	2522	2396	4918	3825	3569	7394
5	1244	1219	2463	2531	2302	4833	3775	3521	7296
6	1333	1206	2539	2683	2377	5060	4016	3583	7599
7	1507	1417	2924	3307	2778	6085	4814	4195	9009
8	2134	1977	4111	2521	2149	4670	4655	4126	8781
	11516	10857	22373	21582	19340	40922	33098	30197	63295

All Communities

Table 1

Class	Government			Aided			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	6841	6810	13651	13840	13570	27410	20681	20380	41061
2	6990	6738	13728	14469	13716	28185	21459	20526	41985
3	6695	6676	13371	13971	12766	26737	20666	19442	40108
4	7040	6611	13651	13889	13336	27225	20929	20012	40941
5	6842	6834	13676	14422	13237	27659	21264	20071	41335
6	7280	7074	14354	15030	13512	28542	22310	20346	42656
7	8158	8038	16196	17482	15424	32906	25640	23462	49102
8	10616	10261	20877	15420	13714	29134	26036	21752	47788
Total	60462	59042	119504	118523	109275	227798	178985	168317	344976

Sheduled Tribe

Table 2

Class	Government			Aided			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	344	303	647	148	178	326	492	481	973
2	342	273	615	143	133	276	485	406	891
3	288	249	537	109	116	225	397	365	762
4	326	221	547	130	113	243	456	334	790
5	273	245	518	66	62	128	339	307	646
6	216	186	402	71	40	111	287	226	513
7	183	177	360	39	39	78	222	216	438
8	115	75	190	72	71	143	187	146	333
	2087	1729	3816	778	752	1530	2865	2481	5346

TABLE 3

All communities			Sheduled Tribe		
Unaided			Unaided		
Boys	Girls	Total	Boys	Girls	Total
1018	1247	2265	2	0	2
1037	1198	2235	1	0	1
980	1212	2192	0	0	0
979	1131	2110	1	0	1
1220	1201	2421	37	12	49
1131	1230	2361	33	15	48
1213	1236	2449	34	8	42
882	904	1786	46	7	53
8460	9359	17819	154	42	196

Strength of All Girls , SC Boys and ST Boys of Standard V to VIII

Table 4 Class	Aided		Total	Govt			Aided		
	Govt Girls	Govt Girls		Govt ST Boys	Aided ST Boys	Total	Govt SC Boys	Aided SC Boys	Total
5	6834	1323 7	20071	273	66	339	1244	2531	3775
6	7074	1351 2	20586	216	71	287	1333	2683	4016
7	8038	1542 4	23462	183	39	222	1507	3307	4814
8	1026 1	1371 4	23975	115	72	187	2134	2521	4655
Total	3220 7	5588 7	88094	787	248	1035	6218	11042	17260

All girls SC and ST Boys V to VIII

Table 5

Class	Girls	SC Boys	ST Boys
5	20071	3775	339
6	20586	4016	287
7	23462	4814	222
8	23975	4655	187
	88094	17260	1035

Total 106389

**Strength of All Girls , SC Boys
and ST Boys of Standard II to VIII**

Table 6

Class	Girls	SC boys	ST Boys
2	20454	4210	485
3	19442	3670	397
4	19947	3825	456
5	20071	3775	339

6	20586	4016	287
7	23462	4814	222
8	23975	4655	187
	147937	28965	2373

Total 179275

List of Habitation of No of Schools (Tribal / Habitation)

No of out of schools Children

Drop out rate of Palakkad

2002

Table 7		STD 1	STD 2	STD 3	STD 4	STD 5	STD 6	STD 7	STD 8	Total
Enrolment	E	41770	40382	40370	39107	41732	43397	47980	49906	
Drop out	D	62	43	67	91	147	161	307	539	1479
D/E *100		0,15	0,11	0,17	0,23	0,35	0,37	0,64	1,08	

source House to House survey

No. of Children (Age wise) who have not enrolled as on 31/7/2002

Table 20		5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	Total
Boys		124	72	72	76	88	86	101	99	131	849
Girls		87	69	69	66	67	82	91	100	110	741
Total		211	141	141	142	155	168	192	199	241	1590

Blockwise details of Alternate School.

STATUS REPORT OF ALTERNATE SCHOOLS (MGLCs)

Table 26												
	BLOCK_NAME	MGLC	R/ U/ T	Instructor	M/F	Boys	Girls	Total	SC	ST	OBC	Others
1	Kollengode	Kalchadi	T	Y	M	12	10	22	2	20	0	0
2	Kollengode	Vellapparakunnu	R	Y	F	10	7	17	4	10	3	0
3	Kollengode	Kodikkarimb	R	Y	F	11	13	24	1	2	21	0
4	Mannarkkad	Abbannur	T	Y	M	18	4	22	0	22	0	0
5	Mannarkkad	Narasimukku	T	Y	M	7	6	13	1	11	1	0
6	Mannarkkad	Kalkandiyur	T	Y	F	5	8	13	0	12	1	0
7	Mannarkkad	Chavadiyur	T	Y	M	19	13	32	0	32	0	0
8	Mannarkkad	S. Kadambara	T	Y	M	13	10	23	0	23	0	0
9	Mannarkkad	Moolagangal	T	Y	F	12	8	20	0	20	0	0
10	Mannarkkad	Kozhikoodam	T	Y	F	10	11	21	2	9	10	0
11	Mannarkkad	Pattimalam	T	Y	F	5	5	10	9	0	1	0
12	Mannarkkad	Kathirampathy	T	Y	F	4	7	11	0	11	0	0
13	Mannarkkad	Karuvara	T	Y	F	9	3	12	0	12	0	0
14	Mannarkkad	Thathengalam	T	Y	F	14	11	25	0	0	25	0
15	Mannarkkad	Anamooli	T	Y	F	14	16	30	5	0	25	0

16	Mannarkkad	Nellasinka	T	Y	M	7	20	27	1	26	0	0	
17	Mannarkkad	Elamala	T	Y	F	8	8	16	2	10	1	3	
18	Mannarkkad	Maranatty	T	Y	F	14	7	21	0	21	0	0	
19	Mannarkkad	Siruvani Estate	T	Y	F	12	18	30	17	11	1	1	
20	Mannarkkad	Pettikkal	T	Y	F	6	10	16	0	15	1	0	
	BLOCK_NAME	MGLC			Instructor	Male /Female	Boys	Girls	Total	SC	ST	OBC	Others
21	Mannarkkad	Ummathumpadi	T	Y	M	27	10	37	5	22	10	0	
22	Mannarkkad	Thekkuppana	T	Y	M	9	6	15	0	15	0	0	
23	Mannarkkad	Kuravankadi	T	Y	M	12	6	18	16	2	0	0	
24	Mannarkkad	Thadikkundu	T	Y	F	2	15	17	0	17	0	0	
25	Palakkad	Thirunellai	U	Y	F	11	2	13	0	0	13	0	
26	Pudur	Cheerakadavu	T	Y	F	10	10	20	0	16	0	4	
27	Pudur	Doddukatty	T	Y	F	8	13	21	0	21	0	0	
28	Pudur	Vellakulam	T	Y	M	17	17	34	0	34	0	0	
29	Pudur	Koodapathy	T	Y	M	6	6	12	0	8	4	0	
	T - TRIBAL, R- RURAL U- URBAN					312	280	592	65	402	117	8	

Blockwise details of special School

Details of TTIs

	Govt Name of TTI	G/A	sub district
1	DIET Palakkad Anakara	G	Thrithala
2	GTTI Chittoor	G	Chittoor
3	GWTTI Palakkad	G	Palakkad

4	TTI Alathur	A	Alathur
5	TTI Koduvayur	A	Kollenkode
6	GSSTTI Perur	A	Ottapalam
7	CNSTTI Ottapalam	A	Ottapalam

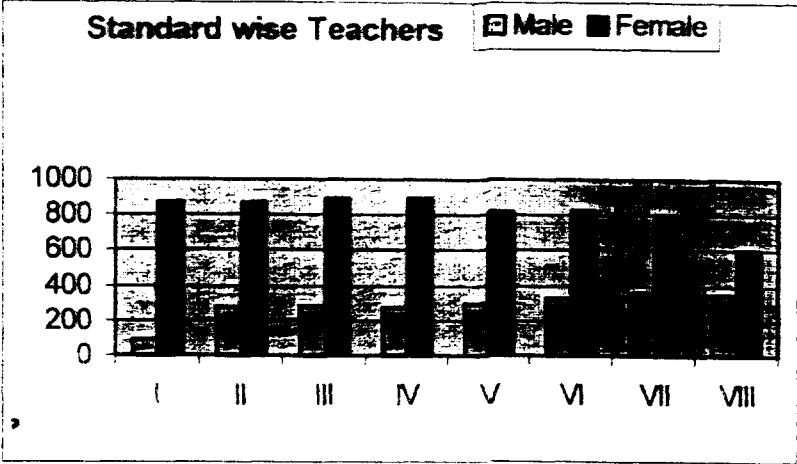
Distribution System of Text Book

Text book prepared by SCERT and printed by text book depot are being distributed through the district text book depot under the control of DEO's concerned. In Palakkad there are two text book depot. Registered School Societies under the control of co-operation collect the books from the depot and distribute among pupils. Govt of Kerala distribute text book free from cost to all pupils of standard I. DPEP & SSA distribute the text book free of cost to all SC/ST boys and all girls from II to VIII standard.

Sl.No	Category	Posts Sanctioned		In Position		No.of Vacant Posts
		Trained	Untrained	Male	Female	
1	Primary LPSA	4478	0	924	3497	57
2	UP UPSA	3502	0	984	2448	30
3	STD VIII	1250	0	475	755	20

No of teacher class wise (sex wise)

STD	Male	Female	Total
I	90	11	101
II	276	22	298
III	286	51	337
IV	272	51	323
V	294	22	316
VI	329	22	351
VII	361	22	383
VIII	475	22	497
	2385	220	2605



Block wise No of teachers.

