SARVA SHIKSHA ABHIYAN
Kerala

A Programme for Universal Elementary Education in India

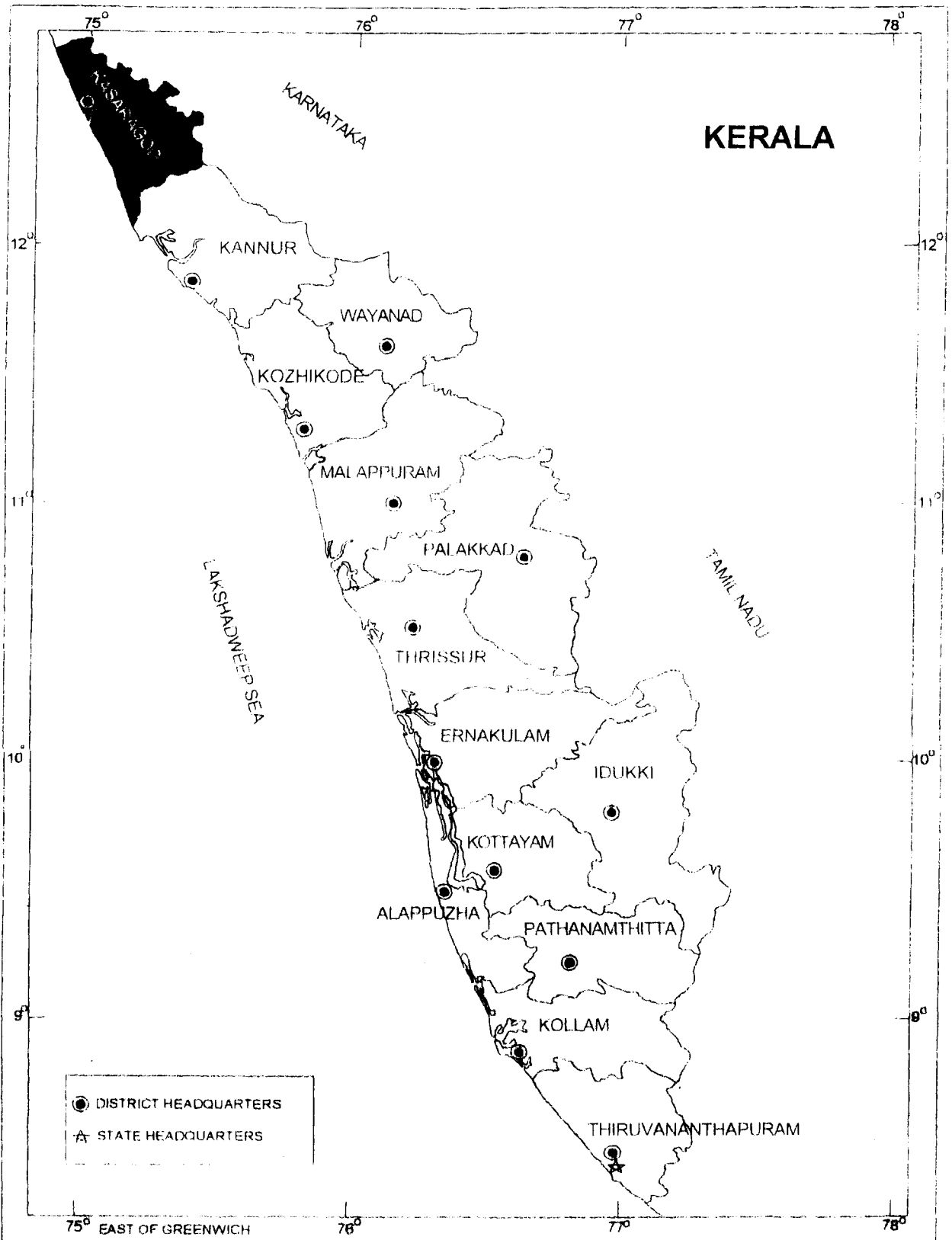## DISTRICT : KASARAGOD

Plan Proposal for 2003-04

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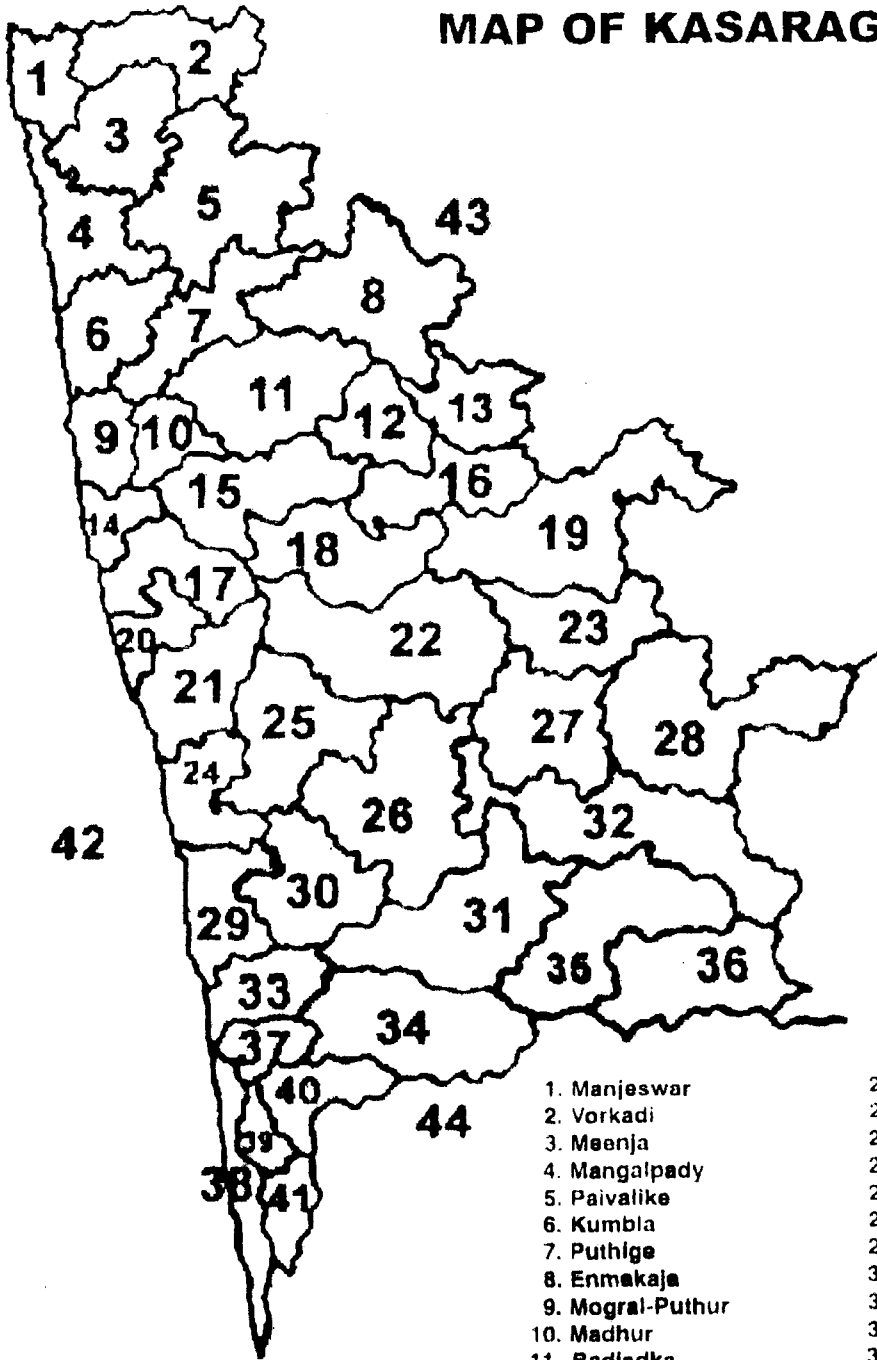
KARNATAKA

KASARAGOD

KANNUR

WAYANAD

KOZHIKODE

MALAPPURAM

PALAKKAD

THRISSUR

ERNAKULAM

IDUKKI

KOTTAYAM

ALAPPUZHA

PATHANAMTHITTA

TAMIL NADU

LAKSHADWEEP SEA

KOLLAM

THIRUVANANTHAPURAM

◉ DISTRICT HEADQUARTERS

☆ STATE HEADQUARTERS

75° EAST OF GREENWICH

MAP OF KASARAGOD DISTRICT

1. Manjeswar	23. Kuttlkol
2. Vorkadi	24. Ajanoor
3. Meenja	25. Pullur-Periya
4. Mangalpady	26. Bellum-Belur
5. Paivalike	27. Kallar
6. Kumbla	28. Panathady
7. Puthlge	29. Kanhangad Munci.
8. Enmakaja	30. Madlkal
9. Mogral-Puthur	31. Klnanoor Karindalam
10. Madhur	32. Balal
11. Badladka	33. Nlleshwar
12. Kumbadaje	34. Cheemeni
13. Bellur	35. West Eleri
14. Kasaragod Munci.	36. East Eleri
15. Chengala	37. Cheruvathur
16. Karadka	38. Vallyaparamba
17. Chemnad	39. Padna
18. Mullyar	40. Pllikode
19. Delampady	41. Trikaripur
20. Uduma	42. Arabian sea
21. Palllkere	43. dakhlna kannada Dist.
22. Bedadka	44. Kannur dist.

CHAPTER I

INTRODUCTION

Historical Background

Kasaragod, the northern most district of Kerala is the fourteenth district in the state formed on 24th May, 1984. The name Kasaragod, is said to be derived from the word Kusirakod, which means Nuxvomica (Kanjiram) forests. Lying on the north western coast of the state, Kasaragod was famous from time immemorial. Many Arab travelers, who came to Kerala between 9th and 14th Centuries A.D., visited Kasaragod as it was then an important trade centre of oriental spices, clothes and forest commodities. Dr. Francis Buccanan, the family doctor of Lord Wellesley, visited Kasaragod in 1800 had included in his travelogue the political and communal set up in places like Athiparamba, Kavvai, Nileswar, Bekkal, Chandragiri and Manjeswar.

Kasaragod was part of the Kumbla kingdom in which there were 64 Tulu and Malayalam villages. When the South Indian power Vijayanagar attacked Kasaragod, the Kolathiri king who had Nileswar as his headquarters ruled it. During the decline of Vijayanagar empire, the administration of this land was vested with the Ikkeri Naikkans and with the fall of the empire, they became the rulers of Kasaragod in 16th century. In 1645 Sivappa Naik took of the reigns and transferred his capital to Bednoor. Chandragiri and Bekal forts are considered as parts of a chain of ports constructed by Sivappa Naik for the defence of the kingdom.

In 1763 Hyder Ali of Mysore conquered Bednoor and his intention of capturing the whole Kerala was failed in the battle at Thalassery. His son Tippu Sulthan continued the attack and conquered Malabar, of which the present day districts of Kasaragod, Kannur, Kozhikode, Wayanad, Palakkad and some parts of Thrissur fall. Tippu surrendered Malabar except Tulunadu (Canara) to the British.

Socio-Cultural features

The social, political and linguistic links that this part maintained with Canara and Kannada culture was maintained during the Bristish regime also. Kasaragod was part of the Bekal taluk in the South Canara district of Bombay presidency. All the other parts of Malabar were included in Madras presidency. The first attempt to delineate Kasaragod from it's erstwhile links with kannada socio-linguistic-political culture was the attempt to include Bekal taluk in Madras presidency. Kasaragod taluk came into being on April 16, 1882 thus establishing the first ever distinct administrative identity in the history of Kasaragod.

But the Taluk was yet to become a part of Malabar taluk. The linguistic differences, and cultural diversities reached at their zenith when Vengayil Kunhiraman Nayanar moved a resolution in 1913 on the floor of Madras Governor's Council demanding the merger of Kasaragod taluk with the Malabar district. The resolution had been withdrawn because of the stiff opposition of the members of Karnataka. But thanks to the freedom movement, migration of people from Travancore Cochin areas to the hilly terrain of Nileswar, communist movements in Nileswar and surrounding areas and to various efforts of Malayalee Seva Sanghom to form a unified Kerala with its distinct identity in terms of geographical boundaries, a common language and a unified political leadership, Kasaragod became part of Kerala following the reorganization of states in November 1, 1956. Then it was the northern most part of Kannur district. However the socio-linguistic political culture prevailing in the whole Kasaragod taluk was a classic case of sharply divided loyalties to Karnataka and Kerala, and also, Kannada and Malayalam.

Prior to attaining freedom from the British, Firka Development Scheme was introduced in Madras presidency. But this scheme was initiated in Kasaragod and adjoining parts of Kasaragod taluk only after August 15, 1947. Then Kasaragod was part of Thalassery N.E.S Block, which spread over the vast areas of Kannur, Wayand and Kasaragod. In order to focus the developmental efforts mainly initiated by the successive governments, developmental Blocks were formed in Kasaragod, Manjeswar, Nileswar and Kanhangad between 1953 and 1963.

It is with the intention of bestowing maximum attention on the development of backward areas that Kasaragod district was formed on May 24, 1984. With the

formation of the new district, comprising the erstwhile Kasaragod and Hosdurg taulks, it has become possible to develop this land fruitfully. At present the district has been divided into Kasaragod taluk and Hosdurg taluk, their headquarters at Kasaragod and Kanhangad respectively. Kasaragod taluk has 41 villages and Hosdurg taluk 34. There are 39 Grama Panchyaths and 2 municipalities in the district This dual nature of loyalties to different social, cultural, linguistic and administrative factors has been the unique trait of this district. This instilled a feeling of negligence, lack of ownership to changes, linguistic and cultural orthodoxy, unbalanced development, cultural conflicts, complaint of dominance of one set of culture and language over the other, mass agitation and general backwardness. This was one of the major factors, which impeded the development of Kasaragod district, when compared with other parts of Kerala The people living in the border areas of Karnataka state became the main victims to this. However the areas adjoining Nileswar and Kanhangad was almost on par with the other places in Kannur district in terms of their developmental status. So the Kasaragod district presents a picture of inter-district and intra district unbalanced development in all the areas of human endeavor and education attempts

Geographical Conditions

Kasaragod district lies between 11 degree - 18 minute and 12 degree - 48 north latitudes and between 74 degree-52 minutes and 75 degree-26 minute east longitudes The district is marked off from the adjoining areas outside the state by the Western Ghats, which run parallel to the sea and constitutes an almost continuous mountain wall on the eastern side. The Ghats dominate the topography. The coastline is fringed with low cliffs alternating with stretches of sand. A few miles to the interior, the scene changes and the sand level rises towards the barrier of the Ghats and transforms into low red laterite hills interspersed with paddy fields and coconut groves.

The district is bounded in the east by the Western Ghats, in the west by the Lakshadweep sea, in the north by the Canara district of Karnataka and in the south by the Kannur district.

Demographical features

Kasaragod district has a population estimated at 1203342 as per 2001 Census, of which the rural population is 825632 and the urban population 377710. The male population is reckoned at 587763 and the female 615579. According to the 1991

Census the scheduled caste population is numbered at 81,970 of which 41,180 are males and 40,790 are females. The scheduled tribe population in the district stands at 29,283 as per 1991 Census of which 14,841 are males and 14,442 are females. The density of population is 604.

Literacy scenario

The district is one of the most backward districts in Kerala in terms of literacy. But there was significant improvement in literacy status due to the Adult Education campaign conducted by Sakaharatha Samithi and the school literacy programma Aksharapulari. As per 2001 Census, the district has 896367 literates, about 75% of the population of which the number of males is 464844 and females 431523. The district average of literacy is comparatively lower than the state average against the total population and the literacy percentages of males and females. The female literacy percentage of the district is still lower than percentage of literacy in Kerala.

Religion and Castes

The people of this district have, as in the case in other parts of the state, distinctiveness in personal appearance, marked by fairness of complexion, regularity of features, clean habits and a simple life. Though at present the percentage of literacy is low when compared to that of other districts, the passion of the people for education, learning and development is growing.

The major religious groups are Hindus, Muslims and Christians. The Muslims, Christians and Hindus live side by side, each influencing and influenced by the culture of the other.

Namboodiris, Nairs, Thiyyas and Kammalas are the dominant castes in Hindu community. Cherumas, Mavials, Parayas etc are the scheduled castes. The scheduled tribes consist of Koragas, Marattis etc. The scheduled caste communites are largely settled in the following panchayaths.

Situational Analysis leading to the launching of SSA

Kasaragod district faces different sets of problems in different areas of school education when compared with other districts. Among these areas, elementary education is the most important one. The problems identified are mainly in the following areas.

- Lack of Infrastructure facilities in schools like over crowded classrooms and other rooms, separation walls
- Lack of teaching learning equipment related to laboratory, library, Reading Corner, Activity Corner etc
- Lack of separate toilets / Urinals for girls and boys
- Lack of playgrounds in some of the schools and compound walls
- Lack of Physical education materials
- Unelectrified classrooms
- Lack of drinking water facilities and so on.
- Augmentation of Non-school facilities such as, CRCs, BRCs and DIET are also to be addressed.
- Issues related to the total enrolment drive, access, alternative and innovative education
- Capacity development of the learner and teachers
- Inability of the teacher to produce apt end adequate learning material for effective curriculum transaction.
- Teacher fails to plan the lesson based on the feed back gained from the class.
- Learners inability to attain the skill learning to learn.
- Learner's multilevel causes low achievement.

Problems were also identified in the area of ensuring equity, in all aspects. (Children with special education needs, deprived groups of the population such as girls, SC & ST, minority groups, religious and linguistic minorities, ECCE). The problems faced by the district in the area of education in general and primary education in particular are the following.

1. Improving infra structure facilities in schools

1) The overcrowded classrooms and session system in integrated schools (I to X, I to XII, V to X, V to XII) due to the poor condition of infra structural facilities affects the level of achievement of all students, especially those students in the Elementary education level.