DISTRICT WISE POPULATION OF UNENTROLLED

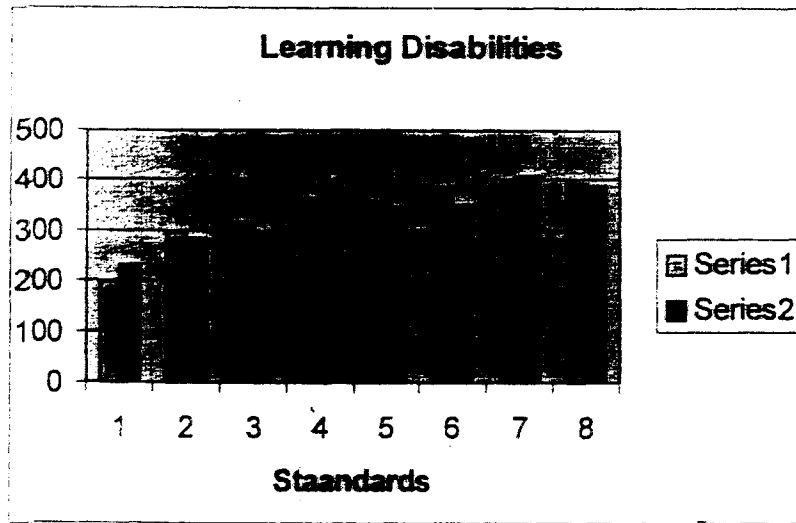
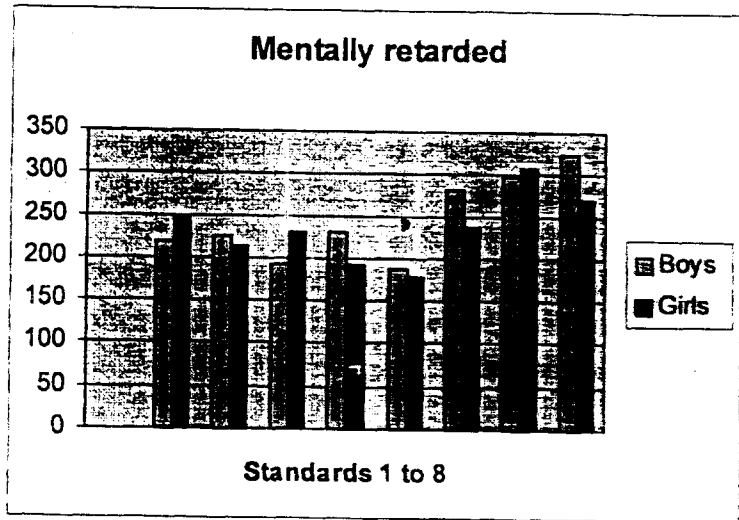
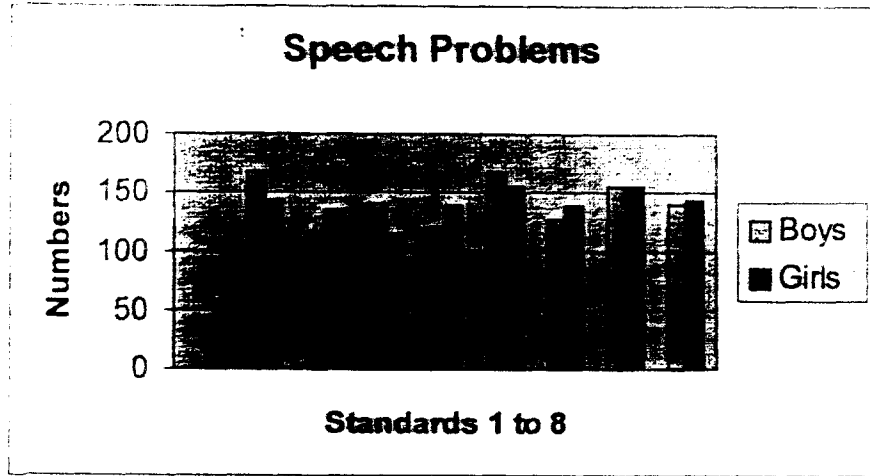
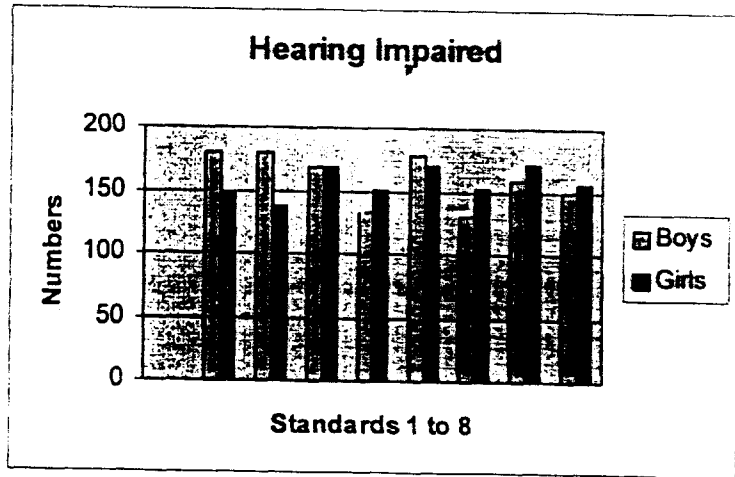
Table 24			
Distance	Boys	Girls	Total
0-1	350	320	670
1-2	170	150	320
2-3	115	95	210
3-4	126	99	225
4-5	88	77	165
Total	849	741	1590

Details of Projection For 10 Years of Out of School Children

Year of Enrolment in std 1	AGE	Boys	Girls	Total	CHILD POPULATION	% OF OUT OF SCHOOL CHILDREN
2001-2002	5-6	124	87	211	41938	0,503
2002-2003	6-7	72	69	141	40523	0,347
2003-2004	7-8	72	69	141	40511	0,348
2004-2005	8-9	76	66	142	39249	0,36
2005-2006	9-10	88	67	155	41887	0,37
2006-2007	10-11	86	82	168	43565	0,38
2007-2008	11-12	101	91	192	48172	0,39
2008-2008	12-13	99	100	199	50105	0,39
2009-2010	13-14	131	110	241	52104	0,46

DETAILS OF DISABLED CHILDREN

STD	Visual disability			Hearing impaired			Speech Disability			Orthopeadically handicapped			Mentally retarded			Learning Disabilities			GRAND TOTAL		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	270	252	522	180	147	327	168	144	312	279	273	552	219	246	465	195	231	426	1311	1293	2604
2	252	307	559	180	138	318	117	135	252	270	213	483	225	213	438	297	283	580	1341	1289	2630
3	236	241	477	168	168	336	141	115	256	232	192	424	193	230	423	316	293	610	1286	1240	2525
4	191	209	400	133	151	284	120	138	258	235	182	417	230	193	423	363	394	757	1272	1266	2538
5	247	238	485	178	170	349	168	156	324	230	182	413	188	179	367	359	345	704	1370	1271	2641
6	287	231	518	131	153	284	126	138	264	198	178	376	283	236	519	385	350	735	1409	1287	2696
7	298	254	552	158	171	329	156	156	312	247	158	405	299	307	606	395	411	806	1553	1458	3011
8	256	275	531	150	155	305	141	144	285	295	214	509	324	271	595	393	391	784	1559	1450	3008
Total	2036	2008	4043	1279	1253	2531	1137	1126	2263	1985	1593	3578	1961	1875	3836	2703	2699	5402	11100	10553	21654



10 YEARS Enrollment Projection 2001-2002 to 2010-2011

Table - 30

Year of Enrolement in std 1	Age Group	Boys	Girls	Total
2001-2002	5-6	21416	20565	41981
2002-2003	5-6	22481	21365	43846
2003-2004	5-6	22008	20862	42870
2004-2005	5-6	20974	19957	40931
2005-2006	5-6	19298	18062	37360
2006-2007	5-6	18325	16643	34968
2007-2008	5-6	20750	19570	40320
2008-2008	5-6	20750	19570	40320
2009-2010	5-6	20750	19570	40320
2010-2011	5-6	20750	19570	40320

Table - 31

10 YEARS Projection of retention.(2001-2002) to 2010-11											
Year of Enrollment in std 1	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	
2001-2002	4198 1										
2002-2003	4384 6	4198 1									
2003-2004	4287 0	4384 6	4198 1								
2004-2005	4093 1	4287 0	4384 6	4198 1							
2005-2006	3736 0	4093 1	4287 0	4384 6	4198 1						
2006-2007	3496 8	3736 0	4093 1	4287 0	4384 6	4198 1					
2007-2008	4032 0	3496 8	3736 0	4093 1	4287 0	4384 6	4198 1				
2008-2008	4032 0	4032 0	3496 8	3736 0	4093 1	4287 0	4384 6	4198 1			

2009-	4032	4032	4032	3496	37360	40931	4287	4384	41981	41981
2010	0	0	0	8			0	6		
2010-	4032	4032	4032	4032	34968	37360	4093	4287	43846	43846
2011	0	0	0	0			1	0		

Gross Enrolment Ratio

Table - 32

$$\begin{aligned}
 \text{GER} &= \frac{\text{Total Enrolment in Grades 1-5 in the year 2001-2002}}{\text{Total Population age 5-10 in the year 2001-2002}} \times 100 \\
 &= \frac{204143}{204151} \times 100 \\
 &= 99.996
 \end{aligned}$$

Net Enrolment Ratio

Table - 33

$$\begin{aligned} \text{NER} &= \frac{\text{Total Enrolments in Grades 1-5 aged 5-10 in the year 2001-2002}}{\text{Total Population in the age 5-10 in the year 2001-2002}} \times 100 \\ &= \frac{203572}{204151} \times 100 \\ &= 99.716 \end{aligned}$$

CHAPTER III

PARTICIPATORY PLANNING PROCESS

Sarva Siksha Abiyan (SSA) is a centrally sponsored programme in collaboration with state Government and local bodies to bring about qualitative changes in primary education up to 8th standard.

Local community plays a significant role in planning, implementing and monitoring the programme in grass root level. SSA guideline also stresses participatory decentralised planning process in promoting enrolment, retention and quality education.

SSA project in Palakkad District evolved through a series of studies, surveys, consultative meetings with PRIs and stake holders and exhaustive decentralised planning exercise at grass root level.

I ENVIRONMENT CREATION ACTIVITIES

The community leaders, stake holders and functionaries of education department were to be given an awareness about SSA since they are supposed to plan and implement the programme and ultimately own the entire process. So a comprehensive community awareness creation programme was chalked out to convey the message of quality education for all through SSA among the community.

II. PLAN PREPARATION EXERCISES

DISTRICT WORKING GROUP

A district level meeting was conducted on 10-02-2003 at BRC Shornur and prepared an 'action plan' for participatory planning process. District Panchayat representatives, DDE, DPC, DIET Principal, DIET faculty members, DEOs and AEOs participated in the above planning meeting. A detailed action plan and module were prepared for the planning process at different levels.

BLOCK WORKING GROUP

One day orientation programme was conducted in each sub district which were well attended by people representatives, department officials, Head Masters, teachers, social workers and teachers organization representatives.

Block	Date	People representatives	Head masters & teachers	PTA/MTA representatives	Social workers	Total
Alathur	18-2-03	12	15	9	2	38
Chittur	21-2-03	8	25	4	3	40
Cherplassery	10-2-03	9	13	7	4	33
Kollengode	21-2-03	4	28	18	2	52
Mannarakkad	21-2-03	10	46	21	6	83
Ottapalam	20-2-03	8	34	12	4	58
Palakkad	25-2-03	13	41	10	5	69
Pattambi	19-2-03	11	16	8	3	38
Parali	18-2-03	6	10	8	4	28
Shornur	18-2-03	7	11	5	4	27
Trithala	20-2-03	8	9	7	5	29

These orientations helped the functionaries to undertake the task assigned to them related to SSA with confidence. A module was developed for panchayat level orientations

PANCHAYAT WORKING GROUP

A series of training programmes were conducted throughout the district in panchayat level. Panchayat working groups were oriented through these programmes. Approximately 2500 panchayat level functionaries of 94 panchayats in the district participated in this programme.

III PARTICIPATORY PLANNING EXERCISES

I SCHOOL EDUCATION PLAN (SEP)

Our ultimate aim in planning at school level is to convert every school into an effective school. The planning process began when the planning team identified the needs and aspirations of the school. We have already developed a vision of a effective school and we considered the present status of our schools before determining the necessary interventions. When the strategies, interventions and activities were formulated, we prioritised it

The school education plan has a preface containing the history background, present status, achievements and constraints of the school. An activity wise description is given in a tabular form.

1	Name of activity
2	Objectives
3	Method of implementation
4	Funding agency
5	Period
6	Implementation agency

A calendar of activity is prepared based on this plan and the SSG review the progress and plan for the forthcoming month in its monthly meetings.

The draft plan at school is prepared by the SRG and presented before the SSG for discussion and approval. Those activities which are to be implemented by the Grama Panchayaths have been prepared separately and the Head Master and the SRG convener presented it before the task force members and VEC.

II PANCHAYAT EDUCATION PLAN(PEP).

The planning team includes:-

- (a) All Head Masters
- (b) All SRG & SSG conveners
- (c) Task force members of Grama panchayaths
- (d) VEC Executive committee members.

The planning team prioritised the activities presented by the school planning team and prepared an action plan. The fresh proposals of the VEC were also incorporated in this action plan. The proposals were prepared in the following Performa.

ACTIVITY	BENEFICIARIES (Name of schools)	BUDGET	JUSTIFICATION

BRC Trainers assisted the Panchayat education plan team in all Panchayats and the participation of the standing committee chairman were ensured by them.

A special feature of this years Panchayat education plan is that there will not be separate plan for Grama Panchayaths and VECs. A copy of the approved panchayat plan will be sent to BRCs.

iii BLOCK EDUCATION PLAN

The block education plan contains the following items:-

- (a) Block data base
- (b) Description of good practices and innovative activities
- (c) Convergence activities
- (d) List of materials developed during 2002-03
- (e) Progress overview of activities for 2002-03

This is prepared in the following format

ACTIVITY	DETAILS OF PROGRESS MADE	IMPLEMENTATION DIFFICULTIES
	(No. Of participants / period / achievements/ expenses and all data to be furnished against each activity. The report should be correct in all respects.)	(To be clearly stated so that it will be of use in our present planning)

Sly. No.	Block	Date	Participants
1	Alathur	3-3-2003	35
2	Cherplassery	5-3-2003	36
3	Chittur	4-3-2003	34
4	Kollengode	3-3-2003	33
5	Mannarakad	5-3-2003	37
6	Palakkad	4-3-2003	41
7	Parali	3-3-2003	32
8	Shomur	4-3-2003	28
9	Thrithala	5-3-2003	31
10	Pattambi	4-3-2003	35
11	Ottapalam	3-3-2003	29
			371

iv PREPARATION OF DISTRICT EDUCATION PLAN(DEP)

A district level meeting was conducted on 31-3-2003 at BRC Ottapalam. In this meeting DDE, DIET Principal, DEOs, DIET faculty members, AEOs, BRC Co-ordinators participated. A District core planning team was set up in this meeting. The district core team consisted of the following members.

- 1) Depute Director of Education
- 2) DIET Principal
- 3) District Project co-ordinator, DPEP
- 4) DIET Faculty Members-12
- 5) DEOs- 2
- 6) AEOs – 2
- 7) BRC Co-coordinator-2

A District level 5 days residential workshop was conducted from 2-4-2003 to 6-4-2003 at Palakkad. The district core planning team members thoroughly discussed and consolidated all the Block plans. Core team members discussed about the district level educational problems, causes, and strategies in detail and prepared district Elementary educational plan for the year 2003-04.

The DEEP thus prepared is put before for approval. The finalisation of the draft will be made after the approval of District Planning committee.

IV STUDIES/ SURVEYS CONDUCTED

(I) School Survey: -

Education Management information system (EMIS) was already available in MIS of SSA (pre- project planning system) up to 8th standard. An extensive survey was conducted at different blocks of the district with the help of BRC trainers on January 2003. The filled up data were returned to district Head quarters, which was analysed and entered in the MIS unit.

(ii) Other sources of information:-

Information was collected from the following agencies for preparing District Project Plan of SSA for the year of 2003-04:-

- (a) Office of DDE
- (b) Office of the DIET Principal
- (c) Office of the DPC, DPEP
- (d) District planning office
- (e) District information centre
- (f) Economics and statistics Departement
- (g) ICDS Office
- (h) ITDP Office
- (i) District Panchayat Office

V GOALS/ TARGETS:

Access, Enrolment, Retention:-

Eradication of un enrolment and dropout problem up to 8th standard.

Gender Issues:-

Awareness creation campaign and activities for Universal achievement of all gender gaps and social gaps.

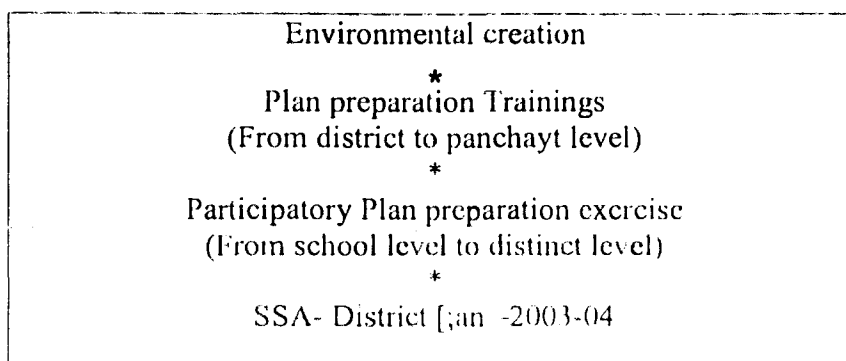
Quality Issues :-

Teacher Empowerment Training Programmes for the achievements of quality education.

DISTRICT PLAN PREPARATION AT A GLANCE

LEVEL	PARTICIPANTS
Panchayats & Municipalities	2437
Blocks	371
District	35

PROCESS



Major Interventions Proposed through Participatory Planning Process in Original.

(Consolidation of Local Needs)

- The curriculum should be changed periodically according to the needs of the society.
- All the new concepts, trends and technologies are to be introduced to the teachers through training at the time of vacation.
- One day cluster training are to be conducted monthly.
- A DRG will be formed under the leadership of DIET.
- Block level subject councils are to be formed.
- Both, term evaluation and CCE will be considered for class promotion.
- Gave effective training and sufficient tools for CCE to all teachers
- Conduct LCTA workshops at Panchayat level in each term for teachers.
- Supply sufficient reference materials, library books and laboratory equipment to each school.
- Gave special training for Head Masters in class monitoring and school management.
- Conduct special cluster meetings for Head Masters.
- Strengthen the school monitoring system. Monitoring of HM, Educational Officers and the Society.
- The charges of noon feeding programmes handed over to Grama Panchayaths.
- Text books are distributed to schools before reopening day.
- Free text books will be given to all economically backward children.
- Introduce the neighbor school system.
- Conduct awareness programmes for community.
- Open MGLCs in tribal areas

-
- Conduct special training for Anganwadi workers.
 - Special training to PTA, MPTA, SSG Members.
 - Appoint sufficient number of teachers at school before the re opening of schools.
 - Provide sufficient class rooms separation walls furniture, toilet, drinking water facility, compound wall etc. to Govt. and Aided schools

CHAPTER IV

PROGRESS OVERVIEW

REPORT 2002 2003

Major Activities at a glance

- ❖ School grant
- ❖ Distribution of free text book to all girls children and SC/ST Boys
- ❖ DRG Training on evaluation in Standard VIII
- ❖ Teachers training on evaluation in Standard VIII
- ❖ Teacher grant for teachers training Standard VIII
- ❖ Orientation to educational officers
- ❖ Review to educational officers
- ❖ Orientation to UP,HS-Head Masters and PTA presidents
- ❖ IEDC orientation of SRG convener / Head Master
- ❖ IEDC Medical Detection Camp
- ❖ IEDC trainers review
- ❖ Drinking water facilities
- ❖ Electrification work
- ❖ Toilet facilities
- ❖ Minor repair

Major Intervention Areas And Its Activities In Deetail

1. QUALITY IMPROVEMENT

School grant

The launching of SSA programme was commenced by distributing the school grant. School grant was distributed through Assistant Educational Officer. 142 Schools were given grant of Rs.2,84,000/- on 1-2-2003

Free supply of Text books

The amount of Rs. 69,25,325 was distributed through district educational officer of Ottappalam and Palakkad for the distribution of free text book to all girl children and SC/ST Boys on 1-2-2003

Equipping DRG

All the district Resource group members were given two days training at DIET Palakkad. A successful evaluation tool was prepared for new revised curriculum on Standard VIII

Training to teachers

All teachers who are handling classes in Std VIII were given two days evaluation training in all subjects in educational district wise. 784 Teachers attended

this programme and Rs. 2,38,000 was distributed through the Principal DIET Palakkad on 4-1-2003. Teachers got an opportunity to familiarise new training strategy on evaluation and to develop new evaluation tool and how to fill the SEP, consolidated Mark register and promotion list.

Teachers who are handling classes V to VIII utilised this grant to develop teaching and learning materials. An amount of Rs. 22,29,000 /- was distributed through Assistant Education Officers and Head Masters of High School on 6-2-2003. Four thousand four hundred and eighty teachers were utilised this grant.

Orientation of educational Officers

One day orientation programme was conducted to all the AEO's, DEO's, DD, DIET Principal, DIET Faculties and Co-Ordinators is to familiarise the Evaluation strategies at UP Level and High School Level. 45 Educational officers participated in the programme

Review of Educational Officers.

One day review meeting was held at DIET-Palakkad on 24-2-2003. This meeting discussed reviewed programmes implemented and planning for further programme was also discussed under SSA.

Awareness Programme for SSA

One day orientation programme for Awareness of SSA and its objectives. New evaluation strategies is to be familiarised and different interventions are discussed in Upper Primary Schools and High Schools. This programme implemented at various sub district level in Palakkad on 25-2-03.

2. SPECIAL FOCUS GROUPS

Children with special Needs (IEDC)

IEDC orientation programme

One day IEDC orientation programme for SRG Convener / Head Master held during the month of February and March - 2003

IEDC Medical Detection Camp

One day medical detection camp was successfully conducted during the month of March-2003. There were 4500 students who were identified in this camp

One Day Orientation To IEDC Trainer's Meeting

One day orientation programme was conducted for the IEDC Trainers. This programme discussed the progress of the IEDC Medical detection camp and further planning.

3. Civil works

Drinking water facilities

Drinking water facilities were provided in '9' schools having classes '5 to 8'. An amount of Rs. 54,000/- was to be utilised for the above requirement.

Electrification

There are seven schools which were electrified during the year 2002-2003. An amount of Rs. 42,000/- were utilised under this Head.

Toilet facilities

'23' schools were provided toilet facilities during the year 2002-2003 and an amount of Rs. 2.38 lakhs were sanctioned and utilised.

Minor Repairs

An amount of Rs. 26,000/- were being used to repair '13' schools in the last financial year.

Civil works

Sl. No	Name of Work	No of sites/spots	Expenditure
1	Drinking water	9	54,000/-
2	Electrification	7	42,000/-
3	Toilet	23	2,30,000/-
4	Minor repair	13	26,000/-
Total		52	3,52,000/-

CHAPTER V

SPILL OVER ACTIVITIES

CIVIL WORKS

Remaining works of separation wall in the class rooms, electrification, maintenance and repair. Toilets and drinking water facilities are to be carried and completed during 2002 – 2003. These works have been included as spill over activities. Details given in Table B.

Special Focus Groups and Innovations

The amount that has been not utilised for purchasing the aids and appliances for IEDC in this year. So the remaining amount would be included as spill over.

Computer Education

A fresh proposal for the procurement of the computer and providing computer training is submitted along the AWPB of the year 2003-2004. So it should be treated as the spill over. A copy of the project proposal for the year 2002-2003 is attached along with the proposal of 2003-2004 for further reference.

CHAPTER VI

COMPONENT WISE PLANNING FOR 2003-2004

Intervention I

QUALITY IMPROVEMENT

Improving the quality and efficiency at school-classroom level is a major thrust area since SSA categorically highlight the need to provide education of a 'satisfactory quality' in achieving the goal of education for all. More focus on access, enrolment and retention without resulting in betterment if learning levels becomes wastage type if resources as well as adversely affects school effectiveness.

Pedagogical improvement interventions are one of the most important thrust area of the SSA as far as our district is concerned. The ultimate goal if all quality diluted interventions is to attain positive changes within the school class room setting.

Major pedagogical components

The plan document should highlight and reflect up on the following major components that contribute towards a quality improvement Education within the school and classrooms.

They are:-

- ❖ Teaching learning material
- ❖ Curriculum development/revision
- ❖ Teacher training
- ❖ Teaching learning process
- ❖ Monitoring and evaluation to ensure quality

TEACHING LEARNING MATERIAL

Objectives

Teaching learning material (TLM) is the actual vehicle that helps in delivering the curriculum to the child in the classroom. Teaching learning Materials include a wide variety of items such as text books, workbooks, teacher's hand books, learning aids, educational kits, supplementary reading material, blackboard, evaluation tools, charts etc. It should be lowcost, usable, and easily available material.

1. SCHOOL GRANT

It is proposed to distribute Rs.2000/- during this year i.e. 2003-04 to all lower primary schools, upper primary schools and High School having VIII Std. In the previous year i.e. 2002-03, the grant was being utilised for beautification of school and replacing non working equipments. It will be utilised through the VEC/SMC.

The following activity can be promoted using school grant.

- a) S.U.P.W
- b) Organising educational tours
- c) To buy sports and games articles.
- d) To conduct art and creative activities.
- e) School cleanliness and beautification
- f) To make school child friendly

2. TEACHER GRANT

During the academic year 2002-03 all the teacher of LP/UP School teachers and teachers working in VIII and Standard had been given teacher grant @ Rs 500/-. It was very useful to teachers to make TLM for transacting curriculum effectively. In the light of this experience it is proposed to give Rs.@ 500/- this year to all teachers up to Standard VIII, as teacher grant. Transparency will be observed in utilisation of teacher grant. CCTA workshop will be conducted at Cluster level for this purpose. Duplication of teaching aids will be avoided but make sure the availability of this in schools and use of it. The fund will be used economically and effectively.

In Kerala VIII Standard is attached to high schools. So when calculating the No. of teachers in Standard VIII teacher pupil ratio in calculating teacher grant will be 1 : 40.

3 & 4. TLM GRANT

TLM grant is proposed to all BRCS @ 5000/- and CRCS @ 1000/-. This grant can be utilised for developing activity banks, project banks, purchasing reference books, for preparation of learning aids etc.. DRG will give training to the teachers for the preparation and use of TLM.

CURRICULUM DEVELOPMENT / REVISION

Objective

One of the most important determinant of the quality of education is the curriculum followed in the school. The development of curriculum is a continuous process. The activities planned for disusing the curriculum review and renewal to teachers, administrators BRC and CRC personnel etc. we should uses the curriculum development in a participative approach.

WORKSHOP FOR THE DEVELOPMENT OF LOCAL SPECIFIC CURRICULUM AT BRC LEVEL

Make the curriculum locally specific is a major objective of the curriculum revision by preparing supplementary materials i.e. Reference cards, activity banks Resource maps should ensure the attainment of the objectives. The reference cards can solve non availability of reference books. The activity banks helps the teacher for their day to day planning. Beside these planning for interaction with persons and places will be conducted in all schools suggestion for curriculum revision from CRC's and BRC will be consolidated at district level and it will be given to the state curriculum committee.