2) To improve the quality of elementary education, the new curriculum has been introduced. However, the transition to activity based and student centered learning according to curriculum change is not seen in majority of

the schools. Learning through hands on experiences, enriched reading and use of multi media approaches in learning are the main strategies advocated by it. However, this visualisation is not seen in majority of the classrooms and schools. In multi-lingual schools, this problem is acute.

3) The dropout of girl students in the transition phase from IV to V and from VII to VIII is comparatively higher in coastal areas and areas where the Muslim population is higher. At this stage of adolescence, these girl students feel reluctance to attend school because of the poor urinal /toilet facilities and lack of Rest rooms.

4) The participation of schools and students at school, sub district, district and state level sports and game competition are becoming lesser and lesser year by year

5) Only a selected number of students from high economic group participate in the cultural events, competitions and arts festivals held at school, sub district, district and state levels. The majority of students are not given sufficient exposure to develop and build up their artistic capabilities and thus segregated.

2. Equity Assurance Programmes- Girls

1. Total enrolment, total retention and quality learning achievement of girls' students are unsatisfactory. Out of the total un-enrolled.43 1% are girls This trend is severe in SC/ST areas (10.4%), coastal areas (14.85%), minorities areas of 298 no. of wards of 26 Panchayaths.

3. Equity Assurance Programmes- SC&ST and minority groups

1 In the SC/ST areas the rate of enrollment, retention and quality attainment are less, compared to other sections of the community in the total students' population. The house to house survey and the school database reveals that the majority of the SC/ST are non enrolled. The quality achievement of the SC/ST Students is also less.

2. The problem related to enrolment, retention and quality is higher in the religious minority groups whereas in linguistic minority groups problem of retention and quality achievement are predominant. A cross analysis of the

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house to house survey data and the school data base majority of the enrolment are from the linguistic and religious minority groups.

4. Upgrading & improving infra structure facilities in non-schools

1. To bring out the transition from lecture based and teacher centered teaching-learning process to student centered and activity based learning, the teachers from V to VIII require more support for planning and conducting learning activities and for evaluating students' learning. At present, this support is not available to these teachers.

2. DIET, the district resource center to provide leadership and support to all the academic activities to be undertaken by SSA is not fully equipped in terms of infrastructure facilities, equipment, resource materials, technological hardware and facilities for providing hands on training experience to teachers and trainers in the manifold areas of SSA.

5. Total Enrolment

1. The Project envisages the enrolment of all school-aged children by 2003. Many projects and programmes at the micro and macro levels have been undertaken in the past in this direction. It is found that there has been progress in the enrolment and retention rate of this district as a whole. Even then in the areas where SC & ST communities reside largely, linguistic minority areas in the northern part of the district and in coastal areas non-enrolment children in the school age-group is still a continuing practice.

6. Access and Alternative and innovative schooling

1. Access and alternative education is mainly meant of for the education of out of school children. They should act as educational guarantee centres for the same. In such areas 418 of students belonging to 6-10 age group and 2270 number belong to 11-14 years. This group belongs to different categories such as working children, coastal children, street children and migrated ones

7. Capacity Development

1. Being the district resource center, DIET is expected to provide academic leadership in the area of education and training in the district. The empowerment of Block Resource Persons and teachers become the major concerns of this institution. DIET faculty members require augmenting their capacities in their disciplines for giving effective academic support and guidance to the target groups. Sufficient number of faculty members is also necessary. The JRM and District Panchayath Project put remark mentioning that the present district level academic support mechanism is not appreciably satisfactory.

2. Absence of local level resource support system to cater the needs of the teachers. The existing support system under DPEP could not meet the resource needs of teachers.

3. The teachers in elementary section are competent enough to take up the role of facilitator in the learning process of students as per the pedagogical approach of new curriculum. This adversely effects the learning achievement of students in this section of school education.

4. All the students are not getting sufficient individualized learning exposure according to then learning needs and pace to achieve the target levels as envisaged by the curriculum.

5. Absence of better inter and intra departmental co-ordination affects the effective implementation of educational improvement programms

6. Poor support and less involvement of community members at various levels are observed in the district, thus fail to creative a conducive learning environment in the society which in turn results in the poor achievement of the goals of education.

8. Equity Assurance Programmes -ECCE

1. Absence of a scientific curriculum in the pre-primary schools/ICDS centers and Anganwadis and lack of proper training and materials to teachers.

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9. Equity Assurance Programmes- Disabled children

1. The important problems and issues identified among the disabled children are less enrolment, discontinuation and poor learner achievement. The House to house survey and School database reveals the same picture of disabled children and their low level of achievement. The severity of the problem is felt in tribal and coastal areas where the density of population is very high and the living space lesser.

10. Computer Education

* The new curriculum for the Upper Primary classes has included the use of Information Technology, use of computers and Internet. But the teachers find it difficult to teach these portions since they lack the necessary knowledge base on them.

* There is a disparity in computer education opportunities between urban and rural students. Since the urban students have more access to computer education, the rural students are placed in a disadvantage. This has to be addressed at the earliest, other wise the existing disparity in learner achievement between rural and urban students will only increase.

The relevance of SSA in the district

Kasaragod is one among the districts chosen to implement the externally funded educational programme, Sarva Siksha Abhiyan (SSA) for ensuring Education for All by 2010 AD. The important factor for implementing this programme in the educational sector is the low developmental status of the population of the district in terms of

* Literacy and education of women
* Educational span of children,
* Availability of educational facilities,
* Involvement of parents in the educational process of their children,
* Learning achievement of students
* Issues related with the cultural, social and linguistic differences, and

- Developmental differentials that exist between the southern and northern parts of the district.

This points to the fact that the district Kasaragod has miles to go in the field of school education and development. The issues of access, facilities and drop out of children at Elementary stage though marginal are critical in selected pockets of the district. The majority of these fall where SC, ST and Backward communities reside. The quality of primary schooling also raises concern, which is reflected in the annual S.S.L.C results. The schools where the percentage of failure is very high, are also the areas where the majority of population belongs to deprived groups. The participation of girl children in the schooling process has increased due to the efforts of DPEP and other initiatives. but the percentage of girl students who drop out from schooling after their completion of VII standard raises concern. If the situation is further analyzed, majority of these girls is from a particular religion, pointing towards the possibility of gender disparities existing in the society. It is in this context that Sarva Siksha Abhiyan is launched in the district of Kasaragod.

Government of India has launched Sarva Shiksha Abhiyan with a view to achieve free and compulsory universal elementary education for all children up to the age of 14 years. It is an effort to universalise elementary education by community ownership of the school system. It is a response to the demand for quality elementary education all over the country.

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6-14 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 schools in the district. It's aim is to allow children of the district to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential, both spiritually and materially.

Objectives of Sarva Shiksha Abhiyan

The main objectives of Sarva Shiksha Abhiyan in the district of Kasaragod in tune with the national objectives are the following.

- Enroll all children of the district in the school, Alternate schools or MGLC's by 2003

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- Ensure that all children of Kasaragod complete five years primary schooling by 2007
- Ensure that all children of the district complete 8 years of elementary schooling by 2010
- Focus on elementary education of satisfactory quality with emphasis on education for life for the children of the district Kasaragod.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010
- Ensure that not a single child drop out from the school by 2010 A.D.

CHAPTER 2

DISTRICT PROFILE

The demographic data of the district Kasaragod shows that the number of male and female population has an adverse trend in the case of SC & ST population compared with the total population figures. This trend is higher in Kasaragod and Manjeshwar blocks than Kanhangad and Nileswar blocks. In the case of scheduled tribe, Manjeshwar registers the highest disparity among the distribution of men and women population.

Table 2.1. Population figures

Administrative units	Total population		
Taluks	Total	Male	Female
Hosdurg	587166	282793	304373
Kasaragod	616176	304970	311206
Total	1203342	587763	615579

Population Figures 2001 Census

Manjeswar has the largest number of tribal population in the district. The main tribal group of this block is Koragas, a nomadic group at present settled in colonies, whose infantile mortality rate is very high compared with the total population.

Table 2.2. population figures SC & ST

Administrative units	Scheduled Caste population			Scheduled Tribe population		
Block	Total	Male	Female	Total	Male	Female
Kanhangad	23605	11666	11939	5881	2932	2949
Kasaragod	16935	8600	8335	6924	3425	3499
Nileswar	17476	8716	8760	61	31	30
Manjeswar	20184	10374	9810	16189	8330	7859
Municipality						
Kasaragod	1817	906	911	131	81	50
Kanhangad	1953	918	1035	97	42	55
Total	81970	41180	40790	29283	14841	14442

Population Figures - 1991 Census

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The general trend that exists in Kerala in terms of sex ratio is visible in the district too, but less than the state average of 1058 females for 1000 males. However, in urban areas, the sex ratio is higher than the state ratio of 1058. To draw more implications from this state is not supported well by additional data due to their unavailability. However, an increase in number of female over male population is observed during the last decade.(Table 2.4) One reason may be the overall development and development of women education associated with literacy programmes in the district.

Table 2.3. Sex ratio

Administrative units	Sex ratio (per 1000 males)		
Taluks	Total	Rural	Urban
Hosdurg	1076	1071	1099
Kasaragod	1020	1017	1040
District Total			
Kasaragod	1047	1042	1071

Population Figures - 2001 Census

Table 2.4. Growth rate in sex ratio and Density

Administrative units	Sex Ratio (per 1000 males)		Density (per Sq.Km)	
District	1991	2001	1991	2001
Kasaragod	1026	1047	538	604

Population Figures - 2001 Census

The district has registered a significant rise in the women population against males. The same trend is visible in the case of density of population in the district.

Literacy status

The literacy status of the district is far below the state average although it is higher than all India averages. In the case of women literacy, they still lag behind the men population. This factor is to be considered as an important pointer towards the disparity that exists among men and women in the district, with the disadvantage to women. The literacy status of tribal population also raises issues of immediate concern calling for urgent steps to provide quality basic education to the large number of first generation learners reaching the schools in the district.

Table 2. 5. literacy status of total population

Administrative units	Total population			Literate			Percentage of literacy		
Taluks	Total	Male	Female	Total	Male	Female	Total	Male	Female
Hosdurg	587166	282793	304373	448645	228251	220386	76	81	72
Kasaragod	616176	304970	311206	447722	236585	211137	73	78	68
Total	1203342	587763	615579	896367	464844	431523	74	79	70

Population Figures - 2001 Census

The difference in literacy is also visible in the case of the two taluks in the district. While in Hosdurg taluk the difference in number of literate between the male and female population is less significant, this gap is significant in Kasaragod taluk. The percentage of total literacy status presents the same piciture when the taluks are compared. The literacy status of SC & ST population also shows the same disparity in literacy development. This is another major factor, which plays a crucial role while formulating educational strategies for the two educational districts of Kasaragod both of them require entirely different set of techniques and strategies for further development of education.

Cherumas, Mavials, Parayas etc are the scheduled caste communities in the district. The scheduled tribes consist of Koragas, Marattis etc. The scheduled caste communites are largely settled in the following panchayaths.

Table 2.6. Hamlets of Scheduled Castes in the district

Hamlets of ScheduledCaste -- Panchayath wise			
Manjeswar	Kasaragod	Kanhangad	Nileswar
Bellur-4 hamlets	Karadka-9 hamlets	Udma-6 hamlets	Cheruvathur-13
Kumbadage-8	Muliyar-13	Ajanur-9	hamlets
Mangalpady-8	Delampady-6	Balal-13	Kayyoor-Cheemeni-2
Vorkady-10	Chengala-9	Kodom-Belur-10	Nileswar-5
Puthige-5	Chemmand-5	Madikai-11	East Eleri-10
Meenja-6	Bedadka-12	Pallikkare-9	Pilicode-1
Manjeswar-4	Kuttikkol-10	Panathady-22	West Eleri-13
Kumbla-10	Madhur-4	Kallar-9	Trikarpur-10
Paivalige-4	Mogral Puthur-2	Pullur-Periya-19	Kinanoor-
Enmakaje-10	Kasaragod		Karinthalam-22
Badiyadka-17	Municipality-9		Padne-5
			Valiyaparamba-10

Scheduled tribe communites are largely settled in the panchayaths of Panathady, Kinanoor-Karinthalam, Balal, Kodom-Belur, Bedadka, Kuttikkol, Bellur, Enmakaje, Vorkady, Meenja. Badiadka, Kallar, Paivalike, Delampady, Karadka, Kumbadaje, West Eleri and East Eleri.

Table 2.7. Hamlets of Scheduled Tribes in the district

Hamlets of Scheduled Tribe - Panchayath wise			
Manjeswar	*Kasaragod*	*Kanhangad*	*Nileswar*
Bellur-23 hamlets Kumbadage13- Mangalpady- 8Vorkady-10 Puthige-14 Meenja-7 Manjeswar 4 Kumbla-5 Paivalige-89 Enmakaje-84 Badiyadka-44	Karadka-23 hamlets Muliyar-10 Delampady-59 Chengala-16 Madhur-6 Kasaragod Municipality-1	Balal-13 isolated houses Panathady-25 Kallar 30	East Eleri-9 isolated houses

The Scheduled Tribe communities are not evenly settled in the district. The population of SC is mainly settled in Manjeswar and Kasaragod blocks. The most primitive tribe settled in Kasaragod are the Koragas and they are settled in Kasaragod and Manjeswar blocks. The panchayaths of their settlement are the following.

Table 2.8. Koraga settlements in the district

Kasaragod Block	*Manjeswar block*
Kasaragod municiaplity Madhur	Badiadka Meenja Vorkady Manjeswar Paivalige Puthige Mangalpady Bellur Enmakaje Kumbla

Civil Administration

Kasaragod district is divided into two taluks, five firkas and 75 villages. Kasragod and Hosdurg are the two taluks. As per Panchaythi Raj, the district has 39 panchayths and two municipalites There are four development blocks, namely, Manjeswar, Kasaragod. Kanhangad and Nileswar.

Table 2.9. Administrative divisions of the district

Panchayth Administration – Blocks and Panchayaths			
Manjeswar	*Kasaragod*	*Kanhangad*	*Vileswar*
Bellur	Karadka	Udma	Cheruvathur
Kumbadage	Muliyar	Ajanur	Kayyoor-
Mangalpady	Delampady	Balal	Cheemeni
Vorkady	Chengala	Kodom-Belur	Nileswar
Pulhige	Chemmand	Madikai	Last Eleri
Meenja	Bedadka	Pallikkare	West Eleri
Manjeswar	Madhur	Panathady	Pilicod
Kumbla	Mogral Puthur	Pullur-Periya	Trikarpur
Paivalige	Kuttikkol	Kallar	Kinanoor
Enmakaje			Karinthalam
Badiyadka			Padne
			Valiyaparamba

EDUCATIONAL PROFILE

Kasaragod is known for its diversity in language and culture. Majority of the people in the northern part of Kasaragod district speaks Kannada or Tulu. Though their mother tongue is Tulu, the children are compelled to study either through Malayalam or Kannada medium. This affects their learning out comes in the primary classes. People with mother tongues Marati, Konkani and Hindustani also meet with the same problem.

In the Sub districts Manjeshwar, Kumbla and Kasaragod there are schools with parallel divisions for Malayalam and Kannada in addition to schools specifically for Kannada or Malayalam medium The bilingual nature, the closeness to Karnataka State and a host of other factors rather added to the diversity of the culture.

Educational Administration in the district

Over the years, tremendous development has been registered in setting up educational facilities in the district. The Census Report of 2001 highlight the present educational scenario of our district in terms of quality and quantity. The educational administration in the district has strong basis though rotten with inherent weaknesses.

Administrative Wing

The Deputy Director of Education is the highest officer in charge of educational administration in the district. Administrative and academic matter of which up to higher secondary comes under his jurisdiction. There are two educational districts Kasaragod and Kanhangad. The DEOs are in charge of their administration. Next comes AEOs, in charge of 7 Educational Sub districts.

The smoothness of educational administration in the district is often hindered by some factors. The services of Educational Officers like transfers and other issues on most of them often disrupt DDE, DEOs and AEOs are hailing from other districts. Some of the Educational Sub districts are too large to administer effectively. Sub districts like those that of Kasaragod. Kumbla etc. need to be bifurcated. The bilingual factor and the issue of shortage of teachers etc. result some administrative issues.

2.10. Educational Districts with Sub Districts

Kanhangad	Kasaragod
Cheruvathur	Kasaragod
Chittarikkal	Kumbla
Hosdurg	Manjeshwar
Bekal	

Academic Wing

DIET is the apex Institute in the district to look after the academic matters of schools. It has various faculties; and each faculty has its own area of intervention. DIET conducts training both Pre-service and In-service, develops materials, and provides academic leadership in the area of educational planning, management and administration. DIET conducts innovative educational projects in tie with District Panchayath and Grama Panchayaths. The various activities of DIET is implemented through BRCs (Nos-7) and CRCs (Nos- 88). The functioning of CRCs should be capable of the needs of the teachers of LP, UP and VIII Standard.

The District Project Office, DPEP is another setup in the district to gear up the academic matters of primary education. The field of primary education has undergone positive change with the coming of DPEP The various intervention of DPEP is implemented through the District project office, BRC's and CRCs.

Panchayath Raj Institutions and the Field of Education

The PRIs have a vital role in the educational activities of the district. These institutions are District Panchayath, Municipality, Block Panchayath and Grama Panchayaths. There are 39 Grama Panchayaths, two Municipalities and four Block Panchayaths covering the whole District. All these institutions along with District Panchayath are acquianted with the educational institutions. As per the Panchayath Raj Act, the High schools, training schools, DDE, DIET and DEO, etc. come under the jurisdiction of the District Panchayath, while LP and UP schools come under the jurisdiction of concerned Grama Panchayaths. The Block Panchayaths and the Municipalities have their jurisdiction in the educational institutions in their areas. The major functions of the educational institutions - Planning, implementation monitoring, in which concerned PRIs have great participatory ownership. The District Planning Committee is the agency for planning and implementation of various educational activities through out the district. For the effective monitoring of the educational programmes, District Monitoring Committee (DMC) at the District level, Block Monitoring Committee (BMC) at Block level and Village Monitoring Committee (VMC) at Panchayath level are functioning. In the Ward level and School level there are ward and school level monitoring committee, various efforts have

been undertaking by District Panchayath, Municipalities and Grama Panchayaths as educational Projects for the quality improvement of students.