8,9,10,11,12 .TEACHER TRAINING

Objective

Teacher plays a pivotal role in the teaching learning process and there by responsible for improvement of quality with in the classroom. Teacher competence depends greatly on their knowledge, skill, attitude, motivation, commitment etc. It is important to find out and organise comprehensive training plan for all categories of teachers (new, already in service, Headmasters, special educators, para teachers etc). The teacher training institutions are to be either developed or augmented.

Experimental Training is needed to teachers and Headmasters to equip them with the renewed curriculum and approaches to various subjects. Professional competency has to be enhanced and positive change in attitude towards children and community is to be effected trough this training progress. In Palakkad district all most all teachers of UP classes and in 8th Std training will be imparted subject wise and in LP, it will be mostly an competency based activities and child centered approach. Head masters will be trained on monitoring and supervision in addition to teaching learning processes.

Teacher education will be made a continuous process. There will be 10 CRC level training program for sharing of experiences and for planning learning activities for each month. DIET palakkad will serve as the key resource center for planning and execution of the training at the district level. The infrastructure facilities at the DIET will be utilised to the optimum levels to meet the needs of training components

BRC level Training will be organised by trainers who are appointed on the basis no. of schools in each BRC. Altogether there will be 130 trainers in the district. Trainers will be trained at the DIET and the training will be participatory and experiential. Trainers visit school frequently as a follow up of the training to give on- site support to the teachers. In cluster meetings, teachers will present their felt difficulties or hard spots and will discuss in detail. Unsolved issues will be reported to BRC and DIET and the solutions/strategies will feed back through trainers to the schools.

20 days in service training for all teachers including Headmasters I-VIII

Four areas suggested

- ❖ Concept of an effective school
- ❖ Visioning of an effective class room
- ❖ Nature of learners.
- ❖ Different subject approaches.
- ❖ Experimental learning strategies.
- ❖ Group learning.
- ❖ Projects, portfolio, assignment.
- ❖ Developing activities for effective curriculum
- ❖ Class room organisation and management.
- ❖ Preparation and use of learning aids.
- ❖ Effective use of laboratory.

Formation of District Resource Group --

Training modules will be developed by the DRG consisting of DIET faculty members, one potential trainer from each BRC and two teachers. DRG will discuss the academic issues and will suggest strategies to address them. Usually, DRG will meet once in every month. Special meeting will be held to develop modules for various training programme.

Formation/orientation of BRG

BRG includes all BRC trainers, CRC lead school Headmasters and one teacher from each CRC. BRG will be oriented by the DRG who its turn will give training to the teachers.

Teacher Training

BRG will give training to the teachers in different batches through CRCs.

17,18. Formation of BRCs and CRCs

There are 12 educational sub. Districts and 11 BRCs in Palakkad district. One BRC is to be setup at Kozhalmannam and Attappady. Al together there will be 130 trainers from 13 BRCs. Trainers will be selected through selection workshop

strictly on the basis of performance assessment. Only very competent teachers can serve as trainers and criteria will be developed by the district-working group for assessing the performance. Due weightage will be given to science subjects, Humanities and Languages. The main function of BRC trainers are to give OSS to teachers. They will enrich themselves in the weekly BRC meetings. They will keep a record of all details both academic and administrative of concerned schools. They will also develop a teacher profile in which the strengths and weakness of teachers will be recorded. They will maintain a training manual, which will be refined from time to time.

SEPARATE BRC FOR TRIBAL AREA

Attapadi, the tribal block of Palakkad is larger than Alleppy district of Kerala. Tribal people are living in the remote 'Oorus'. This area lack roads, electricity, sufficient educational facilities, hospitals etc. One has to walk several kilometers through dense forest to reach certain hamlets. Now there are 20 schools in the block. The BRC trainers attached to BRC Mannarakad, have to travel one day to reach the schools. There is no residential facility in this area. The teachers also have to walk hours to reach the BRC or CRC.

The proposal for new sub. District at Attapadi is under consideration as a part of implementation of SSA, it is proposed to open a new BRC at Attapadi with residential facilities. In addition to Rs.6 lakhs for construction, Rs. 2 lakhs, is proposed additionally for providing residential facilities.

IV TEACHING LERNING PROCESS

The pedagogic intervention and inputs should result in quality improvement that should be ultimately visible with in the classroom setting. What happens in the class room is very important. The indicators like classroom environment, calls room organization , pupil teacher ratio, teaching strategies adopted, availability of teaching learning materials are very important in this regard.

SPECIAL ENRICHMENT PROGRAME

Ayalkoottam

Many parents are not able to give attention to their children in learning activities at home. Some parents do not get time and some others unaware of the issue. Children of 40 or 50 nearby houses assemble at a nearby school in the evening and get help from elders and other recourse persons who are locally available. The children will be taken care of by educated youths and help them in the learning process. Convergence from PRIs will be sought for giving light refreshments to the children. Classes can also be conducted in youth clubs, cultural central etc., Youth volunteers will be trained by teachers of that particular school. This will be done at least 2 centre in each BRC during the year 2003-04. TLM like note books, pens, chalk pieces etc..will be supplied by DEEP

Sahavasa camp

On holidays 2 days 'Sahavasa Camp' should be conducted in each Panchayat and Municipalities of the district. Selected student from various schools from the Panchayat/municipality would be the participants of the camp. It is not intended for formal education but for sharing the experience of students and other resource persons. In this programme we can include field trips, Language Corner Mathematics Corner, experiments, Bird Observation and Star Observation etc.,

MONITORING AND EVALUATION TO ENSURE QUALITY: -

Central to the entire efforts towards improvements is the monitoring of quality aspect in terms of planned inputs, on going process and expected output. District specific monitoring systems need to be developed and put in to practice. To facilitate the monitoring process, context specific quality indicators and appropriate Usable tools are to be developed

Formation village monitoring cell

For the effective monitoring of academic programmes, it is proposed to set up monitoring cells at panchayath level. Eminent educationalists, representatives from PRIs, NGO and Teachers Organisation will be the members in the team. Based on a tool developed by the DRG, monitoring cell members visit all schools in the panchayath and prepare a report. More focus will be given to weaker schools and regular BRC level OSS will be imparted on the basis of this report. Rs 1500/- is set apart per school per year to promote community based monitoring.

Sub activities

- (1) Tool preparation by the DRG.
- (2) Orientation to Monitoring Cell Members.
- (3) School visit by monitoring members.
- (4) Preparation of report.

INTERVENTION II
SPECIAL FOCUS GROUP AND INNOVATIVE
ACTIVITIES

CHILDREN WITH SPECIAL NEEDS

Objectives:-

The disabled children were identified through micro planning. (House-to-House Survey) The purpose of SSA in this regard is to mainstream all out of school children providing them in the necessary help. It also aims to improve quality of children who are already in schools. The nature of disability will be ascertained in medical detection camps. Through medical check ups the need of each child will be identified. Aids and appliances will be supplied to them by SSA and through convergence. Resource teachers will be appointed in BRCs. They will orient the parents, ECCE workers and teachers. They will conduct special classes for disabled children in the evenings and during holidays. New constructions will be disabled friendly. Resource centres will be set up in BRCs with libraries and equipments.

Target groups:-

Mid and moderate groups of disabled children who are enrolled in the mainstream of education. VI, HI, SI, MR and LD groups in std I-VIII.

Convergence with External Agencies:-

Purpose:-

- For Resource Mobilisation / Utilisation in proper way.
- To ensure community ownership
- To develop the sense of accountability towards community.

Agencies:-

Local Department agencies, NGOs, Local bodies, Voluntary Agencies, Technical Institutions, Charitable Societies etc.

Setting up of District Resource Groups:-

Purpose:-

To provide technical Support

Members:-

Representatives from
District Planning Committee
District Panchayats
District Core Groups
Technical Institutions
DIETs/SPE Filed Units etc.

Identification of Target Groups:-

1. Lay Screening:-

By specially trained teachers/Resource Teachers.

Source data:-

- (1) Class wise survey
- (2) House to House Survey

Purpose:

Estimation of Suspected cases.

2. Detection Camps:-

Clinical and Psychological-by the experts concerned.

Purpose:

To identify the actual disabled groups

3. Preparation of Case Report:-

Technical Resource Support for deserved Groups In three ways:-

1. Clinical Support through Aids & Appliances
2. Psychological Support through Guidance and Counseling, and

3. Academic Support through modified learning strategies.

Monitoring and On site Support:-

On-site Support by specially trained Resource Teachers

On-site Support for Teachers/Learners

Evaluation of Achievements:-

Based on Learner focused achievements.

Review of teachers efficiency; and

Review of Programme implementation.

Programmes in broad head lines:-

- i. Community Awareness Programmes (CAP)
- ii. Facilities Improvement Programmes (FIP)
- iii. Parent Education Programmes (PEP)
- iv. Teacher Empowerment Programmes (TEP)
- v. Learner Achievement Programmes (LAP)

i. Community Awareness Programmes (CAP)

Purpose:-

To make awareness among the community about the children with deferent types of disabilities. To develop the sense of accountability towards the above groups so as to bring them into the main stream of the society through equity assurance programmes.

Target Groups:-

All members of the society including functionaries in different sectors. (NB:- This programme will be organised as linked with the community Mobilisaton Programmes)

ii. Facilities Improvement Programmes(FIP)

Purpose:-

To provide suitable facilities in terms of the needs of disabled groups.

Types of facilities:-

1. Physical facilities ie. Need based changes in construction works such as Ramps/Handrails/Toilets etc.
2. Technical facilities ie. Clinical service, supply of Aids and Appliances.

iii. Parent Education Programmes (PEP)

Purpose:-

1. To make the parents aware of the limits and possibilities of their disabled children.
2. To impart guidance and counseling to the parents based on the disabilities of children.

Target Group:-

Parents of Disabled groups.

iv. Teacher Education Programmes (TEP)

Purpose:-

Capacity development of teachers who engage with disabled groups in the main stream of education

Target Group:-

- (1) Teachers in the main stream
- (2) Resource Teachers who deputed on contract/regular basis.

NB:- The training for category I will be organised through the general training for teachers. The Multi category training will be organised by the IEDC unit for Resource Teachers.

v. Learner Achievement Programmes (LAP)

Purpose:-

To improve the achievement of learners with disabilities as equal to the achievement of common learners.

Target Group:-

All disabled children in Std.I-VIII.

Initiatives:-

- (1) Modification of existing materials in terms of the special needs of children.
- (2) Modification of transactional strategies in classroom conditions in print form and hands on training to the End-Users and the End-beneficiaries.
- (3) Compensatory Education Practices in terms of equity assurance Programmes etc.

Convergence with local external Agencies:-

Purpose:-

- For Resource Mobilisation/Utilisation in proper way.
- To ensure community ownership
- To develop the sense of accountability towards community.

Agencies:-

Local Department agencies, NGOs, Local bodies, Voluntary Agencies, Technical Institutions, Charitable Societies etc.



ACTIVITIES PROPOSED

- a) **Convergence meeting** with local agencies, Charitable Societies, Voluntary Agencies, Technical Institutions etc. This will be conducted in 13 BRC (03 members from each BRC twice in a year.
 - b) Medical detection camps. Clinical and Psychological by the experts concerned. 2 camps will be conducted in each BRC per year. Service of experts will be made available
 - c) Adaptation for disabled. Friendly class rooms and schools.
- purpose

to provide suitable facilities in terms of the needs of disabled groups.

Types of facilities:-

- (1) Physical facilities ie; Need based changes in construction works such as Ramps/Handrails/Toilets etc.
 - (2) Technical facilities ie; Clinical service and supply of Aids and Appliances.
- d) **Distribution of Technical Appliances.** Children who are identified to be disabled through detection camps will be supplied necessary equipment like spectacles, hearing aids and Ortho equipment. Steps will be taken to supply this through convergence activities. Any how some funds have to be set apart from the SSA funds for this purpose.
- e) **Setting up of Resource Centres and Activity Corners.** The Resource Centres attached to BRCs should have adequate facilities for orientation to teachers, conducting special coaching classes to disabled children and for parental awareness programmes.
- f) **Placement of Technical Staff.** Specially trained RTs will be placed in each BRC for conducting various programmes in connection with IEDC. Since the coverage of SSA is up to class VIII, minimum 3 RTs are essential in each BRC.

g) Parent Education Programme.

Purpose:-

- (1) To make the parents aware of the limits and possibilities of their disabled children.
- (2) To impart guidance and counseling to the parents based on the disabilities of children.

Target Group:-

Parents of disabled groups.

h) Teacher Education Programme.