In the District Government owns majority of the schools. Remaining aided and individuals or corporate managements are running recognized schools.

Table 2.11. Schools under different Category – Block wise

Name of BRC	No of schools	No Of pupils	Type of school		
			LP	UP	HS
Cheruvathur	69	10256	32	23	14
Chittarickal	49	8371	25	13	11
Hosdurg	77	14623	36	20	21
Bekal	55	10681	25	16	14
Kasaragod	99	21046	48	28	23
Kumbla	85	17332	45	23	17
Manjeshwar	83	15426	48	20	15
Total	517	97735	259	143	115

Special schools

Name of Block	Number of Special school	Name of School
Kasaragod	2	Govt school of Blind, Marthoma School For Deaf and Dump
Bekal	1	Model Residentail school, Uduma for SC/St girls (Standard 5–10)
Cheruvathur	1	Model Residential school (5-6), Nadakavu

Important Educational Officers such as DDE, DEOs and AEOs are not in position through out the academic year, as most of them are hailing from southern districts. The shortage of teachers in the NorthEastern part of the district is yet another issue which are need to be tackled.

The Educational facilities at various levels

Over the past years there is a considerable increase in the number of educational facilities at various levels such as schooling facilities for LP, UP, HS education, educational institutions, etc. in the district. This facilitated the increase in the literacy rate. In the district as per the census report of 2001 the literacy rate is 75.17%. There is high gross enrolment rate and net enrolment rate also

Though there is a tremendous progress in the number of educational institutions in the district, quality of education is not encouraging. The conditions of schools in terms of physical facilities such as classrooms, buildings, library, laboratory equipments, compound wall, play ground, drinking water and sanitation facilities and the like are not conducive to suit the increasing demands of the student population. Some of these requirements are to be newly provided, or to be replaced, or to be get repaired for the higher level of learner achievement.

Block wise number of schools

Except in some remote areas like, SC/ST, Coastal, hilly, almost all places in the district have access to schools from LP to Higher Secondary. Majorities of those schools are in rural areas, and managed by the government. In the North Eastern part of the district the distribution of aided/government schools is uneven.

The distribution of schools in terms of rural and urban is different from sub districts to sub districts. Both govt. and aided schools are mainly located in rural areas. In addition to govt. and aided schools there are recognised unaided schools particularly functioning in urban areas. The role of aided schools is also noteworthy as they are the only source for education in some part of the district. Generally the physical and infra structural facilities in aided schools are very poor compared to government schools. These schools are meant for the learning of all children including linguistic minorities, since linguistic minority is a peculiarity of the northern part of the district.

Schools with bilingual background

A good number of schools in the area north of Chandragiri river are in Kannada medium or in both Kannada and Malayalam media.

These bilingual and Kannada medium schools are lying in Kumbla, Manjeshwar and Kasaragod sub districts. A few schools are in Bekal and Hosdurg sub districts. This multi-linguistic background though the unique features of the district, creates some issues both administrative and academic. Most of the pupils in these areas are having Kannada, Tulu, Marati, Malayalam and Hindustani as their mother tongue. Children from this background are compelled to choose either Malayalam or Kannada as medium

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of instruction. This adversely affects their learning achievement particularly in primary classes. This is a challenge not yet seriously attempted by academicians. Availability of materials in both languages and training to teachers are a matter of fact.

Schools with Sessional system

In the district 10 No. of schools are running on sessional system. All these schools . are in govt. sector,7 no in 1 to XII type. The over crowded classes, non availability of sufficient accommodation facilities, and other infra-structural deficiencies causes the practice of sessional system in these schools.

Table 2.12 School profile - Session System

Sub district	HS/HSS/VHSS having LP/UP Section								Total
	I - X		V - X		I - XII		V - XII		
	Govt.	Aided	Govt.	Aided	Govt.	Aided	Govt.	Aided	
Maj	1				1				2
Kum					1				1
Kas			1		2				3
Bek							1		1
Hosd					1				
Chit					1				
Cher					1				1
G. Total	1		1		7		1		10

Table 2.13 Number of Integrated Schools

Sub district	I - X		V - X		I - XII		V - XII		Total
	Govt.	Aided	Govt.	Aided	Govt.	Aided	Govt.	Aided	
Maj	4	4	3	1	1		1		14
Kum	4	3	2	2	4	1	2	0	18
Kas	5	1	3	1	4	3	1	2	20
Bek	6	1	3		1	1	1		13
Hosd	10	2	3		5			2	22
Chit	2	1		4	3			2	12
Cher	1	1	1		4	1	3	1	12
G. Total	32	13	15	8	22	6	8	7	111

In the district 111 number of schools are integrated in nature. Out of which 28 schools have, are 1 to 12 standards 45 schools have 1 to 10 standards and 15 schools have 5 to 12.

Integrated schools are higher in government sector. The administration and management monitoring and evaluation of headmasters are less possible which effects the general tone and effectiveness of schools.

Other Institutions

Kasaragod district is backward in the case of higher education facilities. Teacher institution facilities are minimum. There are only three TTIs and one B.Ed. Centre. Other important higher education institutions are two Engineering Colleges and 5 Arts and Science Colleges. The existing higher education facilities are insufficient to cater to the needs of the student population. Therefore, the students of this district have to depend upon outside institutions in other districts and states. It is sad to say that there are no medical institutions. The facilities for SCs and STs are also less eventhough their population is considerably great.

Table 2.14   Other Institutions

Sl. No.	Institution	Educational District		Total
		Kasaragod	Kanhangad	
1.	Central School	2	0	2
2.	Navodaya Vidyalaya	0	1	1
3.	Model Residential School for tribals	1	1	2
4.	Special schools	2	0	2
5.	Arts and Science colleges	2	3	5
6.	Engineering colleges	1	1	2
7.	B.Ed college	1	1	2
8.	TTI	1	2	3
9.	ITI	1	1	2
10.	Polytechnic	1	2	3
11.	College of Agriculture	0	1	1
12.	School of Nursing	2	1	3
13.	NFE Centres	63	60	123

Table 2.15   Details of Teacher training Institutions

Name of institution	Number of Students	Number of teachers	Name of Block
Govt. TTI Kannivayal	40	4	Chittarockal
SNTTI Kanhangad	40	4	Hosdurg
DIET Mayipady	80	19	Kasaragod
Govt.B.Ed Centre Kasaragod	40	10	Kasaragod

Status of pre-primary Education

The Social Welfare Department through ICDS has taken up the major intervention in the area pre-primary education. There are 777 Anganwadies and Balwadies in the 4 Revenue Blocks. Majority of these centres are located in rural places. In addition to the social welfare department, the education department and Panchayaths also supports these centres in terms of training, providing facilities, nutricious programme, health care etc.

2.16 Number of institutions- ECCE/Pre-primary/Anaganvadi

Name of Sub District	Anganvadi/ Balwadi Centers	Pre-primary Centers	Nursery Schools	Total
Cheruvathur	128	10	10	159
Hosdurg	129	8	2	139
Chittarickal	83	4	7	94
Bekal	90	4	1	95
Kasaragod	189	8	8	205
Manjeshwar	106	7	3	116
Kumbla	137	7	4	148
Total	862	48	35	956

2.17 Number of anganvadies - Panchyath wise

Panchayath	No. of Anganavady
CHENGALA	40
BEDADKA	20
KUTTIKOLE	20
KASARAGOD	37
CHEMNAD	33
MULIYAR	17
MADHUR	8
MOGRAL PUTHUR	14
BALAL	12
KINANOOR-KARINDALAM	22
EAST ELERI	23
WEST ELERI	27
MANJESHWAR	24
MANGALPADY	27
VORKADY	17
MEENJA	16
PAIVALIKE	22
BADIADKA	23
BELLURU	8
DELAMPADY	18

ENMAKAJE	20
KARADKA	15
KUMBADAJE	10
KUMBLA	29
PUTHIGE	13
UDMA	22
PALLIKARE	23
AJNOOR	25
PULLUR-PERIYE	20
KANHANGAD	36
NILESHWAR	36
KODOM-BELUR	21
MADIKAI	15
PANATHDY	12
KALLAR	9
VALIYAPARAMBA	12
TRIKARIPUR	32
PADNE	18
CHERUVATHUR	24
PILICODE	21
KAYYUR-CHEEMENI	21
Total	**862**

Table 2.18   List of Anganvadies Project Wise

Name of Block	In Position
Kasaragod	223
Kanhangad	196
Manjeshwar	212
Nileshwar	231
Total	**862**

In addition to these centers, there are pre-primary centers and schools run by Government, Panchayaths, Municipalities and other agencies. There are pre-primary centers attached to every school in Nileshwar, Cheruvathur and Kayyur Chemeni Panchayaths. These centers are running by the Panchayaths, However, pre-primary based academic input are not imparting to the children at this stage.

Educational Schemes implemented in the district

Kasaragod is one among the districts chosen to implement the externally funded educational programme, Sarva Siksha Abhiyan (SSA) for ensuring Education for All by

2010 AD. The district had the opportunity to implement various other centrally sponsored educational programmes like Operation Blackboard, MLL scheme, the Jilla Council sponsored Patanotsavam, and lastly DPEP. The important factor for undertaking these programs in the educational sector is the low developmental status of the population of the district in terms of

- Literacy and education of women
- Educational span of children,
- Availability of educational facilities,
- Involvement of parents in the educational process of their children,
- Learning achievement of students
- Issues related with the cultural, social and linguistic differences, and
- Developmental differentials that exist between the southern and northern parts of the district.

Operation Blackboard

The Operation Blackboard scheme, a centrally sponsored programme to improve physical infrastructure of primary education including improvement in accommodation facilities and provision for more teachers was introduced in the district in 1986 under the supervision of Deputy Director of Education. The main beneficiaries of this programme were L.P schools in rural and remote areas of the district. But this programme, a centrally conceived one, could not meet even partially, the specific needs of the district.

1. The first deficiency was that Operation Blackboard could not address the need of entire spectrum of schools. Its focus was to provide one classroom and one office room to L.P schools. It did not provide support to U.P schools (I to VII classes) and aided schools.

2. Secondly, it did not address the entire spectrum of issues and problems that the district faced in the field of education. The complete enrolment of students in the respective age groups, providing educational facilities to children in remote areas, retaining the students at school through out their schooling age, improving their

educational standards, ensuring enrolment and retention of children of SC/ST communities were some of the important problem areas in education that the district faced during that period. In this respect the programme was partial in its concept and in its implementation in the context of the educational needs of the district.

3   Thirdly, the mode of the programme and its implementation was highly centralised and the role for decentralised interventions are almost nil. The materials supplied are out of tune with the curriculum context, the environment context and the instructional context. Moreover, teachers were not given adequate training for using them in the teaching-learning processes, which are highly context-specific. These alien materials were either kept in the safe custody of the Headmasters or kept unopened.

4   Finally, the learning component of the programme was seen very vague and weak. It was based on the wrong assumption that if materials and classroom space are provided effective teaching and learning will take place automatically. These scheme could not help the teacher to develop strategies for activity based classes. The programme, in total, failed to sensitise the teachers about the prevailing problems and issues in primary education and to encourage them for the search of strategies to address them.

Minimum Levels of Learning

The Minimum Levels of Learning (MLL) a quality improvement programme conceived at national level in accordance with the National Policy on Education, 1986 was implemented in the district in two phases. Setting up of Minimum levels attained by all students in each class, providing adequate learning opportunities to them and evaluating continuously to what extent the student has achieved and then providing remedial teaching were the cardinal tenets of this programme. Main interventions conceived for this were the yearly training for teachers, monthly Cluster Level meetings, workshop for the development of new text books and other teaching-learning materials and development of evaluation tools and procedures. The DIET, Kasaragod was put in charge of the implementation of the whole programme in the district, under the state level leadership of SCERT.

In the first phase (1994-95) 20 schools in the district were chosen to field test Separate textbooks were developed for classes I and II for each subject along with the teachers' handbooks and the teachers were given an initial training for 5 days at the district level. Monthly CRC meeting of teachers and development of teaching – learning materials were also attempted in this phase itself. In the second phase, (1995-96), a vertical and horizontal expansion took place. From each educational block 20 schools were selected and introduced in standard 3rd and 4th also. For implementing the programme one DIET faculty member was put in charge of the academic operations at the block level. Along with these interventions, the district initiated some measures to address the issue of sensitisation of parents through PTA and Mother PTA meetings and sharing of periodic evaluation results with them.

1. Though the MLL programme did not segregate between Government and Aided schools, it also did not have the mandate to address the wide spectrum of issues, problems and potentials of the district in primary education. The component of improving quality was strongly advocated at every point of the programme, but the main fault lied in its attempt to improve learning only through production of new text books and teacher training. This single intervention policy of the programme could not address the issues related with improving access, enrolement, retention and reduction of dropouts substantially.

2. Though this programme advocated in theory the need for state specific and school specific MLLs, could not adhere to in practice. The national MLLs were directly translated into the Kerala context and the text books were too much structured to attain these specific MLLs without considering the classroom context, the local culture and individual learning pace and learning styles of students. The classes became mechanical and the students were pressurized through periodic evaluation, which was done quite contrary to the basic assumptions about children and their learning. The first Joint Review Mission under DPEP also endorsed this point of view.(Report of the first Joint Review Mission, DPEP, Kerala)

3. Thirdly the implementation of the programme in the district was considered as the sole responsibility of DIET. The Education Department, the officials, the teaching

community and the people representatives have little role to play in it. Moreover, the specific issues related with the education of SC, ST and OBC children were not at all addressed holistically.

4. But the programme was successful in highlighting the presence of backward students in the class and the need to address their learning deficiencies through remedial teaching. The frequent CRC meetings and the use of teaching-learning materials were well appreciated by the teachers in the sample of schools but they complained about the numerous evaluation formats that they have to complete and update continuously.

5. The programme also highlighted the need for institutionalsing block level and panchayath level structures for implementing an educational improvement programme. The various institutions like, PTA, MPTA and VEC were institutionalised through this programme in this district. In these respects, the MLL programme was a stage setter for launching DPEP in the district

DPEP

DPEP was introduced in the district as a holistic attempt towards addressing the problems of access, enrolment, retention and achievement. Through various interventions and activities initiated through DPEP, many of the issues in these areas in the primary sector are addressed. But the sustenance of these interventions and vertical expansion of them have to be taken up to the whole elementary section. It is in this context that the programme SSA is going to be introduced in the district.

DIET (District Institute of Education and Training)

The District Institute of Education (DIET) came into existence in all districts of India as a part of NPE, 1986. One of the major objective of this institution is to ensure quality education in all primary schools through out the country. It is significantly noted that through the development of teacher competency, quality education at school can be attained to a major extent. In order to attain this goal teacher is to be given academic inputs and material support through training, research, evaluation, monitoring, workshops, and innovative field practices. Visualising this end in view the DIET has to function effectively. There are seven faculties to met this requirement at DIET. These

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faculties are, IFIC, WE, DRU, CMDE, ET, P & M, P S TE both for inservice and pre-service training.

In order to co-ordinate the work of concerned faculty one senior lecturer for each faculty is put in charge. Lecturers assist him/her. There are vacancies of faculty members, vacancies of special subject faculty members namely, Physical education, Art education, Music, foundation of education which affect the smooth functioning of DIET. Subject experts in English, Hindi, Sanskrit, Arabic, Urdu, Geography, Physics, Chemistry, Zoology, Botany, etc. are not recruited. Absence of programmes is highly felt on the ground that enough academic inputs and modern educational know how and technology are not provided to the faculty members. Inadequate materials, equipments, and infrastructure facilities will become handicaps for the betterment and effective performance of faculty members. It has not yet become a full-fledged resource centre as envisaged by the NPE and programme of action.

Block wise access position on Primary, Upper Primary and HS education in the District

Block wise Access position in Primary, Upper Primary, HS/HSS education in the district (Number of households (Habitation) having school accessibility)

2.19 Block wise accessibility

Sub District (Block)	Type of School facility	Distance in KMs				
		0 - 1	1 - 2	2 - 3	3 - 4	Above 4
Manjeshwar	LP	6479	2097	3859	3860	426
	UP	4222	9492	5838	1308	342
	HS	3153	8364	4601	3080	2172
Kumbla	LP	14177	7899	3004	2636	1262
	UP	8256	8356	7077	3295	1607
	HS	3520	3323	3141	44056	1067
Kasaragod	LP	35591	10317	2412	1190	473
	UP	21601	14629	7461	4078	2213
	HS	5723	6168	19516	11678	6751
Bekal	LP	10472	11896	1796	494	27
	UP	7056	12777	3696	1248	168
	HS	5495	9430	5381	3169	684

Hosdurg	LP	15888	7310	6094	3593	1274
	UP	10167	9379	7650	3281	2196
	HS	7287	7358	8205	5386	7201
Chittarikkal	LP	6717	6858	4892	2726	1934
	UP	5344	5895	6244	3365	2467
	HS	3594	4355	4449	4391	6593
Cheruvathur	LP	16232	7959	1405	129	177
	UP	11745	8141	4351	1022	719
	HS	6412	9170	6290	1968	2138

(SOURCE : HOUSE TO HOUSE SURVEY)

Table 2.20 No. of schools having Accessiblity

House to House survey – Number of Households having school accessibility (Distance wise)

Block	Type of school		Distance in KMs				
			0-1	1-2	2-3	3-4	above 4
Manjeshwar	LP	Govt.	4430	4487	2394	2153	133
		Private aided	1849	1696	1060	1707	293
		Private Unaided	200	300	400	0	0
		Unrecognised	0	0	100	0	0
	UP	Govt.	1200	3265	2687	360	220
		Private aided	2979	5483	3001	785	23
		Private Unaided	43	744	150	163	99
		Unrecognised	0	0	0	0	0
	HS/HSS	Govt.	1150	3684	3001	2213	1656
		Private aided	1979	4632	1564	688	345
		Private Unaided	24	48	36	179	171
		Unrecognised	23	29	64	47	69
Kumbla	LP	Govt	7176	5077	1420	1832	157
		Private aided	6902	2800	1553	804	803
		Private Unaided	99	22	33	0	2
		Unrecognised	0	0	0	0	0
	UP	Govt.	4829	5855	4632	2216	827
		Private aided	3393	2273	2431	1079	780
		Private Unaided	34	128	14	0	0
		Unrecognised	0	0	0	0	0
	HS/HSS	Govt	1955	2278	1589	3411	8040
		Private aided	1565	1045	2152	1045	2597

		Private Unaided	0	0	0	0	0
		Unrecognised	0	0	0	0	0
Kasaragod	LP	Govt.	25435	6476	1435	759	326
		Private aided	10156	3841	977	431	147
		Private Unaided	0	0	0	0	0
		Unrecognised	0	0	0	0	0
	UP	Govt.	18645	6432	5046	3014	1294
		Private aided	2956	8197	2415	1064	919
		Private Unaided	0	0	0	0	0
		Unrecognised	0	0	0	0	0
	HS/HSS	Govt.	4307	4025	16408	5631	4725
		Private aided	1416	2143	3208	6047	2026
		Private Unaided	0	0	0	0	0
		Unrecognised	0	0	0	0	0
Bekal	LP	Govt.	8706	10068	1527	424	0
		Private aided	1738	1820	269	70	0
		Private Unaided	28	8	0	0	27
		Unrecognised	299	8	2	9	3
	UP	Govt.	6473	12188	2985	1087	158
		Private aided	565	459	681	133	0
		Private Unaided	18	130	30	28	10
		Unrecognised	47	0	10	3	1
	HS/HSS	Govt.	5001	8563	5152	2762	526
		Private aided	284	544	229	407	150
		Private Unaided	210	323	0	0	8
		Unrecognised	47	0	0	0	0
Hosdurg	LP	Govt.	6180	6031	5672	3414	1143
		Private aided	3009	1185	417	179	37
		Private Unaided	699	94	5	0	94
		Unrecognised	440	0	0	0	0
	UP	Govt.	7967	7763	7406	3099	2010
		Private aided	1951	1616	244	182	186
		Private Unaided	249	0	0	0	0
		Unrecognised	0	0	0	0	0
	HS/HSS	Govt.	4796	3435	6898	4289	6528
		Private aided	2204	3641	1307	881	673
		Private Unaided	287	282	0	216	0
		Unrecognised	0	0	0	74	0

Chittarickal	LP	Govt.	4160	3548	1921	946	928
		Private aided	2387	3196	2827	1665	801
		Private Unaided	170	108	144	115	205
		Unrecognised	131	115	30	15	0
	UP	Govt.	1773	1751	2510	747	902
		Private aided	3384	4021	3662	2613	1558
		Private Unaided	187	123	72	5	7
		Unrecognised	0	3	58	21	21
	HS/HSS	Govt.	1672	2022	1215	1646	3255
		Private aided	1723	2252	3074	2599	3188
		Private Unaided	199	81	160	146	150
		Unrecognised	0	0	2	30	4
Cheruvathur	LP	Govt.	8240	4038	833	62	104
		Private aided	7704	3846	580	67	73
		Private Unaided	288	75	2	0	0
		Unrecognised	86	60	0	75	0
	UP	Govt.	6796	4905	2840	818	478
		Private aided	4949	3236	1511	201	241
		Private Unaided	0	0	0	3	0
		Unrecognised	0	0	0	0	0
	HS/HSS	Govt.	1563	8693	5196	1161	1500
		Private aided	1549	377	1094	607	548
		Private Unaided	302	100	0	0	0
		Unrecognised	0	0	0	0	0
Total	LP	Govt.	64327	39725	15222	9590	3091
		Private aided	33745	18384	7653	4923	2154
		Private Unaided	1484	607	582	115	328
		Unrecognised	956	183	132	99	3
	UP	Govt.	47683	42159	28106	11341	5889
		Private aided	20177	25285	13945	6057	3707
		Private Unaided	531	1125	266	199	116
		Unrecognised	47	3	68	24	22
	HS/HSS	Govt.	23442	32700	39459	21313	26320
		Private aided	10720	14634	12628	12274	9527
		Private Unaided	1022	834	196	541	329
		Unrecognised	70	29	66	151	73

(*SOURCE : HOUSE TO HOUSE SURVEY*)

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Table 2.21 Details of out of school children

No. of Children (Age wise) who have not enrolled as on 31.7.2001

BRC	Age/Sex	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	Total
Manjeshwar	Boy	8	4	2	2	1	0	1	2	1	21
	Girl	4	1	0	1	1	0	7	4	4	22
	Total	12	5	2	3	2	0	8	6	5	43
Kumbla	Boy	25	4	6	6	9	14	14	15	15	108
	Girl	21	9	6	5	10	9	12	15	19	106
	Total	46	13	12	11	19	23	26	30	34	214
Kasaragod	Boy	45	15	5	7	6	12	11	25	12	138
	Girl	34	4	6	4	3	9	3	10	30	103
	Total	79	19	11	11	9	21	14	35	42	241
Bekal	Boy	6	1	0	2	2	2	5	11	16	45
	Girl	4	0	1	2	1	1	1	4	5	19
	Total	10	1	1	4	3	3	6	15	21	64
Hosdurg	Boy	27	2	7	2	5	6	6	13	20	88
	Girl	20	2	2	0	1	4	7	5	15	56
	Total	47	4	9	2	6	10	13	18	35	144
Chittarickal	Boy	16	8	2	2	3	3	4	1	6	45
	Girl	10	5	1	2	2	1	1	2	1	25
	Total	26	13	3	4	5	4	5	3	7	70
Cheruvathur	Boy	14	7	1	2	0	3	4	4	4	39
	Girl	11	6	0	0	4	2	1	2	9	35
	Total	25	13	1	2	4	5	5	6	13	74
Total	**Boy**	**141**	**41**	**23**	**23**	**26**	**40**	**45**	**71**	**74**	**484**
	Girl	**104**	**27**	**16**	**14**	**22**	**26**	**32**	**42**	**83**	**366**
	Total	**245**	**68**	**39**	**37**	**48**	**66**	**77**	**113**	**157**	**850**

(SOURCE : HOUSE TO HOUSE SURVEY)

Table 2.22 Category wise details related to out of school children

Block	Age group	Category wise details of out of school children						Total
		Migrated children	Street children	Coastal children	Labourers	Wage earners	Others	
Man	6-10	10	5	12	5	5	15	52
	11-14	18	8	21	16	14	381	458
Kum	6-10	12	4	15	7	6	87	131
	11-14	19	7	21	20	14	519	600
Kas	6-10	20	19	21	25	21	7	113
	11-14	18	14	18	40	22	649	761

Bek	6-10	1	2	15	1	6		25
	11-14	11	9	17	1	3	48	89
Hosd	6-10	11	5	4	7	3		30
	11-14	9	8	16	5	5	120	163
Chit	6-10	2	1	-	6	5	29	45
	11-14	5	1	-	5	5	100	116
Cher	6-10	11	8	12	5	3	3	42
	11-14	12	14	18	6	5	24	83
Total	**6-10**	**76**	**46**	**87**	**58**	**49**	**141**	**438**
	11-14	**92**	**61**	**111**	**93**	**68**	**1841**	**2270**

Table 2.23 Block wise consolidated data of out of school children

Block	Reasons in Code numbers								Total
	C1	C2	C3	C4	C5	C6	C7	C8	
Man	118	125	12	20		110	20	105	510
Kum	237	115	110	21		20	18	208	729
Ksd	280	233	28	28	7	223	19	56	874
Bek	29	14	14	19		12	9	17	114
Hosd	72	23	8	21	10	15	8	36	193
Chit	116	22	5	6	1	2	1	8	161
Cher	21	29	8	22	3	19	25	8	135
Total	**973**	**561**	**185**	**137**	**21**	**401**	**100**	**438**	**2716**

C1 - Economic Reasons   C2 - Social Reasons   C3 - Baby sitting

C4 - Disabilities   C5 - Non accessibility   C6 - Lack of motivation

C7 - Disinclination towards education   C8 - Other reasons

Table 2. 24 Reason for non enrolment

BRC	Age/reason	Eaconomic reasons	Social reasosn	Baby sitting	Diablene ss	Non accessability	Lack of motivation	Disinsclination towards education	Any other specify	Total
Manjeshwar	Boy	2	0	2	12	0	2	2	1	21
	Girl	5	8	0	9	1	1	2	1	27
	Total	7	8	2	21	1	3	4	2	48
Kumbla	Boy	48	8	3	22	5	12	7	9	114
	Girl	34	10	12	16	4	9	13	3	101
	Total	82	18	15	38	9	21	20	12	215
Kasaragod	Boy	28	4	6	33	14	6	17	30	138
	Girl	25	6	13	24	4	8	10	13	103
	Total	53	10	19	57	18	14	27	43	241
Bekal	Boy	10	1	1	30	1	2	0	0	45
	Girl	1	0	5	11	0	1	1	0	19
	Total	11	1	6	41	1	3	1	0	64
Hosdurg	Boy	13	1	0	33	0	5	8	28	88
	Girl	12	4	1	9	1	4	6	19	56
	Total	25	5	1	42	1	9	14	47	144
Chittarickal	Boy	13	0	0	14	15	0	2	2	46
	Girl	4	1	3	5	9	2	0	0	24
	Total	0	0	0	0	0	0	0	0	0
Cheruvathur	Boy	4	0	7	17	0	0	0	11	39
	Girl	3	0	4	13	0	0	0	15	35
	Total	7	0	11	30	0	0	0	26	74
Total	Boy	118	14	19	161	35	27	36	81	491
	Girl	84	29	38	87	19	25	32	51	365
	Total	202	43	57	248	54	52	68	132	856

(Source : House to house survey)

Table 2.25   No. of Children (Age wise) who have discontinued as on 31.7.2001

BRC	Age/Sex	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	Total
Manjeshwar	Boy	1	4	2	0	7	15	20	53	75	177
	Girl	1	0	1	6	20	25	60	84	107	304
	Total	2	4	3	6	27	40	80	137	182	481
Kumbla	Boy	2	6	9	12	19	33	37	76	121	315
	Girl	2	6	3	8	13	21	43	69	87	252
	Total	4	12	12	20	32	54	80	145	208	567
Kasaragod	Boy	0	4	8	10	17	35	38	76	172	360
	Girl	3	4	5	7	8	35	34	66	193	355
	Total	3	8	13	17	25	70	72	142	365	715
Bekal	Boy	0	1	0	6	7	1	3	7	15	40
	Girl	1	0	0	2	0	1	5	5	7	21
	Total	1	1	0	8	7	2	8	12	22	61
Hosdurg	Boy	2	2	0	3	0	3	8	16	30	64
	Girl	3	3	1	0	0	0	6	11	15	39
	Total	5	5	1	3	0	3	14	27	45	103
Chittarikal	Boy	4	3	2	2	5	10	14	14	29	83
	Girl	1	0	0	2	6	5	4	8	13	39
	Total	5	3	2	4	11	15	18	22	42	122
Cheruvathur	Boy	0	0	1	0	1	0	1	5	23	31
	Girl	0	0	0	0	0	1	2	7	15	25
	Total	0	0	1	0	1	1	3	12	38	56
Total	Boy	9	20	22	33	56	97	121	247	465	1070
	Girl	11	13	10	25	47	88	154	250	437	1035
	Total	20	33	32	58	103	185	275	497	902	2105

(*Source : House to house survey*)

Table 2.26 House to House Survey - Reason for discontinuation

BRC	Age/reason	Eaconomic reasons	Social reasosn	Baby sitting	Diabieness	Non accessability	Lack of motivation	Disinsclination towards education	Any other specify	Total
Manjeshwar	Boy	99	6	0	7	0	36	17	12	177
	Girl	104	79	8	15	10	31	31	26	304
	Total	203	85	8	22	10	67	48	38	481
Kumbla	Boy	101	36	11	4	13	20	109	21	315
	Girl	101	27	18	15	5	23	43	15	247
	Total	202	63	29	19	18	43	152	36	562
Kasaragod	Boy	105	28	9	129	53	18	18	0	360
	Girl	63	22	14	33	117	36	32	38	355
	Total	168	50	23	162	170	54	50	38	715
Bekal	Boy	9	7	0	10	0	4	6	4	40
	Girl	4	7	0	2	0	3	5	0	21
	Total	13	14	0	12	0	7	11	4	61
Hosdurg	Boy	19	5	1	8	0	13	16	2	64
	Girl	12	4	0	13	2	5	2	1	39
	Total	31	9	1	21	2	18	18	3	103
Chittarickal	Boy	30	4	1	10	2	19	13	4	83
	Girl	19	2	4	3	0	6	3	2	39
	Total	0	0	0	0	0	0	0	0	0
Cheruvathur	Boy	2	3	0	7	0	15	4	0	31
	Girl	2	6	0	8	0	8	1	0	25
	Total	4	9	0	15	0	23	5	0	56
Total	**Boy**	**365**	**89**	**22**	**175**	**68**	**125**	**183**	**43**	**1070**
	Girl	**305**	**147**	**44**	**89**	**134**	**112**	**117**	**82**	**1030**
	Total	**670**	**236**	**66**	**264**	**202**	**237**	**300**	**125**	**2100**

(Source : House to house survey)

Table 2.27 No. of working children

Name of Block	Working Children		
	Male	Female	Total
Manjeshwar	16	24	40
Kumbla	33	14	47
Kasaragod	87	21	108
Bekal	0	0	0
Hosdurg	6	14	20
Chittarickal	14	7	21
Cheruvathur	1	1	2
Total	157	81	238

(Source : House to house survey)

Block wise dropouts at Primary and Upper Primary level

Table 2.28 Block wise dropouts at Schools

Block	No. of dropouts			No. of dropouts SC			No. of dropouts ST		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Manjeshwar	177	304	481	80	104	184	41	73	114
Kumbla	315	247	562	125	90	215	54	31	85
Kasaragod	360	355	715	190	161	351	75	76	151
Bekal	40	21	61	15	16	31	0	0	0
Hosdurg	64	39	103	28	16	44	21	17	38
Chittarikkal	83	39	122	71	28	99	0	0	0
Cheruvathur	31	25	56	22	17	39	0	0	0
Total	1070	1030	2100	531	432	943	191	197	388

(Source : House to house survey)

Block wise details of Alternative schools / EGS Centres

Our constitution has rightly been guaranteed primary education to all the children in the age group 6-14. Over the years serious efforts have been made by administrators and educationalist to realize this objective. But still a large number of children remain away from our school for various reasons.

In our district the goal of total enrolment and retention is almost achieved in the case of LP aged children Studies and surveys showed that there are still some pockets and areas where a few children are remaining unenrolled and drop-outs.

In the Eastern part of the district a great number of SC/ST children in colonies and other backward areas are remain unenrolled. The socio-economic factors are said to be the reason. In coastal areas there are some pockets where children of fishermen community and minority communities also remain unenrolled or dropout. The children working in hotels and workshop particularly in the town areas; are also away from our hold. A variety of situation specific strategies should be needed for educating these children.

Under DPEP alternate arrangements have been made to tackle this issue by opening Multigrade learning centers. These centers to a great extent caters to the educational needs of there deprived children.

These centers are started in areas where regular schools could not be started for various reasons. In the initial stage 10 centres were started in remote areas. These centers are started with the initiative and the support of concerned grama panchayaths. Land, essential furniture, temporary building, etc. were provided by the panchayaths. About 150 students have completed their primary education from these centers, and continuing their studies in the nearby UP schools.

Demands from more areas had come. All these areas were really hard spots, where unenrolled dropout children were there. Hence a detailed survey and school maping was done in these suspected areas. Accordingly 28 more centers were started. On starting these centers the grama panchayath had played a very important role. These centers were also strengthened by a variety of interventions for the last 2 year.

Table 2.29   Details of Pupils – MGLCs

Block	Boy	Girl	Total	SC	ST	OBC	Others
Chittarickal	23	25	48	26	0	13	9
Chittarickal	8	13	21	14	0	0	7
Kasargod	17	25	42	12	0	27	3
Kasargod	26	35	61	0	0	61	0
Kumbla	23	25	48	13	1	29	5
Manjeswar	16	14	30	6	0	23	0
Bekal	11	11	22	3	0	15	4
Kasargod	25	31	56	0	0	56	0
Kasargod	27	22	49	0	0	49	0
Kumbla	14	7	21	0	3	18	0
Manjeswar	10	7	17	0	3	9	4
Kumbla	14	29	43	0	0	43	0
Chittarickal	15	13	28	26	0	0	2
Hosdurg	16	12	28	2	14	0	12
Kumbla	17	11	28	8	5	11	4
Hosdurg	14	11	25	0	25	0	0
Chittarickal	10	12	22	10	0	0	12
Kasargod	23	20	43	10	0	30	3
Kumbla	20	23	43	0	0	43	0
Kumbla	12	4	16	0	16	0	0
Kumbla	8	8	16	1	8	2	5
Bekal	36	33	69	4	0	63	2
Bekal	19	21	40	15	0	25	0
Hosdurg	12	7	19	16	0	3	0
Hosdurg	33	41	74	31	29	2	12
Manjeswar	12	13	25	10	0	0	0
Kumbla	19	21	40	0	0	40	0
Hosdurg	16	18	34	19	0	3	2
Manjeswar	23	23	46	1	0	45	0
Kumbla	12	20	32	1	25	7	0
Chittarickal	22	24	46	27	0	0	19
Kumbla	13	10	23	4	0	14	5
Chittarickal	29	22	51	42	0	0	8
Manjeswar	33	44	77	0	0	77	0
Kumbla	8	7	15	0	11	1	3
Hosdurg	12	8	20	11	0	7	0
Manjeswar	18	18	36	1	2	30	2
Chittarickal	19	14	33	20	0	11	2
Total	685	702	1387	333	142	757	124

(*Source : EMIS Data*)

A total of 1111 children were studying in these centers. Had these centers been not started in such areas, children would have remained unenrolled. About 80% of pupils are

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from SC, ST and other backward communities. Learner achievement MGLC is satisfactorily good. The issue of dropout in these areas has almost been eliminated

Of the 1111 students 571 are boys and 540 are girls. 184 SC students and 111 ST students are also studying in these centers. Almost all the centers are located in rural areas. 27 Centres are in tribal areas 3 centres are in coastal areas and the remaining centers are located in other backward areas. Kumbla being a backward block has 10 centres. Total 11 centres are in Kannada medium.