Purpose:-

Capacity development of teachers who engage with disabled groups in the main stream of education.

Target Group:-

- 1) Teachers in the main stream.
- 2) Resource teachers who deputed on contract/regular basis.

i) Development/Modification of TLMs.

Purpose:-

To improve the achievement of learners with disabilities as equal to the achievement of common learners.

Target Group:-

All disabled children.

Conducting Prathibha Sangamas for the Children with Special needs:-

It is proposed to conduct Prathibha Sangamas in each BRC for the children with special needs. This programme helped them to enrich and enhance their abilities and innate capacities. This also improve their self confidence and develop co-operation.

Monthly Review Meeting of RT's

Monthly review meetings of RT's are very essential for the success for implementation of the IEDC Programme. This gave them a chance to share the experiences in the field. They can modify their plans and activities by group discussions. Review of the activities helped to frame the achievements and drawbacks.

Holiday classes to the children with special needs.

Resource teachers/teachers are not able to handle the children properly in the regular classes due to the lack of time. So they have to arrange holiday classes/Saturday classes for giving special attention to the disabled children.

Maintaining Library for Resource Centers

Library books for the children with special needs are needed according to the age and interest. Books with colored figures, simple stories, poems etc. will really promote their skills in reading and writing.

Handicraft making workshop

Handicrafts by using shells, soap, match sticks, masks and covers making etc. are a part of vocational training. This imparts carrying out jobs and improves their competencies. This also gives self-confidence and self-sufficient.

Books stationary and Uniform for Disable Children

The physically challenged children are not eager to attend the school. So an incentive should be given to motivate the children to attend the school regularly. Books stationary and uniform are proposed to be given to the disabled children.

Transport and Escort Allowance.

Orthopedically handicapped children cannot attend the school because of their physical disabilities. So an allowance for transport and an amount for escort are proposed. An allowance for helper is also essential.

Hostel Expenditure

The disabled children are to be accommodated in Hostel for uninterrupted study. So an amount should be set apart to meet their Hostel expenditure.

Readers Allowance

The blind children need an assistance from a helper to pursue his study. May be given as readers allowance.

2B. GIRLS EDUCATION

Gender Discrimination is not so crucial in Kerala when compared to other states but we can see that some sort of discrimination still exist in the society in a closer watch. This can be seen at homes, in schools, in institutions and every where in society.

The specific situation of girls may vary across districts, blocks and clusters. These variations will have to be taken into account while planning in order to duly address them through different strategies. Thus while there would be a general strategy applicable to all girls in the district, there would be certain specific strategies to counter the acute situations facing the girls in certain pockets.

In this area convergence with external agencies is very important. For resource mobilization to ensure a community participation, to sensitise community, for changing the attitude towards feminine gender, agencies such as local bodies, voluntary organizations, NGOs, Govt. Departments, Educational Institution and Media should be effectively utilized.

ACTIVITIES PROPOSED

1. Panchayat/ Block/District level seminars on Women Empowerment

Eminent women leaders, writers, social activists will attend these meetings. Mothers, teachers, Anganwadi workers/helpers, Members of PRI will be the participants.

2. Parent Education Programme

A trainer, preferably a lady trainer, will attend PTA/MTA meetings in school and orient them on problem and difficulties of girls. They will discuss the present status of girl children in particular and women in general and evolve strategies to address these difficulties.

3. Preparation Of brocherss and Posters

Broachers and posters depicting these issues and solutions related to girl's education will be prepared and used for PTA/MTA orientation, seminars and discussions.

4. Cycling Training to selected 50 girl children in each block every year

The training programme will last for 5 days. The training will be given in to 10 batches of 50 children each during mid- summer vacation with the help of PTA/MTA.

5. Guidance and counseling at VEC and school level

In order to identify various problems in connection with gender and to give remedial measures and follow up action to the problem identified, VEC/school level counseling centers will be constituted in which the services of qualified counsellors will be provided.

2C. TRIBAL EDUCATION

Total enrolment and retention are unachievable tasks in the tribal belts of Palakkad district, especially in Attapady area. The dream to ensure quality education to all tribal children makes the picture more dim. To achieve 100% result in this field time effective, cost effective, collective programmes are the need of the hour. Prioritised activities proposed in this regard for the year 2003 – 2004 are listed below.

ACTIVITIES PROPOSED

1. ONE DAY ORIENTATION OF SSG PROMOTERS/ SOCIAL ACITIVISTS

SSG promoters and social activists will be oriented on the process of campaign for total enrolment and retention to ensure the tribal belt dropout free in each term.

Rs. 70/- for 200 participants each is set apart for this.

Concerned DPO and Block panchayath will monitor the activity.

1. MEETINGS OF HMS IN TRIBAL AREA.

All schools in the tribal area need to make effort to enroll all the children in their catchment area. For this a strategy will be developed in the orientation programme/meeting to address the issue. DPO will conduct this programme.

DPO /Block panchayath will monitor the activity.

Rs. 70/- for 50 participants each is set apart for this.

2. STRENGTHENING OF TRIBAL RESOURCE GROUP (TRG)

TRG will be formed in all tribal schools and ASs for giving effective support to the centres. They will make action plans,

(i) for Remediation and enrichment programmes in schools with the help of teachers and

(ii) for the day-to-day teaching – learning process of ASs. For this they will meet three times a year.

DPO/ VEC will monitor the activities. ITDP officials will also assist.

RS. 70/- for 150 participants each is set apart for this.

4. CONVERGENCE MEETING WITH ITDP, LOCAL BODIES, VOLUNTARY AGENCIES ETC.

To ensure the co-ordination of all the agencies like ITDP, ECCE, Local bodies, Voluntary agencies, a convergence meeting (one day) will be held ensuring the participation of the relevant bodies, twice a year.

TDO/DPO/ Block panchayath/ Grama Panchyath will monitor the activity.

FA @ Rs. 70/- is provided for 50 participants.

5. FREE SUPPLY OF LEARNING MATERIALS TO ALL TRIBAL CHILDREN

A purchase committee consisting of BRC trainers, Teachers and Local body members will purchase the materials. The materials will be distributed to all tribal students. BRC will monitor the activity.

Rs.20/- per student is set apart for this section and Rs. 50/- for UP section and Rs. 75/- for Std. VIII

6 **TRAINING ON TRIBAL LINK-LANGUAGE MATERIAL**

Most of the teachers in main stream schools in Attapady area find it difficult to convey with students since then do not know the tribal dialects . To aquint them with common usage and vocabulary of tribal dialects and to develop compassion and respect towards the culture of the tribals to a two day training programme for them is proposed. Educated tribal youth will be the RPs for this programme. Hundred teachers of tribal belt will participate in this programme. BPO and Block Panchayath will monitor the programme.

Rs. 70/- per day per participants is posted.

7 **THE MATERIAL WILL BE PRINTED AND DISTRIBUTED TO ALL TRIBAL CHILDREN IN Std I - IV**

EARLY CHILDHOOD CARE & EDUCATION [ECCE]

Eminent psychologist Dr. Philip John has said that the goal of pre- school education should be to teach the child to enjoy learning. Early childhood care & education is today acknowledged as a crucial input as a foundation of life long development. It is also essential to fulfill the goals of universal elementary education. ECCE has assumed priority as a vital input for preparing children below 5 years for school facilitating participation of girls in primary schools.

Under DPEP, training for anganwadi workers and helpers have been given in which child psychology and its impacts were discussed. Method for making the class room child friendly were also discussed. This type of orientation should continue.

OBJECTIVES

1. To analyse the need of ECCE as a vital component of elementary education.
2. To suggest change in the existing system to enable linkage between pre- school and elementary education.
3. To formulate a holistic SSA intervention design for ECCE such that implementation will be a joint venture between SSA, ICDS, PTA nurseries and other pre-schools

Activities on ECCE should be carried out with the convergence with external agencies. Panchayat Raj Institutions, Saksharatha projects, other voluntary organizations and charitable Institutions should be involved in the successful implementation of the programme, ofcourse with the community development departments of the State and Central Govt. (Tech Institution, Parents, Social Welfare dept, Tribal developmental dept, Education & Health dept etc).

ACTIVITIES PROPOSED

1) **Setting-up of DRG for ECCE**

Teacher / Trainers from each BRC will be trained to conduct Block level Training Programme for pre- primary/Anganwadi workers. Module for Block level training will be prepared in the DRG. This is necessary because the curriculum prepared by the SCERT for joyful learning situation has been approved by the Govt. and this is to be disseminated to the teachers.

2) **Training programme for Anganwadi /Pre Primary workers:-**

Training on topics like nature of child, child psychology child growth and development, use of play materials etc. will be given to the Anganwadi worker/helper in a phased manner. 3 day Training at Block level according to the Module prepared by the DRG.

3) Training/skill Development programme for CDPO, ICDS supervisors, teacher educators

It is felt that the present monitoring system should be made friendly and effective. 2 days training for the monitoring officials at district level is proposed.

4. Convergence meeting with people representative, social welfare Dept., education Dept. Tribal Department, S.C., S.T. Dept., PRI Institutions, NGOs, Health Dept. and Technical institutions at Block level. These meetings will be held twice a year to ensure convergence with various agencies.

5. Work shop for preparing activity kits to all anganwadi/pre-primary schools.

Now the Anganwadi/ pre-primary schools are lacking in play materials for children. To cop with it district level/block level workshops will be conducted in which low cost play materials will be developed and the participants can disseminate this to lower levels.

6. Teacher Support Material Distribution

TSM will be developed at district level which will be distributed to all Anganwadi / pre-primary schools. A group of RPs consisting of child psychologists, teachers, ICDS and DIET faculty etc. will be given with this material.

7. Parental Awareness Programme (Anganwadi Level)

It is proposed to conduct parental awareness programme at Anganwadi level in which classes on child psychology, health and hygiene and nutrition etc will be given. Pamphlets on these matters also will be given in the meetings.

2E. Computer Education

An innovative computer education programme for UP school children is proposed. Detailed project report is separately attached.

ALTERNATIVE AND INNOVATIVE EDUCATION/EDUCATION GUARANTEE SCHEME

In Palakkad district more than 2000 children under the age group of 6-14 years are out of school as per the survey findings conducted by SSA. Nearly 40% of out of school population is in tribal belt especially in Attappady area. Just half of the target population is in the age group of 6-10 years.

SSA aims to mainstream all out of school children, setting up access and providing needed support. For this SSA aims continuation of the 30 alternative schools established under DEAP project and starting some new ASs at needy places. For the effective functioning of ASs, SSA will initiate convergence measures with department agencies like ITDC, local bodies, Social Welfare Advisory Board, parents and outside agencies liked Attapadi Hill Area Development Scheme (AHADS), ASSO, Sarang in Attapadi area, Abhayan at koppam, (P.O) ,Pulassery in Pattambi sub-district, District Saksharatha Mission Authority (DSMA), NGOs etc .

ACTIVITIES PROPOSED FOR 2003-2004

1. Enrolment and Retention Drive in Tribal Area

The survey conducted by the social activists of ITDP revealed that there are many children in remote tribal Oorus who are unenrolled in schools Alternative Schools. There are many dropouts. Also some parents are still hesitant to send their children to schools. A massive campaign with the combined effort of local bodies, voluntary agencies, department agencies parents and SSA is essential for the success of Total Enrolment and Retention Drive.

One day orientation to voluntary agencies, parents, SSG Promoters, Anganwadi workers and local body members at 3 times in a year is proposed to ensure the total enrolment and retention

35 centers X 50 Participants X 3 times

2.Grihasadas:-

Awareness to parents on the need of education and the need of sending their children to school or ASs through discussions dialogues, role plays and slide shows are proposed. For this Grihasadas near each AS at s times a year, covering minimum 35 participants is to be organized and utilised.

(35 centers) X (40 participants) X (2 times)

3. Placement of instructors in ASs/EGS centres

Selection of instructors should be done at district level in the first week of may 2003 ensuing the entry of the right person. For this Written test, Performance test and Personal interview are to be administered. For this a work shop module developments is to be organized (20 persons X 2 days X Rs. 70/-)

The deployment of instructors should be done as per convenience of the instructors

A consolidated amount Rs. 2000/- Per month is proposed for each instructor.

Total 35 instructors X 12 months X Rs. 2000.

4. 10 Day Orientation Training To Instructors.

. An experiential mode of 10 day initial orientation training to instructors is proposed in 2nd and 3rd week of May 2003.

Total 35 instructors X 10 days X Rs. 70/-

5. Monthly One Day Orientation cum Review Meeting

To ensure a functioning monitoring system and quality class room transactional practices monthly one day orientation cum review meeting is to be conducted under the leading role of concerned programme officer.