Block wise details of Special schools

There are a great number of disabled children in and out of schools in the district. Those out of school need to be enrolled and those in schools need to be included in all academic activities and helped to grow up into self-respecting citizens. The ignorance of parents and negligence by the teachers have made it more difficult for these children.

The government has been giving monitory support to those children whose disablility is found to be more than 40%. But there are a large number of children whose disability is less than 40% who need attention. Moreover monitory benefits do not often solve the child's academic problems. For the last seven years the DPEP has tried to attempt ot give integrated and integrated and inclusive education to disabled children. Special attention in the classroom and outside, teacher support, parental and community awareness, special training session for the children speech training for the speech and hearing impaired, physiotherapy classes, supply of resource materials to teachers were some of the activities taken up. These need to be continued and also expanded to classes V to VIII.

Table 2.30 Details of Children with Special needs

BRC	VI	HI	OH	MR	Total
Cheruvathur	243	258	147	48	696
Chittarikkal	137	116	101	25	379
Hosdurg	308	265	229	123	925
Bekal	183	204	120	63	570
Kasaragod	335	255	251	171	1012
Kumbla	315	298	185	95	893
Manjeshwar	276	284	172	64	796
Total	1797	1680	1205	589	5271

(Source : EMIS Data)

In addition to this there are some particular areas where a large number of children and adults seem to be a prey to various disabilities. These are as need to be focussed.

Block wise number of teachers

The pupil teacher ratio in the state is 1:45 In the district is 1:55 Though this is the average there are schools where one teacher has to handle more than a hundred students.

At the beginning of each academic year it is seen that a number of posts are vacant. Since the local teachers are a few and most teachers belong to other districts, there is always a tendency to get themselves transferred to more convenient places. The vacancies are not got filled up by the administrative authorities soon after the occurrence of transfer leave vacancy will also arise. In either case the children are the loosers.

Table 2.31 Teacher Status

Block	Category / Level	No of teachers		
		Male	Female	Total
Cheruvathur	Primary	149	213	362
	Upper Primary	138	144	282
	Std VIII	135	212	347
	Total	422	569	991
Chittarickal	Primary	87	151	238
	Upper Primary	89	121	210
	Std VIII	110	127	237
	Total	286	399	685
Hosdurg	Primary	167	288	455
	Upper Primary	139	173	312
	Std VIII	203	176	379
	Total	509	637	1146
Bekal	Primary	106	217	323
	Upper Primary	103	129	232
	Std VIII	133	135	268
	Total	342	481	823
Kasaragod	Primary	301	419	720
	Upper Primary	155	203	358
	Std VIII	230	256	486
	Total	686	878	1564
Kumbla	Primary	328	268	596
	Upper Primary	156	177	333
	Std VIII	193	142	335
	Total	677	587	1264
Manjeshwar	Primary	269	263	532
	Upper Primary	143	175	318
	Std VIII	144	120	264
	Total	556	558	1114

Total Primary	1407	1819	3226
Total Upper Primary	923	1122	2045
Total Std VIII	1148	1168	2316
Grand Total	3478	4109	7587

(Source : EMIS Data)

Table 2.32   Number of untrained Teachers

High School	2	0
UP	74	78
LP	28	12

(Source : EMIS Data)

Table 2.33   Number of Protected Teachers

H.S.A	2
PD	81
Special	3
Total	106

(Source : EMIS Data)

Table 2.34   No. of SC/ST Teachers

SC			ST		
Male	Female	Total	Male	Female	Total
140	176	316	64	31	95

(Source : EMIS Data)

Table 2.35   Teachers Vacancy Position

Category	No.
PD	182
HAS	86
Total	268

(Source : EMIS Data)

Block wise Enrolment of Students

Majority of the children in the school going age group are enrolled in government and aided schools. Even then there are school aged children not enrolled in the areas of SC/ST, hilly and other remote pockets.

Profile of enrolled students

A total of 212690 students are enrolled in Standard 1 to VIII. Out of this 103231 are girls. About 85% of the child population (age group 5-14) are enrolled in govt./aided schools.

Number of Students (Standard Wise) In The Revenue District on 6th Working Day 2002-2003 (Total). 7 Block wise enrolment, Grade wise, Gender wise, SC/ST wise data.

Table 2.36   Profile of Enrolled students

NUMBER OF STUDENTS (STANDARD WISE) IN THE REVENUE DISTRICT ON 6TH WORKING DAY 2002-2003 (Total)								
Standard	All Communities			Scheduled caste			Scheduled tribe		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	10355	10005	20360	1042	958	2000	263	279	542
2	10319	10015	20334	949	850	1799	274	277	551
3	10558	10054	20612	875	866	1741	233	216	449
4	10965	10422	21387	944	842	1786	282	252	534
5	11045	10383	21428	933	834	1767	271	251	522
6	11240	10370	21610	936	841	1777	280	255	535
7	12213	11334	23547	987	892	1879	340	299	639
8	12417	10752	23169	898	773	1671	264	241	505
9	11835	10774	22609	765	735	1500	294	243	537
10	8512	9122	17634	427	542	969	183	204	387
TOTAL	109459	103231	212690	8756	8133	16889	2684	2517	5201

(Source : 6ᵗʰ Working day Statement)

Of the total enrolment SC students comprises of 8% and ST 2.5%. It is understood clear that a good number of SC/ST children are still remain unenrolled in some places. Innovative strategies are to be adopted to for the enrolment and retention of the total population in SC/ST (5-14 age) and other deprived sections.

Status of Enrolment from 96-97 to 2003

About 85% of the total population (age group 5-14) are enrolled in govt./aided schools. Over the years a decreasing tendency in enrollment in govt./aided schools is seen. In the year 96-97, 197352 students are enrolled. Against these 212690 students are enrolled in standard I to VIII in the year 2002-03. The slight difference of around 15338 pupils in enrollment is due to variety of reasons. The change in birth rate and the emergence of unrecognised schools are said to be the major reasons.

The rate of enrollment of SC, ST pupil should also decrease over the year. In addition to regular schools a good number of SC/ST pupils are enrolled in Multigrade Learning

Centres run by DPEP in SC/ST belts. The decrease in girls (94804-84912) enrolled is also due to similar reasons in addition to the reasons cited for the general trend in the decrease of enrollment rate.

Block wise position of Buildings

Table 2.37 Number of Buildings in school under each category

Block	Pacca Bldg.			Semi Pacca Bldg.			Dilapidated Bldg.			Thatched Bldg.			Rented Bldg.		
	LP	UP	HS	LP	UP	HS	LP	UP	HS	LP	UP	HS	LP	UP	HS
Man	23	7	15	12	5	8	-	-	-	-	-	5	4	2	-
Kum	24	6	15	10	5	5	-		-	-	-	15	4	-	-
Ksd	36	45	31	10	15	12	-	3	4	-	-	10	2	2	-
Bek	45	16	20	12	15	20	-	1	2	-	4	10	2	2	-
Hosd	50	60	39	18	20	26	-	3	-	-	-	21	2	1	-
Chit	30	10	12	12	8	12	-	-	6	-	-	15	-	-	-
Cher	48	30	20	12	30	10	-	2	5	-	2	11	1	1	-
Total	256	174	152	86	98	93	-	9	17	-	6	87	15	8	-

(*Source : EMIS Data*)

School Infra Structural facilities

Good infrastructural facilities are on of the main requirements of an effective school. Good Libraries and Laboratory facilities, play ground and play materials, toilets with water facilities and enough classrooms are extremely essential in schools. Yet in mostl of the schools in the district these facilities are either not available or if they are, are hardly in a condition to be used. The operation Black Board scheme did try to bring about a change in this condition in a few school. The DPEP for the last seven years has tried to bring about a positive change in this condition in LP schools. Classrooms, toilets, separation walls, drinking water facilities have been provided to needy school. All LP schools were given a grant of Rs.2000/- each year for the purchase of Library books. Another Rs.2000/- each year was given to all schools for school beautification projects. Still some LP schools are ill equipped. In UP and High schools where the need for these facilities is more acute, the problem is yet to be considered.

Table 2.38 School Infra Structural facilities

Sl. No	Items	Available		Usable (Nos)	Details of Units	
		Yes	No		Repairable (Nos)	Additional Requirements (Nos)
1	Library	455	95	367	151	168
2	Laboratory	67	22	33	21	62
3	Reading Corner	29	76	5	6	91
4	Activity corner	13	92	0	0	80
5	Equipment's for Phy.Edu	65	130	27	10	60
6	Apparatus for music & Arts Etc	10	79	6	2	69
7	Black Board	268	21	664	158	319
8	Computer	82	59	108	53	385
9	Computer room	32	61	30	5	74
10	Class room & Other rooms	146	5	2643	1004	800
11	Separation wall	72	34	135	48	825
12	Electrification	85	21	37	14	376
13	Drinking water	91	15	47	12	220
14	Toilets/Urinals For girls	90	22	154	47	445
15	Toilets/Urinals For boys	82	24	117	30	480
16	Play ground	91	16	48	28	329
17	Compound wall	36	70	13	7	396

(*Source : EMIS Data*)

School Infrastructure Facility

BRC	Library					Laboratory					Reading Corner					Activity Corner					Equipments for Physical Education					Apparatus for music & Arts etc.				
	Avail. Y	N	Usable	Repair	Addl. Req.	Avail. Y	N	Usable	Repair	Addl. Req	Avail. Y	N	Usable	Repair	Addl. Req	Avail. Y	N	Usable	Repair	Addl. Req	Avail. Y	N	Usable	Repair	Addl. Req.	Avail. Y	N	Usable	Repair	Addl. Req
CHERU	12	3	13		10	13	2	10		15	3	12			15		16			15	9	6			15		15			15
CHITTA	11		11	1	11	1		3	3	5	3	8	1		10		11			11	5	6	2	2	7	1	10			1
HOSDU	16	3	13		6	15	4	4		15	3	16	1		18		19			1	11	8	4		15	2	17	2		17
BEKAL	10	2	9	3	9	8	3	5	2	5	4	8	1		12	2	11			12	9	2	4	1	7	2	10			12
KASARA	16	5	13	8	18	17	4	6	3	12	4	17			21	1	20			21	12	99	2	1	9	2	17	1	1	10
KUMLA	13	2	10	37	12	2	6	4	7	3	11	2	1	6	2	10	1			6	9	5	5	6	3	3	10	3	1	
MANJE	10	4	11	3	7	11	3	1	6	7	1	13	1		13		14			14	10	4	10		4					14
Total	88	19	80	52	73	67	22	33	21	62	29	76	5	6	91	13	92	0	0	80	65	130	27	10	60	10	79	6	2	69

(Source : EMIS Data)

Black Board / Computer / Computer Room / Class room & Other rooms / Separation wall

BRC	Black Board Avail. Y	N	Usable	Repair	Addl. Req	Computer Avail. Y	N	Usable	Repair	Addl. Req	Computer Room Avail. Y	N	Usable	Repairable	Addl. Req	Class room & Other rooms Avail. Y	N	Usable	Repairable	Addl. Req	Separation wall Avail. Y	N	Usable	Repairable	Addl. Req
CHERU	0	18		45	21	52	3	12	21	45	3	12	3		12	67		140	27	35	9	6		1	18
CHITTA	11		93		47	5	3	19	9	75	3	4	4	8	4		134	4	31	8	3		4	43
HOSDU	18	1	18	6	2	8	11	22		27	1	9	8	11	19		311	28	38	8	11	74	8	2
BEKAL	12		125	30	43	3	7	26	2	69	6	6	5	12	12		1444	28	32	9	3	29	27	49
KASARA	199	2	27	17	120	10	11	24	17	82	13	8	6	18	19	2	133	31	69	17	4	5	4	43
KUMLA	14		10	14	57	3	11	4	3	73	4	10	3		11	3	245	46	7	9	5	10	3	41
MANJE	14		391	46	29	1	13	1	1	14	2	12	1	13	14		236	30	64	12	2	17	1	17
Total	268	21	664	158	319	82	59	108	53	385	32	61	30	74	146	5	2643	194	276	72	34	135	48	213

Electrification / Drinking water / Toilets-Urinals for Girls / Toilets-Urinals for Boys / Play Ground / Compound Wall

BRC	Electrification Avail. Y	N	Usable	Repairable	Addl	Req	Drinking water Avail. Y	N	Usable	Repairable	Addl	Req	Toilets/Urinals for Girls Avail. Y	N	Usable	Repairable	Addl	Req	Toilets Urinals for Boys Avail. Y	N	Usable	Repairable	Addl	Req	Play Ground Avail. Y	N	Usable	Repairable	Addl	Req	Compound Wall Avail. Y	N	Usable	Repairable
CHERU	14	1	6			11	13	2	8	2		11	18	2	14	5		18	11	4	10	1		15	12	3	12	1		53	6	9	3	3
CHITTA	8	3	8	3		11	9	2		2	7		9	2	2	5		5	9	2	18	4		42	11		6	10	2		2	9	2	2
HOSDU	12	7	11			8	17	2	20	1		12	14	5	53	13		23	17	2	28	8		25	17	2	4	6		99	5	14	1	
BEKAL	12						11	1	2	1		3	9	3	12	3		13	10	2	11	2		15	11	1	2	1		2	4	8	1	
KASARA	15	6	8	9		35	15	6	7	1		9	16	5	29	5		31	14	7	17	4		30	17	4	6	5		3	11	10	1	2
KUMLA	12	2	2	1		56	13	1	3	2		5	10	4	21	7		42	8	6	18	7		44	9	5	10	2		5	3	11	3	
MANJE	12	2	2	1		12	13	1	7	3		8	14	1	23	9		35	13	1	15	4		31	14	1	8	3		3	5	9	2	
Total	85	21	37	14		133	91	15	47	12		55	90	22	154	47		167	82	24	117	30		202	91	16	48	28		167	36	70	13	

(Source EMIS Data)

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PROBLEMS AND ISSUES OF ELEMENTARY EDUCATION

A. Improving infra structure facilities in schools

1. The overcrowded classrooms and session system in integrated schools (I to X, I to XII, V to X, V to XII) affects the level of achievement of all students, especially those students in the Elementary education level.

They require more attention from teachers, a conducive educational environment, a variety of teaching-learning materials and space to move freely and play with others. The majority of Integrated schools are upgraded ones, but the facilities were not increased according to it. Since the Higher classes are given more attention because of the public examination, more facilities are provided to them at the cost of students in elementary classes. This affects their learning process, encouragement to attend school regularly and involvement in school activities. Hence the achievement of elementary school students in these schools are low, compared to non-integrated schools. This under achievement continues to higher classes and affects the SSLC results. This is reflected in the poor SSLC results that the district has shown so far.

2. To improve the quality of elementary education, the new curriculum has been introduced. However, the transition to activity based and student centered learning according to curriculum change is not seen in majority of the schools. Learning through hands on experiences, enriched reading and use of multi media appraoaches in learning are the main strategies advocated by it. However, this visualisation is not seen in majority of the classrooms and schools. In multi-lingual schools, this problem is acute.

This problem is critical in classes V to VIII, where attention for providing necessary infrastructure support is not explored so far. At the same time, in classes I to IV further augmentation of existing facilities and continuation of the earlier supports are required to sustain the quality of education.

3. The dropout of girl students in the transition phase from IV to V and from VII to VIII is comparatively higher in coastal areas and areas where the Muslim population is higher. At this stage of adolescence, these girl students feel reluctance to attend school because of the poor urinal /toilet facilities and private rooms.

Effective learning takes place in healthy and hygienic conditions supported by good teaching – learning processes. According to the House to House survey results, the dropouts in the age group of 11 – 14 are comparatively higher than other age groups. This

drop out ratio is higher where the majority of the population are Muslims and their children studying in schools.

4. The participation of schools and students at school, sub district, district and state level sports and games competition are becoming lesser and lesser year by year.

Though physical education is considered as one of the important areas of the school education, the students get very little opportunity to practice at least a selected number of sports and games items and to instill in them the habit of good physical health. Physical education set apart for a small group of students alone in few schools of the district. In addition to it, the schools situated in Urban centres and coastal areas, the existing playground is either encroached by others or misused by miscreants

B. Upgrading & improving infra structure facilities in non-schools- BRC's, CRC's & DIET

5. To bring out the transition from lecture based and teacher centered teaching-learning process to student centred and activity based learning, the teachers from V to VIII require more support for planning and conducting learning activities and for evaluating students' learning. At present, this support is not available to these teachers

The District level seminar of focussed target groups had pointed out the low quality of teaching-learning process in classes V to VIII and the inability of teachers to carry out this process according to curriculum goals. In Classes I to IV this support is available at present but this also has to be further augmented and sustained to improve the learner achievement at elementary.

6. DIET, the district resource centre to provide leadership and support to all the academic activities to be undertaken by SSA is not fully equipped in terms of infrastructure facilities, equipment, resource materials, technological hardware and facilities for providing hands on training experience to teachers and trainers in the manifold areas of SSA.

Although the DIET was established in 1987 itself, the supply of infrastructure facilities ended with some rudimentary items and many of those items in the list were not at all supplied. Moreover, the academic improvement and development of professional expertise of DIET faculty members were not at all attempted by the Department of Education or by the SCERT so far. For addressing the present challenge, improvement of both infrastructure facilities and development plans for professional competence of DIET

faculty should be attempted. Making the DIET into the District Resource Centre on Education (DRCE) is one of such attempt.

7. The Project envisages the enrolment of all school aged children by 2003. Many projects and programmes at the micro and macro levels have been undertaken in the past in this direction. Experiences have found that with all the past interventions there has been progress in the enrolment and retention rate of this district as a whole. Eventhen there exists traces of grave problems of enrolment and retention in some areas of this district. This area includes SC/ST colonies, linguistic areas, minority belts, fisherman belts, hill areas, and the like. Different reasons contribute to the creation of the problems among different areas - economics, social, geographical, accessibility, lack of motivation disinclination towards education.

C. Access and Alternate education

8. Access and alternative education is mainly meant for the education of out of school children. They should act as educational guarantee centres for the same. In such areas 211 of students belonging to 6-10 age group and 928 number belong to 11-14 years. This group belong to different categories such as working children, coastal children, street children and migrated one.

D. Capacity development

9. Being the district resource centres, DIET is expected to provide academic leadership in the area of education and training in the district. The empowerment of Block Resource Persons and teachers become the major concerns of this institution. DIET faculty members require augmenting their capacities in their disciplines for giving effective academic support and guidance to the target groups. Sufficient number of faculty members are also necessary. The JRM and District Panchayath Project put remark mentioning that the present district level academic support mechanism is not appreciably satisfactory. The DIET faculty members face difficult for conducting training programmes with full confidence in order to cater to needs of targeted groups related with elementary education, at the expected level.

10. Absence of local level resource support system to cater the needs of the teachers. The existing support system under DPEP could not meet the resource needs of teachers. The teacher should have enough teaching capabilities, skills, strategies and techniques for the effective curriculum transaction. For these, On Site Support, monitoring, development of materials subject wise

support both in content and process are to advocated. This can be imparted through BRC's and RCs. Sufficient and efficient number of resource persons at these centers are nto available at present.

11. The teachers in elementary section are competent enough to take up the role of facilitator in the learning process of students as per the pedagogical approach of new curriculum. This adversely effects the learning achievement of students in this section of school education. The achievement of the learner is mainly depends upon the teacher competency. The teaching learning process as envisaged by the curriculum is not seen in majority of classrooms in the elementary sections of school education.

E. Community mobilisation

2. Poor support and less involvement of community members at various levels are observed in the district, thus fail to creative a conducive learning environment in the society which in turn results in the poor achievement of the goals of education. Education is a tripolar system in which pupil and community are interdepended and interrelated. The knowledge of the ongoing educational process and developments should be familiar to all of them. The need of acknowledgement of their space for support is felt essential for effective functioning of school level activities. They can positively contribute towards creating a learning environment in the society and promote of Universal enrolment, retention and learner achievement.

F. Education of Anganwadi/ECCE children

13. Absence of a scientific curriculum in the pre-primary schools/ICDS centres and Anganwadis and lack of proper training and materials to teachers.

The on going activities at various pre-primary centres/ICDS centres/Anganwadis are not in tune with basic assumptions about the child at this age, their capacities, the process of learning and their overall development. The so called play activities done in these centres are contrary to the current understandings about the learning process of children of this age. Moreover, the provision of stepping stone for primary education is not sequentially attempted in these centres.

G. Needs of disabled children, SC & ST children and girls

14. Absence of a scientific curriculum in the pre-primary schools/ICDS centres and Anganwadis and lack of proper training and materials to teachers. The on going activities

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at various pre-primary centres/ICDS centres/Anganwadis are not in tune with basic assumptions about the child at this age, their capacities, the process of learning and their overall development. The so called play activities done in these centres are contrary to the current understandings about the learning process of children of this age. Moreover, the provision of stepping stone for primary education is not sequentially attempted in these centres.

15. Total enrolment, total retention and quality learning achievement of girls students are unsatisfactory. Out of the total unenrolled 43.1 %, are girls. This trend is severe in SC/ST areas, coastal areas, minorities areas of 298 no. of wards of 26 Panchayaths.

16. The achievement study of the district organised by DPEP, Kasaragod shows that the learner of achievement of girls in primary class is low compared to boys. Of which SC/ST, girls population, linguistic and religious minority girls having low rate of achievement compared to other girls.

17. In the SC/ST areas the rate of enrollment, retention and quality attainment are less. compared to other sections of the community in the total students' population. The house to house survey and the school database reveals that the majority of the SC/ST are non enrolled. The quality achievement of the SC/ST Students is also less

H. Enrollment and retention

18. The problem related to enrolment, retention and quality is higher in the religious minority groups whereas in linguistic minority groups problem of retention and quality achievement are predominant. A cross analysis of the house to house survey data and the school data base majority of the enrolment are from the linguistic and religious minority groups.

The learner achievement study of 1-4 standard by DIET, Kasaragod District and feed back from the different levels of monitoring team show that poor level of achievement among the minorities is a serious problem to be addressed.

CHAPTER 3

THE PLANNING PROCESS

The process of plan preparation in the district Kasaragod is characterized by a highly decentralised planning process beginning from the school level habitat to district level This was necessitated due to the cultural, linguistic, ethnic and geographic diversities. issues and problems raising from them and from the future needs visualized. The Kerala Development Plan initiated by the Government of Kerala has provided a conducive environment, locally specific issues and strategies for developing the AWPB for the year 2003-2004 for the district. In this process, the three processes of institutionalisation. capacity building and formulation of DEEP went hand in hand.

The main processes of micro planning for the formulation of DEEP- 2003-2004 are given below.

1. District level orientation of Block Level Planning Teams

The planning process, the guidelines for formulating district specific strategies and evolving corresponding activities were developed in a one day district level orientation of Block level planning teams comprising of DIET faculty members, AEOs, Block panchayath Presidents and educationalists in the district on 31. 03. 2003. Since the Gram Panchayaths have already geared up to meet the educational needs of their area, the local specific demands have already short-listed by them. They have done this in accordance with the Perspective plan for Panchayaths (PEEP) developed last year

2. Block Level Plan preparation

The Block planning Team according to the local specificity and other parameter prescribed, compiled the PEEPs developed by the local authorities in a two day Block

level workshop conducted on 1st and 2nd April, 2003. The panchayaht level planning teams along with the elected representatives participated in these workshops. The DIET faculty members who are working as POs provided leadership to this planning process.

3. District level Plan Consolidation

The District Plan consolidation conducted at Government Guesthouse, Kasaragod from 2nd April to 5th April, 2003 was attended by representatives of all BPTs. A core team began the process for consolidation of BEEPs on 2nd April itself by developing the charts and tables to be included. The representatives of BPTs presented their BEEPs at the district level workshop on 3rd April 2003. The prioritisation of activities, streamlining and fine tuning of proposals were carried out during the district plan consolidation workshop, attended by district level authorities and elected representatives. The major interventions presented by the BPTs are given below. The final proposals were developed from them.

Interventions evolved through the Planning process

Through the participatory planning process, a whole lot of interventions were suggested to address the locally specific issues and problems. The interventions which came through the panchayath / municipality planning processes are listed below.

1. *Setting up and improving infrastructure facilities*

a) Construction of new classrooms in U.P schools.

b) Construction of separation walls in Halls

c) Supply of classroom furniture to schools

d) Setting up of Laboratory, Library and computer rooms

e) Supply of library materials like books, periodicals, reference materials, Newspaper etc

f) Repair and replacement of existing teaching - learning materials

g) Electrification of classrooms

h) Setting up of separate Urinals and Toilets for boys and girls

i) Repair and annual maintenance of toilets and urinals

j) Setting up of drinking water facilities, construction of wells, deepening of wells, installation of electric motor and pipes.

2. *Setting up and improving support structures and facilities*

a) Setting up of CRCs and construction of new CRCs according to the total number of schools and teachers teaching in I to VIII.

b) Construction of new CRC room to accommodate more number of teachers

c) Expansion of the existing physical facilities of the existing BRCs – construction of three additional rooms for each BRC (for IEDC, Laboratory and Library, and Computer rooms)

d) Augmenting BRCs and CRCs in terms of training materials s and equipment

e) Augmenting the Library of BRCs and CRCs

f) Setting up of Laboratory facilities in 7 BRCs

g) Appointment of BRC trainers, BRC Coordinators and Academic Co-ordinators

h) Setting up of Educational Museum at District Resource Centre at DIET, Kasaragod

i) Setting up of Botanical garden, Educational Technology Lab, IT Centre and Documentation unit at DIET

j) Augmenting the library and Laboratory facilities of DIET

k) Setting up of Activity centres to provide Hands on training to trainers

3. *Capacity development*

a) Content oriented, process orientated and need based training should be given to teachers at appropriate time.

b) Adequate materials reference materials, teaching hearing equipment, etc.

c) Monitoring and onsite support by HM, Trainer, AEO, and DIET faculty members.

d) Filling up of existing teacher vacancies

e) Appointment of Reserve Teachers. (Para teachers)

f) Effective teacher training to all teachers according to new curriculum.

g) Supply of TLE and supply of enrichment materials for teachers and for linguistic minorities

h) Strengthening of DIET by enriching the professional capacities of DIET faculty members, providing up to date in-service training, innovative exposures, supply of relevant materials and appointing subject wise faculty members

i) Sufficient number of subject wise experts is to be identified and selected as DRG members to support DIET faculty members whenever needed.

j) Setting of BRC's and CRCs, new CRCs and provide additional space to meet the resource needs of increased number of teachers..

k) Posting of various categories — Block programme officer, Academic Co-ordinator, Subject wise trainers.

Special focus groups

a) Remedial classes and Bridge courses for Disabled students

b) Provision for disabled children.

c) Providing facilities for achievement in co-scholastic area like physical education, art education, work experience etc

d) Awareness programme considering the leisure time of parents is to be arranged.

e) Conducting activities for the involvement's of parents and NGOs such as field trips, Sahavasa Camps, Festivals, Day celebrations, School planning, monitoring, and constructing of various civil works and noon feeding.

f) Workshop for the development of learning materials with the help of community leaders and NGOs.

g) Conducting of Educational seminars, participating the target groups.

h) Conducting of Medical camps for all identified children for IEDC.

i) Monthly reporting system on enrolment, retention and achievement of students to mothers and parents and community leaders.

j) Workshop for development of Children's materials with the assistance of concerned departments.

k) Parental orientation with the technical support of concerned departments.

l) Guidance and counseling, Medical detection camp are to be arranged with technical resource support sought from the respective department

m) Appointment of resource teachers for IEDC.

n) Teacher training for inclusive education and compensatory classes.

o) Separate workshop for the development of materials suited to disabled children.

p) Parental and community awareness programme like PTA, MTA, and orientation.

q) Provision of various incentives like supply text books/learning materials free of cost, school awards to high achieving girls

r) Convergence with SC/ST, tribal, Welfare, Health. Kudumbasree departments. Convergence of SC. ST, Welfare departments

s) Special coaching, Bridge courses, Remedial courses etc. to students, Alternative systems to educate the parents, dropouts and out of School children.

5. *Monitoring and supervision*

a) Monitoring of teachers and trainers performance through different levels of functionaries (AEO, BPO, DEO, DDE, DIET etc)

b) Orientation in the new pedagogy and learning problem of children to the heads of other departments.

c) Joint planning and review of educational activities between the educational departments and other departments.

d) Orientation to all the departmental functionaries in the new curriculum administrative and managerial training to departmental functionaries based on the current trend and on the basic curriculum assumptions.

e) Frequent review meeting at all levels and feed back to the field staff Placement of proper monitoring and supervision mechanisms from bottom to top

f) Development of a qualitative database for monitoring all the interventions continuously.

g) Linking this monitoring database system between the BRC's and DPO and DIET through computer net work

h) Frequent use of this database in all the review, planning and monitoring meetings and programmes.

CHAPTER IV

PROGRESS OVERVIEW

Activity Name	Activity Initiated	Implementing difficulties	Strategies for coming year
PFE			
School Grant (Std V to VIII)	School grant @2000 was given to all 225 schools	Few Headmasters have not utilised the grant properly . ON the reason that they have not fully conversant with the project and some of them are at the retirement stage	All levels of monitoring is to be strengthened to ensure the proper utilisation of school grant. Advance orientation to be given to all HMs
Teacher grant	Teachers grant @500 was given to all Upper Primary schools teachers 2390 teachers were given grants	Some of the headmasters and teachers were not given importance to item of work since are not interested. They are not aware of the quality and importance of the scheme	Advance orientation to be given to all HMS and teachers at BRC level and guideline on the utilisation of fund may be printed and supply earlier
Education of the disabled	Survey and medical detection camp conducted at 7 BRCs	Difficulties in getting services of medical experts and lack of knowledge of the sources and aids and apparatus delay in distribution of apparatus.	Camp is to be conducted after a consultation with different medical officers.
CRC	Cluster level teaching learning material workshop were conducted in 88 CRCs.	Few teachers still remain absent. The present time schedule is not sufficient for CRC training .	Monitoring by BRC AEO/DEO is to be strengthened. Resource material are to be strengthened for workshop.

CIVIL WORKS			
Toilets	Construction 46 toilets are in progress	Some organisational difficulty on the part of the PTA was delayed the work	Meeting of PTA members is to be held in order to speed up the work.
Seperation wall	Construction of 137 separation wall are in progress	Some organisational difficulty on the part of the PTA was delayed the work	Sufficient funds will be provided very earlier in order to carry out an and complete the work.
Electrification	31 electrification work s are in progress	Lack of sufficient to prepare estimate etc	Sufficient time will be provided inorder to complete the work.
Maintenance and Repair	Maintenance r& Repair grant @5000 was distributed to all the 251 UP Schools ensured the use of maintenance fund by monitoring.		Funds will be provided earlier
Management Cost			
	Staff are not engaged in district office.	NO appointments solely for the SSA	All posts are to be filled up earlier.
Teahcer Training			
	3 day DRG training for 79 members.	SRG members are not fully competent to take up the role of resource teachers.	Selection of DRG members need based and district specific training is to be done earlier.
	2 day non residential training for 121 High School HMS	HMS could not be fully involved involved in all activities because their administration work load.	The role of HMs in SSA is to be defined. As academic leader for ensuring academic support and monitoring.
	1 day evaluation for UP school teachers 1850 teachers participated in the training	Discussed and shre the strategies of evaluation and plan for 3'' term evaluation tools. Few teachers still remain absent in evaluation meetings.	Equipping the leader of SRG members and specific training is to be done earlier.

	2 day evaluation training for VIII standard teachers 295 teachers participated in the training.	Sufficient number of High School teachers were not participated in the training programme.	The Evaluation training is to be strengthened at school level. Resopurce material are to be developed and training to be give earlier.
VEC	2 day orientation was given to all panchayath presidents secretaries	Since the members were very busy with their panchayath activities they are not fully involved to meet the challenges demanded by SSA	Frequency of orientation , monitoring, support are to be increased.
INNOVATION			
Computer Education	Equipping computer lab in DIET	As a try out programme sufficient number of computer is needed.	As district resource centre coamputer and training accessories should be provided in DIET and selected schools.
Free Supply of Text Book	Supplied free text books to all girls from 5th Standard to VIII standard.		Gilr enrolment is to be increased in tribal area.

Chapter V

Plan for Spill over activities

Annual Workplan and Budget for the year 2002-03 of SSA has implemented activities to achieve the project goals targetted for the year. For various reasons many of these activities costed in the plan could not be completed in the plan year. It was suggested in the project proposal that these activities could be implemented in a phased manner by ensuring proper support and monitoring at all levels. Hence a few major activities though initiated in the previous could not be completed and need to be continued this year also The major activities included in the spill over plan of 2003-04 is given below

1)   Computer Education

An amount of Rs.29 lakhs was costed for Computer Education under Innovation Education programme. The project proposal of Computer Education proposes for the setting up of a Computer Education Resource Centre at DIET Kasaragod. Furnishing of Computer Resource Centre with Computers. Accessories and other facilities. setting up of Computer Lab with Computer and accessories in selected 8 schools are the major activities proposed under the project. It is expected that by using the facilities at DIET's Computer Resource Centre and the Computer Lab at schools teachers of there would be given training and other support for practising Computer aided educational activities in this class room

The initial work of setting up of Computer Education Centre at DIET has started. The 8 Schools for setting up of Computer Lab and details of teachers targetted for training was also identified. The remaining activities such as setting up of Computers at DIET and schools and teacher training and the follow up have to be continued. Hence the project is included in the spill over plan.

2) Civil works

For improving the basic facilities of school activities were proposed in the previous years plan. Toilets, Separation walls, and electrification of schools were the major items. Implementation of civil works component need time and proper monitoring Initial activities such as identification of schools that need these facilities, prioritisation, executing agreement with the PTA, payment of initial advance were already completed. The concerned PTA's already started the work and need time to complete the work. Hence the activities under civil work is proposed in the spill over plan of 2003-04.