Total 35 instructors X 10 Months X Rs. 70/-

6. Day Interim Training to Instructors

A five day interim training focussed on class room transactional analysis based on curricular statements/objectives to instructors is to be organized during September-October,2003.

35 instructors X 5 days X Rs. 70/-

7. Contingency for 'Mid-Day Meal' programme

The mid-day meal programme in main stream primary schools is to be extended to the students of ASs as an extension of the existing Govt. programme. But contingency expense of Rs.500/- per month.

Expense for this programme should be met from SSA fund. This programme should be provided to ASs through out the year.

35 Centers X 12 month X Rs 500/-

8. Work shop for development of TLM/Link Primers

The tribal population of Attappady belongs to 3 different ethnic groups, Irula, Muduka and Paniya having different dialects. Link Primers are a must for the speedy and organic comprehension of the content in the formal text books. This will help to bridge the communication gap between the teacher and the student.

A 10 day work shop for the development of Link Primers/TLM utilising the expertise of 20 RPs in the concerned is proposed. This may be organised in 2 spells.

10days X 20 RPs X Rs 70/-

9. Publication of one issue of special magazine on EGS

The interventions and innovations done in EGS are to be documented. This can also be utilised as a resource cum reference material for the future purposes.

For this printing and distribution of one issue of a special magazine of 2000 copies is proposed.

2000copies X Rs. 20/-

10. Orientation to Local Resource/Support Group Members

For the establishment of the ASs, enrolment retention and quality class room practices, vigilance from the locality is a pre-requisite. To ensure this Local Resource/Support Group of minimum 5 members for each AS is to be formed and trained. For this one day orientation at three times in a year is proposed.

5 participants X 35 centers X 3times X Rs 70/-

11. Teacher Grant

For the effective day-to-day classroom transactional practices, teaching learning materials are to be developed with contextual relevance by the individual teacher. So the teacher grant allotted to the main stream teachers should be given to the alternative school instructors also

35 Instructors X Rs 500/-

12. School Grant

Like the main stream schools ASs also should be equipped periodically. This will enhance the possibility of the permanent functioning of these centres, even after the completion of the project. So school Grand amount Rs. 2000/- per year must be allotted to the ASs also.

35 ASs X Rs 2000

13. Festival allowance

Festival allowance of Rs 1000/- will be allotted to the instructors also to meet their Onam expenses.

35 X Rs 1000/-

14. Maintenance of existing thatched sheds of 30 ASs

The existing ASs functioning in temporary thatched sheds need urgent maintenance works to withstand the hardship of the rainy season. So an amount of Rs.2,500/- for each AS should be allotted in April, 2003 itself to facilitate the work well in advance.

30 ASs X Rs 2,500/-

15. Construction of new thatched sheds for new 5 ASs

5 new ASs are to be established in the current academic year itself in the remote tribal hamlets of Attappady Area. For this an allotment of Rs. 25,000/- for each centre is to be provided to construct temporary sheds. This can be met from spill over fund- 5 X Rs.25,000/-

16. Construction of permanent one room buildings

The existing thatched sheds are to be replaced with permanent one room buildings in a phased manner. As a first step six thatched sheds are to be replaced with permanent buildings in this academic year itself. For this an amount of Rs.1.2 Lakhs for each should be allotted which can be met from spill over fund

6 X Rs. 1.2 Lakhs

INTERVENTION IV

RESEARCH, EVALUATION, SUPERVISION AND MONITORING

Systematic evaluation is the milestone of improvement. Research at the same time supplements novel ideas and strategies for better performance. Both are inter-linked and unavoidable as far as a system is concerned. Action research by the teachers and other educational functionaries in the classroom practices as well as quality of education imparted to students in schools are very significant. Monitoring and supervision is also an important parameter for improving the quality of learner achievement. This will also help us to undertake various corrective measures in time.

In order to create mental-setup for the persons, who are desired to work under these areas should be properly trained and an awareness of their work-mode will be provided. The intervention should be viewed in this respect and activities proposed will be implemented aiming the overall progress of the education system. Assessment can be done both internally and externally.

INTERNAL

- Action Research studies
- Achievement studies
- Internal academic review mission
- Mid term surveys
- Studies of process analysis of various intervention.

EXTERNAL

- Studies on evaluation programmes.
- Studies on comparative Assessment of Achievements
- Descriptive studies
- Impact assessment studies
- Cost effect analysis.
- Attitude analysis survey

(I) ACTION RESEARCH

In a project like SSA, Action Research has a prominent role for improving the quality of Education. Action Researches help the teacher to overcome the problems of their day to day practices. It is conducted in all areas considering man, material and methods to ensure their effective usage.

The steps of the Action Research programme are as follows.

- Two day orientation for the selection of problems and preparation of proposals.
- Preparation of tools and activities
- Mid term review
- Preparation of the reports.
- Consolidation and dissemination of the findings.

(II) MEETING OF RESEARCH ADVISORY COMMITTEE

A district level advisory committee is to be constituted with experts in the field of Research studies. This committee will work as a Resource unit as well as a monitoring agency to all Research and Evaluation activities. Result oriented performance is to be ensured through this committee

There will be 25 members in this committee and they will meet twice to advice the district teams on Monitoring, Supervision, Evaluation and Research.

(III) LOCAL STUDIES ON INNOVATIVE PRACTICES

It is very essential to conduct Field surveys and Local studies to identify the innovative practices in Teaching Learning Process. Such practices are to be identified and disseminated. Therefore a BRC level team is to be constituted to conduct the study. The outcome of the study is to be consolidated and disseminated.

(IV) INTERNAL ACADEMIC MISSION

The purpose of constituting Academic Missions is to analyse the impact of training programmes and other interventions implementing through this project. The major objective of this study is to ensure maximum learner achievement. Educationalist, DIET Faculty members, Trainers and Teachers will be the members of this mission. The field realities are to be identified and transacted to the agency, who is in in charge of conducting learning programmes in the district. It will positively affect the planning and propagation of the future training programmes.

(V) REVIEW MEETING OF DISTRICT OFFICIALS

The officials in charge of implementing the project are to be met thrice in a year to review the overall progress. If there is gaps, they can take necessary steps to overcome the problems. DPO, DIET, DEOs and AEOs are the members of this committee. Identification of the members of the study teams, constituting DRGs, Approval of proposals etc., are the other duties of this team.

(VI) BI- WEEKELY MEETING OF DIET FACULTY, DPOs AND BPOs

Though DIET has major role in planning and implementing academic activities it is essential to assemble for sharing the experiences. BRC level issues are to be reported, and finding proper solution of the issues with immediate is the major objective of this meeting. The meeting will be conducted at DIET.

(VIII) FORMATION OF MONITORING TEAM

District, Block and Gramapanchayat level monitoring teams are to be constituted to evaluate the various activities under this project. Any educational programme that does not result in maximum achievement is to be identified through this endeavor and proper instructions are given for its better performance. A team consists of Local body members, Educationalists, NGOs, Representatives of PTAs and other officials take the charge of monitoring in their jurisdiction. Follow-up activities are planned according to the report given by this team.

INTERVENTION V
MANAGEMENT STRUCTURE & INSTITUTIONAL
CAPACITY BUILDING

District Advisory Body (DAB)

- Chairman - District Panchayath President
- Joint Chairman - District Collector
- Vice Chairman - Welfare Standing Committee Chairman of District Panchayath
- Convener - Deputy Director of Education
- Joint Convenors - District Project Officer
- Principal D.I.E.F
- Members - All MPs of the District
- All MI As of the District
- Chairman of welfare standing committee of all municipalities of the district
- All AFOs / DEOs
- Two representatives of NGOs
- Two representatives of Grama Panchayath Presidents
- Two representatives of UP/LP Head masters
- All members of educational standing committee of District Panchayath.
- One representative each from all recognised teachers organisation.
- Two representatives from District PTA.

Functions:-

1. It will take over all policy decision for the implementation of SSA in the district as per SSA guidelines.
2. It will consider and finalize the AWPB for the district and recommend for approval of DPO.
3. It will consider the balance sheet and audit accounts of the previous year.

-
4. It will approve with or without modification on decision and proposals District Working Committee.
 5. It will consider the annual report prepared by DIC.
 6. The chairman of the committee will make all the nominators to DAB.

The meeting of DAB will be held twice a year. One by fourth of the members present in person will form the quorum at every meeting provided that no quorum shall be necessary in respect of adjointed meeting.

District Working Group:-

District working group shall consist of following members.

- | | | |
|----------------|---|--|
| Chairman | - | Collector |
| Convenor | - | Deputy Director of Education |
| Joint Conveors | - | DIET Principal |
| | - | District Project Officer |
| Members | - | Two DEOs |
| | - | All AEOs |
| | - | All programme officers and MIS officer. |
| | - | All DIET faculty members |
| | - | District Planning Officer |
| | - | Two NGO representatives |
| | - | Two representatives teacher organisation |
| | - | ICDS District Officer |
| | - | ITDP Officer |
| | - | District Scheduled Caste Development Officer |

Staff Structure (SSA- District & BRC Level)

District Level

Category of post	No	Scale of Pay
District Project Officer	1	8250 - 13650
DEO / Sr. DIET Lecturer		7450 - 11475
Program Officer	1	6675 - 10550
AEO / HM of HS / DIET Lecturer		6675 - 10550
Accounts Officer	1	7200 - 11400
Administrative		
Computer Programmer	1	6000 /- (Consolidated)
Data Entry Operator	3	3000 /- (Consolidated)
Clerk	5	3050 - 5230
Peons	2	2610 - 3680
Drivers	2	2750 - 4625
Block Level		
Block Program Officer	1	6500 - 10550
Primary HM / HAS Grade I		5000 - 8150
Clerk	1	3050 - 5230
Peons	1	2610 - 3680

The District Planning Team includes

1. District Planning Committee members
2. District President - District Panchayat
3. District Collector.
4. Standard Committee Chairman, District Panchayat.
5. Representatives of PRIs
6. Representatives from teachers organizations, NGOs, etc.
7. District Project Co - coordinator.
8. Additional District Project Co - coordinator.
9. Program Officer.
10. Finance and Administration.
11. Accountant.
12. Computer Programmer.
13. Data Entry Operator.

COMMUNITY MOBILISATION

Society is the corner stone of education and it is to be exploited fully. SSA is a time bound programme and is committed to an overall improvement in elementary education sector with a clear mandate to achieve specific goals. The SSA assigns the greatest importance to systematic mobilization of the community and creation of an effective system of decentralized decision making as part of powers to VEC/urban, local bodies etc. are part of the implementation strategy of SSA.

ACTIVITIES

Capacity building and training of Community leaders

VEC members to ensure community ownership of the program. In order to build the capacity of community leaders on different issues pertaining to enrolment, retention, quality education etc. the district can organize orientation/ training programmes.

a)Initial two day orientation to VEC members.

b)Bi-monthly meeting of VEC members.

All the VEC members will be oriented on the aims and objectives of SSA. They will discuss various issues related to enrolment, retention, quality education, girls education etc. The meeting of VEC will be once in two months to Assess the program of the implementation of the DEEP.

c)Orientation Program for BAB members

All the BAB members also will be oriented. 2 times a year on the aims, issues and objectives of SSA.

d)Block Level Orientation to PTA / MTA – Presidents.

PTA meetings will be held 3 times without cost. Block level orientation to PTA / MTA Presidents will be held three times in a year.

e)Orientation Programme for Teachers –Organization and NGOs at district level.

Leaders of teacher organization and non-govt organisation will be oriented two times on the aims and objectives of SSA.

f) School Education Plan

Every school in the district prepare a school education plan in which the problems / issues, their causes and strategies are clearly mentioned. Activities for addressing the issues will be planned showing the schedule of activities.

g) Panchayat Education Plan and DEEP.

h) Training to AYALKKOOTTAM Organizers.

AYALKKOOTTAM is a social interacting group of 30 to 40 houses in a particular area. A group of pupils sharing their experiences and are given learning activities according to their age and interest. They are assisted by elders, parents and members of voluntary organizations.

Multi-level among pupils is the crucial problem in our classroom. This problem can be addressed by the help of AYALKKOOTTAM. After the class time pupils assemble for two to three hours under the supervision of AYALKKOOTTAM organizers. So it is proposed to provide 2 days training to undertake the above mentioned task.

MEDIA AND DOCUMENTATION

The Media-Intervention of SSA has a very important role to play towards the successful completion of the programme. Only through the Media-Intervention, enough awareness can be generated about SSA. Being a new programme, adequate publicity has to be ensured for gaining public acceptance, which is the cornerstone of success of any new endeavor. Through the formulation of effective strategies, enough transparency can be provided to all the major interventions. The target groups of the Media Intervention are (i) The General/Public (ii) The opinion makers of the society (iii) Teachers (iv) Students.

1) Setting up of District level Media Resource Groups.

Purpose:-

To ensure Media Support

Members:-

Representatives from Information centres Journalists, Editors from Local Print Media, AIR Officials, Officials from Pvt. Visual Channels; and PRD

2) Identification of Target Groups

- PTA
- MPTA
- Local Governing Bodies
- Community
- Press

Purpose:-

To provide transparency to the implementing Programmes of SSA there by ensuring public acceptance.

3) Technical Resource Support for the ongoing Programmes of SSA

Purpose:-

To record, document & publish relevant activities of various interventions of SSA through the Print Media.

To form a technical Resource Group the following personals are required

DIT Principal

Programme Officer (Media)

Programme Officer (TI)

Programme Officer (IEDC)

DPC

Selected Editors of prominent vernaculars

4) Programmes

Provide visibility to the programmes of SSA which needs explore through the formation of Media Advisory group & Technical Support Group

Purpose:-

To generate awareness among the community about SSA

Activities Proposed:-

a) **Formation and meeting of Media Advisory committee (MAC)** meets at least six times every year. They advise the didt. team in matters where public awareness is needed. They also ensure the support and involvement of all media to effect transparency in organising various activities as envisaged by SSA Programmes.

b) **Block level Media Seminars and Exhibitions.** Seminars on various topics such as UEE, Universalisation of quality achievement, women empowerment etc. will be conducted at block level to familiarise the public with goals and achievements of SSA. Products of teachers, MTA, Children etc. will be exhibited in there seminars. Pictures, graphical expressions and charts will also be displayed.

c) **Printing and distribution of pamphlets and Brochures.** The DRG will develop pamphlets and brochures depicting the goals, objectives and interventions of SSA along with samples of good practices and it will be distributed to VEC members and all schools.

d) **District level News Letter.** Progress of activities in BRCs and good Practices found in schools, CRCs and BRCs will be disseminated through the District News Letter. An editorial board will be set up for this purpose.

e) **Block Level News Letter.** Products of children, teachers, MFAs Monitoring Cell members etc. will be included in the news letter. This will serve as an additional reading material which will be supplemented in reading corners. News Letters are intended to foster the creativity of the children.

DOCUMENTATION

Documentation is the accumulation, classification and dissemination of information. Documentation Unit plays a very important role in the functioning of SSA. Documentation of various programmes ensures ready reference for future use and provides publicity among the general public about the activities of SSA.

Suggested Activities:-

a) **Video Documentation.** CD will be developed on the following items at District and Block Level.

1. Teacher Training Program.
2. Classroom transaction.
3. Construction process.
4. Seminar / Exhibition.
5. Workshop / Orientation Program

b) Photographic Documentation

1. Participatory Planning Process
2. CRC Meeting
3. Training Programmes
4. Buildings
5. Dist.Block level Meetings.

Purpose:-

To provide infrastructure facilities as part of institutionalisation. Helps in providing access to all children and their academic support. Construction Procedure

- i) Community constructions through VEC/PTA
- ii) Preparation of Designs and Estimates - Innovative use of cost effective technology in designing and estimation. Thrust on child friendly elements with special focus on disabled groups.
- iii) Supervisions & Monitoring-Participatory monitoring and supervisions headed by the community leaders.
- iv) Evaluation and Completion-Involvement of Grama Panchayats on evaluation and completion. Planning Process of Civil Works.

• Done in terms of School based planning.

• Used School based Data.

• Details of existing infrastructure(Rooms/Toilets/Drinking water facilities/Electrification/Boundary walls/Separation walls etc) may be recorded.

SI No	Code	Activity	Physical Target	Physical Target Achieved	Budget -02-03 (Lakhs)	EXPENDITURE (Lakhs)	Savings (Lakhs)	Remarks
I.		QUALITY IMPROVEMENT						
	PFE+UPE	School grant	142	142	2.840	2.840	-	
		Teacher Grant	4458	4458	22.290	22.290	-	
		Distribution of free text books	179275		157.241	69.253	87.988	
		Training for trained teachers&DRG	4388	1376	61.432	3.248	58.184	
		Honararium to trainers	130	0	35.750		35.750	
		Quality Improvement Total	188393	5976	279.553	97.631	181.922	
II.		SPECIAL FOCUS GROUPS AND INNOVATIVE ACTIVITIES						
	IED	Education of Disabled	4330	0	51.960	1.082	50.878	
	INO	Computer Education	0	0	15.000	-	15.000	
		Education of Girls	10895	0	5.804	-	5.804	
		Education of SC/ST	0	0	0.840	-	0.840	
		Education of ECCE	0	0	5.450	-	5.450	
		Special FG& InnovativeTotal	15225	0	79.054	1.082	77.972	
III.		EGS & ALTERNATIVE AND INNOVATIVE EDUCATION						
	AIE	EGS for UP Schools	790	0	9.480	-	9.480	
		Total	790	0	9.480	-	9.480	

IV.	R&E	RESEARCH & EVALUATION SUPERVISION AND MIS	304	0	4.256	0.400	3.856
		Total	304	0	4.256	0.400	3.856
V	MGT	MANAGEMENT STRUCTURE AND INSTITUTIONAL CAPACITY BUILDING					
			0	0	70.404	0.054	70.350
		Total	0	0	70.404	0.054	70.350
VI	VEC	COMMUNITY MOBILISATION					
			1504	0	0.451	-	0.451
		Total	1504	0	0.451	-	0.451
VII.	M&D	MEDIA & DOCUMENTATION					
			0	0	-	-	-
		Total	0	0	-	-	-
VIII.	CCW	CIVIL WORKS					
		Seperaton wall	24	0	2.400	-	2.400
		Electrification	60	7	6.000	0.420	5.580
		Maintance & repair		13	4.000	0.260	3.740
		Toilets		23	4.000	2.300	1.700
		Drinking Water		9	5.200	0.540	4.660
		Civil Work Total	84	52	21.600	3.520	18.080

TABLE B

Sl No.	MAJOR INTERVENTIONS	Budget - 2002-03 (Rs in Lakhs)	Expenditure - 2002-03 (Rs in Lakhs)	Spill over to 2003-04 (Rs in Lakhs)	Remarks
1	QUALITY IMPROVEMENT	279.553	97.631		
2	SPECIAL FOCUS GROUPS & INNOVATIVE ACTIVITIES	79.054	1.082	15.00	For Computer Education
3	EDUCATION GUARANTEE SCHEME/ ALTERNATIVE	9.48	0	1.5	Aids & Appliances for IEDC.
4	AND INNOVATIVE EDUCATION	4.256	0.4	8.45	
5	RESEARCH & EVALUATION SUPERVISION AND MIS				
6	MANAGEMENT STRUCTURE AND INSTITUTIONAL				
7	CAPACITY BUILDING	70.404	0.054		
8	COMMUNITY MOBILISATION	0.451	0		
9	MEDIA & DOCUMENTATION	0	0		
10	CIVIL WORKS	21.6	3.52	18.08	Construction of Toilets, Drinking Water & Maintenance & Repair
	Spill over total for the year 2003-04			43.03	
	TOTAL	464.798	102.687	43.03	

I Quality Improvement:

TABLE -C

					In Rupees	
Item:No	Description of Activies	Unit cost	physical target	Period	Financial outlay	Remarks
1	School grant	2000	902	Jun	1,804,000	
2	Teacher grant	500	9133	Jun	4,566,500	
3	TLM Grants to BRCs	5000	13	Jun	65,000	
4	TLM Grants toCRCs	1000	125	Jun	125,000	
5	Distibuton of free TB to all Girl Children and SC /ST boys(STD II to IV)	50	72886	Jun	3,644,300	
6	Distibuton of free TB to all Girl Children and SC /ST boys(STD V to VII)	75	77572	Jun	5,817,900	
7	Distibuton of free TB to all Girl Children and SC /ST boys(STD VIII)	150	28817	Jun	4,322,550	
8	Equipping BRG (60 NosX 5 Days X4 times @2000/-	8000	60	April	480,000	Rs 70/- per teacher
9	Equipping BRG (13BRCsX 10 NosX 20Days X70 Rs)	14000	130	May	1,820,000	
10	Teacher training during vaccation (5 days X9133x70 Rs	350	9133	May	3,196,550	
11	5 DAY Refresher Trg to teachers(9133 X5 days X70 Rs	350	9133	May	3,196,550	
12	10 DAY CRC Trg to teachers(9133 X10 days X70 Rs	700	9133	Jun	6,393,100	
13	Honorarium to BRC Trainers(13X12X10000)	120000	130	April	15,600,000	
14	Contingency for CRCs(2500X125)	2500	125	April	312,500	
15	Workshop & Meetings at BRCs(13X500)	500	13	April	6,500	
16	Meeting & TA (125CRCsX200 x12)	2400	125	April	300,000	
17	Contingency for BRCs(12500X13)	12500	13	April	162,500	12500 per BRC
18	Provision for furniture to BRCs(2X100000)	100000	2	April	200,000	1,00,000 per BRC
19	Provision for curriculum revision Std IV and V	500000	1	April	500,000	
20	Developing Teacher Support Material	500000	1	April	500,000	
					62,012,950	

II. SPECIAL FOCUS GROUP & INNOVATIVE ACTIVITIES

CHILDREN WITH SPECIAL NEEDS (IEDC)

Item:No	Description of Activies	Unit cost	physical target	Period	Financial outlay	Remarks
1	Supply of equipment	500	400	jun	200,000	4330X800 for District -330X400 for State
2	Resource room construction	50000	13	april	650,000	
3	Medical detection camp	5000	13	may	65,000	
4	Community Awareness Programme	5000	13	may	65,000	
5	Parental Awareness Programme	50	4330	may	216,500	
6	Teacher education Programme (RTSX13BRC'sX3 daysX 3 timesX Rs 70)	70	65	july	4,550	
7	Learner Achievement Programme bridging class for disabled children(Rs 10X40X2000)	40	20000	jun	800,000	
8	Honararium to Resource Teachers (13 BRC'sX3 person@ 3500X12 months)	126000	13	april	1,638,000	
9	State level activities	400	4330	april	1,732,000	
Grand Total					5,371,050	

I I C SCHEDULED CASTE & ST CHILDREN.						
Item:No	Description of Activies	Unit cost	physical target	Period	Financial outlay	Remarks
1	One day Orientatn to SSG Promoters /social Activists(3Times X200 Nos X70 Rs)	70	600	April	42,000	
2	Meeting of HM's in Tribal Area(25X70Rs)	70	25	April	1,750	
3	Strenthening of Tribal Resource Group(3times X150Nos X70Rs)	70	450	April	31,500	
4	Convergence Meeting with ITDP /PRI/ NGO's(2Times X50Nos X70 RS)	70	100	April	7,000	
5	Free supply of Learning Materials To all Tribal Children3500 Nos X150 Rs	150	3500	Jun	525,000	
6	Traning on Tribal Link Language Material(2 Days X200 Nos X70 Rs)	70	400	Oct	28,000	
7	Printing of Link Language Material STD 1 to 4(2000 nos X30 Rs)	30	2000	Nov	60,000	
					695,250	

TABLE B

Sl No.	MAJOR INTERVENTIONS	Budget - 2002-03 (Rs in Lakhs)	Expenditure - 2002-03 (Rs in Lakhs)	Spill over to 2003-04 (Rs in Lakhs)	Remarks
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4	RESEARCH & EVALUATION SUPERVISION AND MIS	4.256	0.4	8.45	
5	MANAGEMENT STRUCTURE AND INSTITUTIONAL CAPACITY BUILDING	70.404	0.054		
6	COMMUNITY MOBILISATION	0.451	0		
7	MEDIA & DOCUMENTATION	0	0		
8	CIVIL WORKS	21.6	3.52	18.08	Construction of Toilets, Drinking Water & Maintenance & Repair
	Spill over total for the year 2003- 04			43.03	
	TOTAL	464.798	102.687	43.03	

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15	Workshop & Meetings at BRCs(13X500)	500	13	April	6,500		
16	Meeting & TA (125CRCsX200 x12)	2400	125	April	300,000		
17	Contingency for BRCs(12500X13)	12500	13	April	162,500	12500 per BRC	
18	Provision for furniture to BRCs(2X100000)	100000	2	April	200,000	1,00,000 per BRC	
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20	Developing Teacher Support Material	500000	1	April	500,000		
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II. SPECIAL FOCUS GROUP & INNOVATIVE ACTIVITIES