CHAPTER VI

COMPONENT WISE PLANNING   2003-2004

The activities/interventions included in the AWPB 2003-2004 have been evolved and finalised as to realise the vision of the district that it has set before to realise in the field of primary education. Since this vision has been evolved from bottom to top and through the participation of different stakeholders, it has become easier to frame holistic interventions addressing the issues and problems of the district in the field of primary education. Sharing of vision at all levels is coupled with the interventions in different areas of educational improvement under SSA and it will be reinforced through the training programmes and sensitisation programmes through continuous revisiting of the vision against the targets. This will also in turn help to refresh the vision according to the changing times and situations. Here the vision is restated as given below

THE VISION

1. All the children in the age group of 5-14 are attending the schools
2. All the children in this age group has a LP schooling facility within 1 km of their residence and UP school facilities within 5 km of their residence.
3. Irrespective of gender, caste and community, all the children are given equal opportunity in the teaching learning process and in all other school activities.
4. Students have enough number of learning materials to manipulate and to arrive at their own learning
5. For every 40 students one teacher is provided in formal school contexts and the teacher is available to them during the entire academic year.
6. The school and learning atmosphere is conducive to learning of children at their age group.
7. The staff members of the school and the other members of the society share and work together to reach the vision of their children's learning.

8. The teaching-learning processes, the materials used, the time and pace given to learning and the motivation provided to students' helps them individually to learn on their own.

9. There is regular follow up, remediation and review of learning progress of all students by the school staff.

10. The responses of this process are shared with parents and other members of the society.

11. The teacher tries out innovative techniques and strategies and locally specific experience to facilitate the learning process of students.

12. Then community members take initiative for providing learning support to students through community assisted learning programmes.

13. The community leaders visit the community learning centers and schools. assess the learning of children and provide necessary support and help that is expected from the community.

14. Students complete their 8 years of schooling effectively and they exhibit their knowledge capabilities that they acquired through further studies and other programmes.

15. All the support structures needed for reaching the vision are at its place and their professional capabilities are competent enough to meet the growing need of teachers and students.

16. The curriculum that is transacted in the classrooms are up to date, relevant with the growing needs of the community, technology oriented and based on the local culture. practices and resources.

17. The community at school and panchayath levels owns the learning process of students and the schooling facilities.

SPECIFIC OBJECTIVES TO BE ACHIEVED IN THE YEAR 2003-2004

- To operationalise fully the seven BRCs and CRCs in the district

- To institutionalise the DPO and BPOs

- To enrole all children in the age group of 5-14 in formal and non-formal schools.

- To ensure that all children enrolled continue their education

- To insitute and augment various monitoring mechanisms and structures at various levels.

- To augment the teaching capacities of teachers through need based training programs.

- To equip the trainers with the professional competency to provide training and support to teachers.

- To augment the facilities at existing MGLCs

- To augment the facilities at DIET to provide academic leadership to all the activities of SSA.

- To initiate Research and Evaluation practices in schools, BRCs and at DIET.

- To initiate the innovative activity - Community Learning Centres for SC and ST students for addressing the issues of retention and achievement.

- To sensitise parents and other members of the society about gender sensitivity.

- To build up the capacities of Local Bodies' structures participating in Education, like VEC/ PAC etc.

- To improve the processes used in ECCE centres through supply of materials and equipment.

- To identify the IEDC group of students and Resource Teachers.

- To educate the community members to take part in the schooling process of their children and to become active decision-makers.

COMPONENT WISE PLANNED INTERVENTIONS

The various interventions identified to address the targets are detailed under the following categories/areas. The costing and budgeting is included in Chapter VII.

- Quality improvement
- Special Focus groups
- Education Guarantee Scheme and Alternative and Innovative Education
- Research and Evaluation, Monitoring and MIS
- Management Structure and Institutional capacity building
- Community mobilisation
- Media & Documentation
- Civil Works

TABLE 6.1. PROPOSALS FOR THE YEAR 2003-2004

No.	Area	Proposal for the year 2003-2004
1.	**Quality improvement**	1. 5 days initial training to LP,UP and High school teachers during vacation.
		2. 5 days refresher training to LP, UP and High school teachers
		3. Monthly CRC meeting for LP, UP and High school teachers (10 times)
		4. Operationalising BRC's
		5. 6 days DRG training during vacation
		6. 6 days refresher training for DRG members
		7. 2 days Planning workshop for planning item 5 & 6
		8. 1 day Monthly review and planning(for CRC meetings) workshop (10 times)
		9. 6 days training for BRG members during vacation
		10. 6 days refresher training for BRG members
		11. 15 day Hands-on- training for BRG members for equipping them with the training and teaching skills
		12. 5 days residential training to newly appointed teachers
		13. 15 days of TLM development workshop for developing teacher support materials for linguistic minorities
		14. 5 days training to Headmasters
		15. 5 days planning workshop for HM's training programme
		16. 1 day planning cum appraisal meeting of Educational officers (3 times)
		17. TLM grant to school teachers
		18. School grant to schools

		19. Free text books to girls and SC & ST boys
		20. Sahapatana Camp for Upper primary teachers
		21. Sahavasa Camp for Lower primary students
		22. Bi-monthly review meeting of Headmasters (Panchayath level - 6 times)
		23. 1 day termly meeting of SRG convenors at three levels
		24. Other Quality Improvement Programmes in Schools School grant at the rate of Rs.2000/- for all LP, UP and High schools. Teacher grant @ Rs.500/- per teacher LP, UP and VIII standard teachers. 25. Curriculum revision
2.	**SPECIAL FOCUS GROUPS & INNOVATIVE ACTIVITES**	**A. Children with special Educational needs** *I. Community awareness programme* 1. One-day Community awareness programme - 2 times 2. Development of posters and pamphlets for the Awareness programmes *II. Parental education programmes - 1 day Orientation to parents* 3. Parental education programmes - 1 day medical and legal guidance to parents *III. Teacher empowerment* 4. 3 days in-service programme for teachers 5. 3 days capapcity development programme for teachers 6. 3 days Innovation camp for developing classroom strategies for teachers

| | | 7. Appointment of Resource teachers

IV. Learner Achievement Programmes

8. Bridge course to disabled children/

V. Facilities Improvement

9. Medical Detection camps

10. Supply of Aids and appliances

11. Resource room construction

12. State level activities

B. Girls Education

1. 3 days training for Resource teachers on Gender sensitisation.

2. 1 day training to VEC members at Panchayath level (2 times)

3. 1 day training to MPTA members at school level (2 times)

4. 2 day planning of DRG members for the conduct of item 1, 2 & 3

5. 1 day training on counseling techniques to Mothers

6. 1 day training on counseling techniques to teachers

7. 3 day residential empowerment programme to girls' and boys' leaders

8. Purchase of Bicycle and providing bicycle training in selected schools

9. Setting up of Resource centres at BRCs

C. Scheduled caste and scheduled tribe

1. Conduct of Awareness campaigns

2. Enrolment Campaign (Vilaambara Jathas) :

3. Selection and Posting of Volunteers :

4. Bridge Courses :

5. Handbooks for Volunteers and teacher training:

6. Link language materials :

7. Presentation of local cultures and their use in the classroom :

8. Seminar and Orientations :

9. Convergence meetings:

10. Special TTC for Scheduled Caste and Scheduled Tribe students.

D. ECCE

I. Development of ECCE curriculum

1. 3 day (residential) exploration workshop for developing the frame work of curriculum development

2. 5 day (residential) conceptual workshop of experts and DRG members

3. 5 day (residential) curriculum development workshop of Resource persons, practioners and DRG members

4. 3 day editing workshop of the Draft curriculum

5. Sending the draft curriculum to experts and practioners for suggestions

6. 3 day residential workshop for finalising the curriculm.

7. Printing of the Curriculum

II. Development of Instructors' Manual for ECCE

8. 5 day (residential) material development workshop of Resource persons, practioners and DRG members

9. 5 day (residential) editing, layout and illustration workshop of the draft Manual

10. Sending the draft Manual to experts and practitioners for suggestions.

11. 3 day residential workshop for finalising the Manual.

12. Printing of the Instructors' Manual

III. Equipping the Anganwadi/ECCE instructors

13. 3 day initial orientation to Anganwadi/ECCE instructors on the new curriculum and the Manual

14. 3 day refresher orientation to Anganwadi/ECCE instructors on the new curriculum and the Manual

E. Computer Education

1. Operationalisation of District Resource Centre on Computer Education

2. Selection and training of Lead teachers

3. Installation of Computer facilities at schools

4. Training of Resource Group for computer Education

The same pattern will be adopted for the development of

- Training module for 5 day refresher training to teachers

		• Training module for initial training for 10 days for BRC trainers.
		5. 5 day refresher orientation of lead teachers
		6. 10 day Training of BRC trainers on computer education and its application
		7. 1 day Climate setting programme for Headmasters and PTA representatives
		7. Monitoring computer education
3.	EGS and AE EDUCATION GUARANTEE SCHEME AND ALTERNATIVE AND INNOVATIVE EDUCATION	*I. Equipping instructors*
		1. 5 day residential training to EGS/AE instructors (55 persons)
		2. 5 day refresher training (residential) to EGS/AE instructors (55 persons)
		3. One day review meeting (CRC like) of Instructors at BRCs (5 times)
		4. 1 day Orientation to PTA members (2 times)
		5. 4 day residential planning meeting at DRG and BRG level (3 times)
		II. Providing learning opportunities to EGS/AE students
		6. Sahavasa Camp for EGS/AE students
		7. Development and printing of self-learning material for EGS/AE students
		8. Provision for slates, books, pens and pencils to EGS/AE students.

		III. Salaries, grants etc to EGS/AE personnel
		9. Maintenance grants to EGS/AE centres
		10. School grant to EGS/AE centres
		11. Teacher grant to EGS/AE centres
		12. Library grant to EGS/AE centres
		13. Salary of Instructors and helpers
		14. Transport and cooking charges for Noon meal to EGS/AE students
		IV. Construction and Upgradation of EGS /AE centres
		15. Construction of thatched shed to EGS/AE centres
		16. Upgradation of 5 MGLCs
4.	**R & E, Supervision and MIS**	**Research and Evaluation**
		1. Formation of district level advisory committee
		2. Conduct of action Research
		3. Conduct of studies
		Preparation of Annual Work plan & Budget and Appriasal
		Supervision and monitoring
		State level innovative fund for Civil works
		Management information system
		Support to Resource agencies
5.	**Management structure and institutional capacity building**	Operating expenses of DPO and BPO.

6.	Community mobilization	1. Training to VEC on effective monitoring of classroom process
		2. Orientation to PTA, MTA Presidents
		3. Training to Community Leaders
		4. Training to School Support Group
7.	Media & Documentation	**Media**
		4. District level media seminar : (one time)
		5. Development of Video films
		3. Preparation and Printing of Posters/Pamphlets :
		6. Production of Video clippings
		Documentation
		1. Formation of District Documentation Committee
		2. Review meeting of DDC
		3. Setting up of Documentation Centre :
		Distance Education
		1. Meeting of District Advisory Committee for Distance Education
		2. Development of Self Instructional materials
		3. Teleconferencing programme
		• Teleconferencing programme for teachers.
		• Distance Education Training for ECCE personnel.
		• Distance Education Training for parents.
		Distance Education Training for IEDC personal
8.	Civil works	1. Replacement of Thatched buildings
		2. Electrification of classrooms
		3. Construction of Separation walls
		4. Construction of Compound walls

A. QUALITY IMPROVEMENT

The thrust area of the district in quality improvement in Upper Primary section of elementary education. U.P school section, to a large extent is unattended in terms of curriculum revision, providing sufficient teaching-learning materials, augmenting the capacities of teachers and trainers and building up the capacities of institutions to meet the needs of education in the 21st century. The target groups, the objectives of proposals, the phasing of the interventions and the nature of them are outlined below.

Empowerment of Teachers

The role of teacher community in realising the goal of educating the school going children and the society at large is crucial. Bearing in mind this idea, proponents of all educational movements highlighted teachers' role in achieving the vision. Hence, there is a need to give prime importance to enhance the capacities of teachers at all levels, with special focus on teachers in UP section.

20 days training will be given to all teachers, 6 days of initial training, two days booster training for three times and eight days cluster training. However, the strategy of training for LP and UP and VIII standard teachers will vary according to the curriculum for each level. For High school and UP teachers subject wise training is proposed.

The teachers of LP have already been given training under DPEP. However, they are to be sustained and further augmented. New training strategies are to be adopted for the training of LP teachers, with the focus of adopting the classroom processes according to the local context, the learning pace of students, issues of gender and community features and their status in the society. Strategies such as giving multi-level inputs to teachers, field based exposure, tryout of innovative practices, micro level planning of class room processes, material development, action research, inputs which promote individual and group initiative are to be applied in the training programme.

1. 5 days initial training to LP,UP and High school teachers during vacation.

To equip the teachers with the modern trends of teaching and learning adopted in the curriculum, textbooks, evaluation and classroom practices of each class, an initial training for a period of five is proposed to be conducted during vacation.

2 5 days refresher training to LP, UP and High school teachers

To share the innovative practices, classroom experiences and early issues during the initial three months, a review and planning training programmme for the next term shall be conducted through a five day refresher training programme.

3. Monthly CRC meeting for LP, UP and High school teachers (10 times)

The monthly CRC meetings will be the catalyst for change after the initial and refresher training programme where the neighboring schools will function as a single academic unit through presentation, sharing of experiences and future planning.

4. Operationalising BRCs

BRC s are the key support structure of the pedagogic improvement programme under SSA. It will be the resource centre for teacher training, material development, research and evaluation, field support and convergence activities. This unit has to be strengthened by providing infrastructure, resource persons, materials, etc.

For giving 20 days of training to all teachers every year, a large group of support resource groups is required. This is attempted through operationalising Resource groups at District, Block and school levels. These groups also provide comprehensive in-service training to teachers, provide on-site support to them to instill the habit of monitoring and evaluation of the learning process of students and motivate teachers to try out innovative teaching techniques and materials. Since the target group is large and varied, these groups with the required numbers and professional capacities have to be instituted at the earliest. For planning teacher training, material development, evaluation of various activities and other activities related to the project in the district, a 50 member District Resource Group is to be formed. DRG comprises of selected teachers from LP, UP and High schools with high academic calibre, better performing trainers and all the DIET staff. Sufficient number of Kannada members are also to be included. The training, material development and other activities for LP, UP and High schools are to be simultaneously undertaken. DRG is expected to empower BRG members by means of training, conducting workshops, providing field support, the production of teaching-learning materials etc.

An average of 10 trainers will be posted in each BRC. For UP and High schools subject experts will be the trainers. This team of 10 trainers is expected to undertake teacher training, field support, material development and other activities. Salaries of 70 trainers

are proposed. TLM Grant at the Rs.5000/- is proposed for each BRC. This is for developing innovative teaching learning materials for training and on site support.

5. 6 days DRG training during vacation

To empower the trainers with the modern trends of teaching and learning adopted in the curriculum, textbooks, evaluation and classroom practices of each class, an initial trainers' training for a period of six days is proposed to be conducted during vacation.

6. 6 days training for BRG members during vacation

To empower the trainers with the modern trends of teaching and learning adopted in the curriculum, textbooks, evaluation and classroom practices of each class, an initial trainers' training for a period of six days is proposed to be conducted during vacation. The DRG personnel will further train the BRG members and provide Onsite support to them.

7. 6 days refresher training for DRG members

For the conduct of the five days of refresher training programme, a six-day refresher training programme will be conducted. In this workshop, the training modules and materials for all the three levels of school education will be developed.

8. 6 days refresher training for BRG members

For the conduct of the five days of refresher training programme, a six-day refresher training programme will be conducted. In this workshop, the training modules and materials for all the three levels of school education will be developed. The BRG members will be given orientation at district level.

9. 2 days Planning workshop for planning item 5 & 6

Before the training programme of DRG members, the Core group of academic persons will plan the entire trainers' training programme in a two days workshop conducted at the district level.

10. 1 day Monthly review and planning(for CRC meetings) workshop (10 times)

At district level, a monthly planning meeting will be conducted by the DRG membersto plan the content and processes of each CRC meeting.

11. 15 day Hands-on- training for BRG members for equipping them with the training and teaching skills

Since the newly recruited trainers are not equipped fully with the training and teaching skills according to the new curriculum, they have to be provided with a real experiential training. Through that training, they will identify the issues, problems, scopes and opportunities in front of the teaching community, cutting across different areas and different subjects. To update their human resource development skill in terms of providing training to teachers and to further motivate them towards higher goals, a 15 day Hands-on-training to trainers is proposed. During this period, they shall work in the schools allotted to them. This will be coupled with the initial 6 days training programme and the refresher training programme.

12. 5 days residential training to newly appointed teachers

The department is likely to appoint new teachers every year. Though they are trained and qualified, they may be lacking exposure in the new pedagogy and in the changed class room practices. Such fresh-trained recruits will be given 5 days of intensive in-service orientation. A total number of 200 teachers' fresh recruits will be given this training every year. The district will develop the training curriculum and materials for them with the assistance of Core DRG and DRG members.

13. 15 days of TLM development workshop for developing teacher support materials for linguistic minorities

In the northern part of the district, namely Manjeswar, Kumbla and Kasaragod sub districts, linguistic minority schools feel the scarcity of reading materials, reference books and materials for students. Teachers find it difficult to instill the habit of searchi9ng for information even in the case of high school students. So class specific subject specific materials will be developed, printed and supplied to the Reading Corners of all the respective classes with one copy for each group of 5 students.

14. 5 days training to Headmasters

The headmaster is the academic and administrative leader of the school. In addition to his/her role as teacher, he/she is expected to monitor activities of other teachers and to provide support to them. He/She should also exercise his capacity as administrator for the effective functioning of the school. He/She is the link between community and school

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as an institution. For equipping headmaster with these skills, intensive training in the area of educational planning, management and administration is to be given

15. 5 days planning workshop for HM's training programme

The HMs are to be given orientation on job related aspects, human resource development aspects, monitoring and evaluation procedures and official functions in tune with the changing needs of the classroom and school climate. So the training module has to be developed through an in-depth consultation with experts and Consultants hired for this specific purpose. The module will be developed after this consultation and some of them will participate in the workshop for presenting their suggestions.