CHILDREN WITH SPECIAL NEEDS (IEDC)

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3	Medical detection camp	5000	13	may	65,000	
4	Community Awareness Programme	5000	13	may	65,000	
5	Parental Awareness Programme	50	4330	may	216,500	
6	Teacher education Programme (RTSx13BRC'sx3 daysX 3 timesX Rs 70)	70	65	july	4,550	
7	Learner Achievement Programme bridging class for disabled children(Rs 10X40X2000)	40	20000	jun	800,000	
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Grand Total					5,371,050	

II C SCHEDULED CASTE & ST CHILDREN.						
Item:No	Description of Activies	Unit cost	physical target	Period	Financial outlay	Remarks
1	One day Orientatn to SSG Promoters /social Activists(3Times X200 Nos X70 Rs)	70	600	April	42,000	
2	Meeting of HM's in Tribal Area(25X70Rs)	70	25	April	1,750	
3	Strenthening of Tribal Resource Group(3times X150Nos X70Rs)	70	450	April	31,500	
4	Convergence Meeting with ITDP /PRI/ NGO's(2Times X50Nos X70 RS)	70	100	April	7,000	
5	Free supply of Learning Materials To all Tribal Children3500 Nos X150 Rs	150	3500	Jun	525,000	
6	Traning on Tribal Link Language Material(2 Days X200 Nos X70 Rs)	70	400	Oct	28,000	
7	Printing of Link Language Material STD 1 to 4(2000 nos X30 Rs)	30	2000	Nov	60,000	
					695,250	

2 B		Girls Education:					
Item:No	Description of Activies	Unit cost	physical target	Period	Financial outlay	Remarks	
1	Panchayath level Seminar on Women Empowerment(95XRrs1000)	1000	95	Aug	95,000		
2	Parental Education Programme(902 School X 50Nos x5 Rs)	250	902	Oct	225,500		
3	Workshop for Prepration of Phamiet for Parental Education(10 Nos X 2 DaysX 70Rs)	140	10	Oct	1,400		
3 b	Printing of Phamlet(10000X4 RS)	4	10000	Oct	40,000		
4	Cycling Trraining for School going Girls(13BRCs X 50 students X200 X5 days)Hiring charges @ 50 Rs	250	650	Aug	162,500		
5	Guidance and Councelling atCRCs(125 X2Days X200 Rs)	200	125	Jun	25,000		
					549,400		
2 D ECCE							
Item:No	Description of Activies	Unit cost	physical target	Period	Financial outlay	Remarks	
1	Setting up of DRG for ECCE(3 Trainers X13X3 DaysX 70Rs)	70	210	Jun	14,700		
2	3 dayTraining Programme for Anganavadi Workers and Pre Primary Teachers.BRC level.(2181X3X70)	70	2181	Jun	152,670		
3	2 dayTraining Programme for CDPOs and SuperwisersDist: level.(50X2X70Rs)	140	50	Jun	7,000		
4	Convergense Meeting withPeople representatives, various Departments.(13 BRCs X 30NosX30 RsX2 Times)	1800	13	April	23,400		
5	Workshop for Preparing and Distributing Activity kit(1000CentersX1000 Rs)	1000	1000	Aug	1,000,000		
6	Teacher Support materials prepration, Printing and Distribution(2181NosX15Rs)	2181	15	Aug	32,715		
7	Parantai awareness & Phamiet Distribution(7000NOs X30RS)	30	7000	Sep	210,000		
					1,440,485		

2 E Computer Education :						
Item:No	Description of Activies	Unit cost	physical target	Period	Financial outlay	Remarks
1	Computer Education Specially for UP level Children	1500000		1 Jun	1,500,000	
					1,500,000	

III EGS & AS						
Item:No	Description of Activies	Unit cost	physical target	Period	Financial outlay	Remarks
1	Enrolement &Retention Drive(35 centersX50 persons XRs 30 X2 Times)	30	3500	April	105,000	
2	Grihasadas (35 Centersx40 Persons X 2 Times X 30Rs)	30	2800	April	84,000	
3	Workshop for module development for theselection of instructors(20participants X 2 daysX 70 Rs)	70	40	April	2,800	
4	Placements of instructors in AS(35NosX12 MonthsX @2000)	2000	420	April	840,000	
5	10 day initial Training to Insructers(35 X 10 Days X 70Rs)	70	350	April	24,500	
6	Monthly review meetings of Instructors(35 X10months X70 Rs)	70	350	April	24,500	
7	5 day interim training to instructors(35 X5 X70 Rs)	70	175	Oct	12,250	
8	Contingency for mid day meal Programme (35 ASX 12 Months X500 Rs)	500	420	April	210,000	
9	Workshop for developmentTLM /Link Primers (10 Days X20RPs X 70 RS)	70	200	Oct	14,000	
10	Publication of special magazine on EGS(2000Copies X20RS)	20	2000	Nov	40,000	
11	Orientation to local Resource Group Members(5 NosX 35 ASX 3 Times X70 RS)	70	525	April	36,750	
12	Teacher Grant (35 Nos X500 RS)	500	35	June	17,500	
13	School Grant(35 Nos X 2000)	2000	35	June	70,000	
14	Festival Allowance(35 Nos X1000 RS)	1000	35	Aug	35,000	
15	Maintanance of existing thached shed of MGLC(30Nos X2500RS)	2500	30	April	75,000	
					1,591,300	

IV. RESEARCH & EVALUATION, SUPERVISION, & MIS							
Item:No	Description of Activies	Unit cost	physical target	Period	Financial outlay	Remarks	
	Action Research for Teachers (H.S/Primary/Trainers)						
1	2-day orientation(2 dayX50 NosX3 batchX70 Rs)	70	300	Aug	21,000	902 School X 955 Rs per School = 861410	
2	Mid Term Review(50X3X70)	70	150	Nov	10,500		
3	Two Day finalisation Workshop(2 Day X50X 3X70Rs)	70	300	Jan	21,000		
4	TA/DA/Honurarium to RPs(3Times X 3 persons X3 atchesX1000RS)	1000	9	Jan	9,000		
5	Staionary/Contingency (50X3X1000)	1000	150	Jan	150,000		
6	Printing Of AR Report(50X3X100)	100	150	Feb	15,000		
	Research Advisory Committee						
1	Meeting of RAC(25NosX2 Times X30Rs)	30	50	July	1,500		
2	TA to RAC Members(2Times X5000RS)	5000	2	July	10,000		
	Local Studies on Innovative Practices						
1	2 Day Orientation & Tool Prepration Work Shop(13	70	130	Aug	9,100		
2	Field visit &prepration of Reports(65 Nos X5 DaysX 70Rs)	70	325	Aug	22,750		
3	Consolidation Work Shop(65 nos X70 Rs)	70	65	Sep	4,550		
4	TA to RPs 2Times X2N0s X1000Rs	1000	4	Aug	4,000		
5	Stationary & Contingency(65X50Rs)	50	65	Aug	3,250		
	Internal Accademic Mission						
1	Work Shop for Preparing Tools(25 Nos X 2 DayX 70 RS)	70	50	Aug	3,500		
2	Orientalion To Study Members(65Nos X2 Day X70 RS)	70	130	Aug	9,100		
3	Field viisit & Prepration Of Report6 Days X. 65 nos X70 RS)	70	390	Sep	27,300		
4	Stationary & Contingency(5000Rs)	5000	1	Sep	5,000		
5	Work Shop for Finalisation of study(2 Day X65Nos X70 RS)	70	130	Sep	9,100		
6	TA to RPs(3Times X3N0sX1000Rs)	1000	9	Sep	9,000		
	Review Meeting of District officials n Supervision						
1	Review Meeting of District officials n Supervision(periodical Review	30	150	April	4,500		

2	TA to Participants (3 Times X5000Rs)	5000	3	April	15,000
	Formation of District &Block and VEC level Monitoring Team				
1	One Day orientation(94 VEC +13 BRC+District)(100participants X2	30	200	April	6,000
2	Field Visit Expenses(1000Rs.X94 Team)	1000 2500	94 13	Aug	131,500
3	One day Dessimination Work Shop(100NOs X2 Times X30)	30	200	Sep	6,000
4	Stationary &Contigency(3000RS)	3000	1	Sep	3,000
5	Bi-weekly review meeting at DIET 50X70X24	70	1200	June	84,000
6	Maintanance For MIS Unit	232260	1	April	2,32,260
					7,42,910

V. MANAGEMENT STRUCTURES & INSTITUTIONAL CAPACITY BUILDING						
Item:No	Description of Activies	Unit cost	physical target	Period	Financial outlay	Remarks
1	DPO	180000	1	April	180,000	
2	Programme officer	144000	5	April	720,000	
3	Accounts officer	160800	1	April	160,800	
4	Computer Programmer	72000	1	April	72,000	
5	Data Entry Operator	36000	3	April	108,000	
6	Clerk	96000	5	April	480,000	
7	Drivers	72000	2	April	144,000	
8	Peons	60000	2	April	120,000	
Cost of Infrastructure Facilities						
9	Fax& Contingency	15000	1	April	15,000	
10	Telephone charge (DPO)	30000	1	April	30,000	
11	Telephone charge (DIET)	30000	1	April	30,000	
12	O&M of Vehicle (DPO)	12000	1	April	12,000	
13	O&M of Vehicle (DIET)	12000	1	April	12,000	
14	TA / DA (DPO)	100000	1	April	100,000	
15	TA / DA (DIET)	100000	1	April	100,000	
16	Office expences and Administrative over heads	50000	1	April	50,000	
17	Professional fees (local Consultancy)	5000	1	April	5,000	
Setting up of BRC						
18	Block Programme Officer	120000	13	April	1,560,000	
19	Clerk	96000	13	April	1,248,000	
20	Peons	60000	13	April	780,000	
21	Administrative over head and stationary	7200	13	April	93,600	
22	Periodicals	2400	13	April	31,200	
23	Telephone charge	30000	13	April	390,000	
24	TA /DA Rs 500 X 13 BRC	6000	13	April	78,000	
25	TA /DA Rs 200 X 13 CRC	2000	125	April	250,000	
26	DAB (50 Participants X 3 times @ 70)	210	50	April	10,500	
Grand Total					65,73,850	

VI. COMMUNITY MOBILISATION						
Item:No	Description of Activies	Unit cost	physical target	Period	Financial outlay	Remarks
1	2 Day Orientation to PTAM/PTA Members (902X2X8X30)	30	14432	May	432,960	
					432,960	
VII. Media & Documentation						
Item:No	Description of Activies	Unit cost	physical target	Period	Financial outlay	Remarks
1	Block level News Letters)13 BRCs (X500Copies X10RS)	10	6500	Sep	65,000	
2	Photos/vedeo/CD Documentation	35000	1	April	35,000	
					100,000	

VIII. CIVIL WORKS 2003-04						
Item:No	Description of Activies	Unit cost	physical target	Period	Financial outlay	Remark
1	Construction of BRC	600000	2	may	1,200,000	
2	Additional class rooms	150000	90	may	13,500,000	
3	Construction of Toilets	25000	100	may	2,500,000	
4	Compound wall	40000	40	june	1,600,000	
5	Electrification UP& LP	10000	30	july	300,000	
6	Replacement of rental building	600000	8	april	4,800,000	
	Total	1425000	270		23,900,000	
7	Minor Repairs	5000	150	april	750,000	
			Grand total		24,650,000	

Abstract of Summary of Interventions AWP&B of 2003-2004

Sl :No	Intervention	Finacial out Layfor 2003-2004	Remarks
1	Quality Improvement	62012950	
2	Special Focus Group	9556185	
3	EGS & AS	1591300	
4	Research & Evaluation&Supervison& MIS	742910	
5	Management Structure &Institutrional Capacity Building	6573850	
6	Community Mobilisation	432960	
7	Media & Documentation	100000	
8	Civil Works	24650000	
	Grand Total	105,660,155	

**Abstract of Summary of Interventions AWP&B of 2003-2004
including Spill Over from 2002-2003**

Sl :No	Intervention	Finacial out Layfor 2003-2004	Spill Over from 2002-2003	
1	Quality Improvement	62012950		
2	Special Focus Group	9556185	1500000 150000	
3	EGS & AS	1591300	845000	
4	Research & Evaluation&Supervison& MIS	742910		
5	Management Structure &Institutrional Capacity Building	6573850		
6	Community Mobilisation	432960		
7	Media & Documentation	100000		
8	Civil Works	24650000	1808000	
	Grand Total	105,660,155	4303000	109,963,155