16. 1 day planning cum appraisal meeting of Educational officers (3 times)

The Success of an educational system depends to a large extent on effective management and administration of the structure, interventions and practices. At present our educational officers are not competent enough in the area of educational planning, management and administration. Hence, sufficient inputs in the area should be given to all educational officers and Headmasters. Termly review and planning meeting of all educational officers is to be held at district and block levels to review and plan all the educational activities. Follow up activities will be planned on the basis of the findings in the meeting. The meeting will be held in three times a year at the district level.

17. TLM grant to school teachers

School grant at the rate of Rs.2000/- for all LP, UP and High schools. The grant will be utilized for creating conducive learning atmosphere at school and in the classrooms.

18. School grant to schools

Teacher grant @ Rs.500/- per teacher- LP, UP and VIII standard teachers. The grant will be utilized for developing teaching learning materials.

19. Free text books to girls and SC & ST boys

To promote enrolment and retention of all girls and SC/ST students, textbooks are to be supplied free of cost.

20. Sahapatana Camp for Upper primary teachers

Sahapadana Camp, as an innovative training methodology has been successfully tried out in the selected panchayaths of the district. As a training method it differs from the orientation-model training programme conducted at training venues. The objective of this

is experiencing children learning, closely observing the teaching process and the learning of students, analyse critically the learning experience, the process used, the output achieved, the improvements and changes to be incorporated and the issue of transferring the same experience to each teacher's classroom situation. Kayyor-Cheemeni panchayaht with the assistance of DIET, Kasaragod has been conducting this training method for the last two years for the training of UP teachers. Here students from different schools or from a single school participate along with their teachers. A theme is chosen in a selected subject, students are taught in the regular school time and in between the teachers sit together and analyse the experience. This provided real hands on experience to them and it is found the level of transference is very high through this methodology. This will be done in a phased manner, restricted to LP and UP schoolteachers. All the 41 VEC's will conduct one saha padana camp in selected subject areas. The DRG and BRG members are to be thoroughly equipped to handle this hands on training and the materials to be developed.

21. Sahavasa Camp for Lower primary students

It is a fact that peoples of primary group are not sufficiently exposed to variety of experiences. This badly effects performance and learning outcomes of people. To overcome this shortage activities like Sahavasa Camps are proposed. These activities gives opportunities for sharing, self development, involvement with community etc.

22. Bi-monthly review meeting of Headmasters(Panchayath level - 6 times)

To improve these school activities there should be a mechanism to review and re-plan the activities at panchayath level.Hence review meetings of Headmasters is to be held bi-monthly, in VEC's. Since Panchayath has its own area of intervention and powers, this meeting will be of great use in ensuring school effectiveness.

23. 1 day termly meeting of SRG convenors at three levels

The convenors of LP, UP and HSs will be given one day orientation three times during the academeic year.

24. Curriculum revision : As a part of SSA intervention for the attainment of qualitative achievement of the present curriculum is to be revised in continuation of activity pedagogy and approach in prevalent

2. SPECIAL FOCUS GROUPS & INNOVATIVE ACTIVITES

This area include interventions for providing education for disabled children in the age group 6-14, innovative activities for girls' education, ECCE, interventions for children belonging to SC & ST communities, computer education for UP section of the school system.

A. Children with special educational needs

Universalisation of elementary education to all children under the school going age group is one of the targets of SSA in the district. Since the commencement of our constitution, serious attempts have been made to realize this objective. But for various reasons we could not achieve this target till day. The major factors that hinders achieving the goal of universalisation of elementary education are the socio-economic backwardness of certain communities, lack of special schooling facilities, lack of motivation from the part of parent and community, disinclination towards education by the community, lack of awareness of teachers on the education of thes groups of students and lack of necessary skills and the absence of local initiative by NGO's and other agencies on the education of disabled of children.

Though we have almost achieved the goal of U.E.E. still there are certain pockets and children with various disabilities located in various places, remain out of school. The major categories of disabilities are visual impairment, hearing & speech impairment, orthopaedically handicaps, mental retardation and learning disabilities. Even though children with disabilities are enrolled, their rate of dropout is very high. The main reason behind this is that teachers are not competent enough to identify the disabilities and to give inputs according to their needs. Apart from this, the ignorance of parents has also aggravated this issue. Hence, an integrated approach, which caters the need of the disabled children, their parents and the teachers, is to be given prime importance.

I. Community awareness programme

The children with special need to be accepted by the society and the society has to be aware of the needs and aspiration of the disabled children. Hence to develop a positive attitude towards them in the society it is proposed to conduct a one day awareness programme 2 times.

1. 1day Community awareness programme – 2 times

To sensitise the community members about the impact of learning problems and the feasibility of addressing them early in the life of students, two one day awareness programmes will be done at BRC level.

2.Development of posters and pamphlets for the Awareness programmes

For sensitising the community members about the possibilities of learning problems, the use of media and posters and pamphlets will be explored. This will be developed through a creative workshop of two days in which practitioners, parents and artists will participate.

II.   Parental education programmes – 1 day Orientation to parents

The parent of the child with special needs has many doubts regarding how to help the child at home and in the class room activities. They are also unaware of the medial facilities available to the child, the rights and special facilities of the child is entitled to. To create awareness in the parent regarding his role as parent. It is proposed to conduct a one-day orientation to parent where there can clear doubts and have experiences. It is also proposed to conduct a one day guidance camp with the help of medical and legal experts.

3.Parental education programmes – 1 day medical and legal guidance to parents

To make awareness among the community members and parents about the children with different types of disabilities, to make the parents aware of the limits and possibilities of their disabled children and to impart guidance and counseling to the parents based on the disabilities of children, specific programmes have to be set up and implemented through out the project period. The children with disabilities are to be supported not only in the schools but also at home. But most of the parents are not aware of the need of their disabled children. Hence, they are unable to guide the children. For this one-day medical and legal guidance, camp to parents will be conducted.

III.   Teacher empowerment

Schoolteachers who are with the child throughout the day need to gain every possible support and help so that that can strive towards total inclusion of the disabled child. Hence it is proposed to conduct a 3 day training about what, why and how of Integration.

It is also proposed to conduct a capacity development programme for selected teachers to develop their capacity in catering to the needs of the disabled and providing special attention to them.

4. 3 days in-service programme for teachers

The selected teachers will be given an early training programme for detecting potential signs of learning problems of students and a preliminary report will be prepared.

5. 3 days capapcity development programme for teachers

6. 3 days Innovation camp for developing classroom strategies for teachers

In order to develop a set of new strategies to help the child to cope with classroom problems. It is proposed to conduct a 3-day innovation camp for classroom strategies for a set of selected teachers.

7. Appointment of Resource teachers

Normally teachers are not well equipped to deal with disabled children. The teachers are to be continuously trained and supported by Resource teachers with special education. So the Resource teachers with special education are to be appointed. They will also provide strategies for remedial education of the disabled children to their teachers. In actual practice these resource teachers will provide a hands on training to the regular teachers on education of the disabled. These Resource teachers are to be specialized in a particular area of disability. To equip them with the other areas of disabilities, suitable training must be given.

IV. Learner Achievement Programmes/Bridge class

The disabled child usually has a number of behavior problems. The teacher is at a loss as to how these children can be handled. It is thus proposed to conduct a one-day behavior modification programme to help teacher. A two-day course on peer tutoring techniques is also proposed so that the teacher can use peer tutoring where she cannot give individual attention. A 2-day training for readiness activities is also to be conducted. As it is proposed to conduct these training as part of the training sessions proposed under teacher empowerment programmes.

V. Facilities Improvement

In order to detect the disabled child the extent of his/her disability and the necessary help needed both in the form of aids and appliances and special help in the classroom. It is proposed to first conduct a survey of all school going and preschool children and list out those who are suspected to be disabled. These children are then to be subjects to a medical detection camp and the disabled children supplied with aids and appliances and other necessary help.

Resouce centres in each BRC need to be equipped with technical appliances, books and other resource materials.

8. Medical Detection camps

After consolidation of survey, the selected children are to be medically examined in order to ascertain the magnitude of the disability. For the detection of exact disability of each pupil, medical camps with expert doctors is to be conducted. From this medical camp the exact target Groups are identified. A database of these target has to be developed at the BRC-level. Pupils are accompanied by their parents to the medical camp. So refreshment must be arranged for the parents and pupils.

9. Supply of Aids and appliances

After the medical camp, the disability of each pupil is detected specifically. To support such pupils, specific aids such as hearing aids, spectacles, wheel chair etc. has to be supplied according to the nature of the deficiency.

10. Operationalise the Resource Centres in the BRCs

Resource Centres on IEDC is to be operationalised in all the seven BRCs. The resource centers is expected to co-ordinate all activities come under this area; such as resource support to various functionaries, conducting research studies, developing resource materials to trainers and pupils and initiating innovative practices in this area. For this, the resource center is to be equipped with various facilities such as speech therapy, facilities for compensating education, IEDC Lab etc. This centre will also function as the centre for collection of relevant information on various aspects of IEDC, disseminate the

information to the schools and provide necessary support and guidance to the resource teachers.

1. GILRS EDUCATION

An amount of Rs.15 lakhs has been proposed against girls education. The detailed project for this is included in Appendix I

2. EDUCATION OF SC/ST STUDENTS

This is a highly necessitated thrust area since we consider the issues exist in the SC/ST pockets of the districts. 10 lakh project is proposed along with specific interventions. Detailed project is as appendix 2.

3. ECCE

The Earlier child hood education requires at most attention. As we have to fulfill and attained UEE (Unversalisation of elementary education). The Project of this area proposed amounts to Rs.10 lakh.. Appendix 3 shows the details of the project under ECCE.

4. COMPUTER EDUCATION

Computer education has gained wider currency at this age. The School Education also should provide adequate facilities and opportunity for the children as well tor the teachers for computer education and education based on computer. The project for Rs 15 lakh is shown in detail in Appendix 4.

3. EDUCATION GUARANTEE SCHEME AND ALTERNATIVE AND INNOVATIVE EDUCATION

Primary education of all children in the school going age group is a major concern of the district. To a great extent our formal education system caters to this need. Studies and field surveys have found that still a great number of children are away from our main stream of education system. A host of reasons like social and economic backwardness, child labour, back of schools within reachable distance, an attractive school atmosphere etc. can be attributed to this malady in this district

To ensure the primary of education of these deprived children, alternative strategies have to be adopted. In accordance with this, there are 38 MGLC's in the district. A total number of 1800 children are enrolled in these centers.. Moreover, the data generated

thrcugh house to house survey pointed out the need for upgrading 5 MGLCs. They are to be set up in the year 2003-2004 itself.

These centers were started with the initiative and support of Grama Panchayaths and the Local community. Majority of them is located in SC/ST and other backward areas. They lack minimum infrastructure facilities such as building, furniture etc. The professional capacity of the instructors should also be developed.

Hence, activities for institutionalizing these centers and developing capacity of instructors are to be identified for which the following activities are proposed.

Equipping instructors

The teaching strategy of the MGLC's are completely different from the formal schooling system. Hence a thorough idea of the teaching-learning processes is essential for the instructor. So the empowerment of instructors through the following activities is suggested.

1. *5 day residential training to EGS/AE instructors (55 persons)*

2. *5 day refresher training (residential) to EGS/AE instructors (55 persons)*

The major activity suggested for capacity development of instructors is training. This include 5 days initial training during summer vacation, 5 day refresher training, bimonthly review meeting and Field based hands on training. The training content includes curriculum transaction, strategies of MGLC's and alternate schooling, self learning materials etc. The training should be residential in nature as these instructors come from remote and far of places. For effective utilization of time and resource, residential nature of training is proposed for instructors.

3. *One day review meeting (CRC like) of Instructors at BRCs (5 times)*

To share the practices of other centers and to ensure uniformity in the diversity. a bi-monthly meeting of 70 instructors at district level is proposed.

4. *1 day Orientation to PTA members (2 times)*

To make aware of the parents the processes happening in the education of their children. a one day orientation of 1800 PTA members is suggested.

5. 4 day residential planning meeting at DRG and BRG level (3 times)

To conduct various training programmes and orientation programmes mentioned above, the DRGs abd the BRGs are to be given a 4 day residential orientation in each term. Along with this module preparation, planning of training, material development will be addressed. About 100 DRGs and BRGs will participate in this programme.

II. Providing learning opportunities to EGS/AE students

6. Sahavasa Camp for EGS/AE students

It is a fact that pupils and teachers of EGS/AE centres are not sufficiently exposed to variety of experiences. This badly affects the performance of teachers and the learning outcomes of pupils. To overcome this shortage activities like Sahavasa Camp and Metric Melas are proposed. These activities give opportunities for sharing, self-development, involvement with the community etc. Hence Sahavasa Camps will be conducted by 2 centres or with a formal school. Prior to this a district level tryout camp for instructors and selected pupils will also proposed.

7. Development and printing of self-learning material for EGS/AE students

Self-Learning materials are generally used in MGLCs. Initially the material was developed in 1997. There is slight variation in the nature of materials for different grades. On closer observation it is clear that these materials in a sense outdated and compromising. To cop-up with the present day demand, and the complex nature of Alternative Education Centres, these materials are to be revised and updated. This revision may be initiated in our district. Funds will be apart for workshops and printing the material. Self learning materials for Grade 4 Kannada will also be developed and printed.

8. Provision for slates, books, pens and pencils to EGS/AE students

The EGS/AE centres are functioning in remote coastal and hilly areas where the target population belongs to economically deprived groups like SC & ST and BPL. Hence it is suggested to provide educational accessories like slates etc to 1800 pupils.

III. Salaries, grants etc to EGS/AE personnel

In addition to training and other supports MGLCs are to be strengthened by providing various grants for developing teaching learning materials, strengthening libraries, center beautification purposes and arranging first aid kits, and purchasing slate and pencils to Std I pupils.

9. School grant to EGS/AE centres

For entire beautification purpose an amount of Rs.2000/- is proposed for each centres. The amount will be utilised for improving facility and for setting learners friendly atmosphere in the centres. The amount will be spend as the guideline issued by the project.

10. Teacher grant to EGS/AE centres

Teaching learning grant @ Rs.500/ per instructor is proposed. The grant will be utilised for procuring essential articles for developing innovative teaching learning materials. For this purpose a TLM workshop will be conducted in all the centres.

11. Stationery and Contigency Grant

Centres need a variety of articles such as paper, file board, cholks various forms, etc. for daily use In addition to these instructors are to send reports and letters to the District Project Officer Every now and then. For meeting the expenses of these sorts an amount of Rs.750 is proposed to each centre.

12. Salary of Instructors

It is a fact that many of these centers are located in remote and isolated places. Instructors are often stay with them and are expected to take initiative in the overall development of the locality. Taking into account the gravity of their work their remuneration may be enhanced to retain their services for further development in this area. Salary for 12 months is to be costed.

13. Transport and cooking charges for Noon meal to EGS/AE students

The students of EGS centres are to be provided with Noon meals but the material supplied by the government are to be transported to remote places of EGS centres along

with the cooking utensils. So the charges for transport and cooking of Noon meal o 38 EGS/AE centres is proposed.

IV. Construction and Upgradation of EGS /AE centres

14. Construction of thatched shed to5 EGS/AE centres

There are 38 EGS centres in the district, 5 centres are to be upgraded in the current year. So that these 5 centres need additional requirements. Thatched shed are to be provided temporarily.

15. Upgradation of 5 MGLCs

In the geographically remote areas of this district, especially the eastern panchayths, the UP school facilities for those children completing their Lower Primary studies s far away, about 6 to 10 KMs away from their hamlets. To meet this need, 5 MGLCs will be upgraded in a phased manner from the year 2003-2004. Rs. 1 Lakh will be set apart for up-gradation of educational facilities of these centers.

4. Research and Evaluation, Supervision and MIS

For a better understanding of the problems, needs and constraints of elementary education in the district, a well equipped Research and Evaluation system has to made functional. Research and evaluation are very important factors for effective planning and implementation of activities set to achieve the vision. In order to provide inputs in the training and in the classroom processes and to assess the process adopted in the implementation of the plan and to evaluate the impact of the outcomes of interventions, research and evaluation system is essential. In reality, this is a tool for augmenting the professional capacities of different types of practitioners in the programme.

Aims and Objectives

- To provide qualitative and quantitative inputs to plan formulation
- To asses the feasibility of the processes adopted in the implementation of various interventions
- To evaluate the impact of the interventions

To achieve these objectives the following interventions are suggested.

1. Formation of District Level Advisory committee on Research and Evaluation

The district level advisory committee on Research and Evaluation should be set up in the district. This committee will include experts on Research and Evaluation, educational experts, Faculty members of DIFT and Research guides. This unit requires a well equipped library with reference materials, research studies on education, journals and periodicals. Monthly research bulletin is to be published from this unit. Identification of problems, findings and suggestion, etc. should be made available and disseminated to the teacher community from this unit. This should act as a research center, where the teachers, trainers and even students will get suuport to conduct Action Research.

2. Conduct of Action Research

Action research, case study, innovative field practices and the like on classroom practices and evaluation at various levels will further streamline the implementation processes. Teachers, trainers, DIET faculty members, etc. will conduct the studies through the effective guidance of Advisory Committee.

3. Conduct of Studies

During the implementation of the project various studies have to be undertaken at District level for the identification of problems, and planning for the solutions their own. Studies like, learner achievement study, performance of SC/ST students, teacher performance, trainer performance, studies related to the focus group, gender, community, disabled

students etc. should be conducted. These studies are intended to give feed back and directions towards corrective measures at all levels. The process of review at periodic intervals suits for better and effective functioning of the project. Internal Review Missions can easily identify the local problems and suggestive measures 'can be implemented quickly. They can verify to what extent the actual beneficiaries of the project are benefited and what is the magnitude of the problems lying in that period.

4. Monitoring and Evaluation

A systematic Monitoring Mechanism from the District Level to school level will be helpful in reaching the goals. Monitoring includes Academic Monitoring and Monitoring by People's representatives. At district level, DMC (District Monitory Committee) consisting of DDE. DIET Principal, Representatives of District Panchayath, Educatonal experts, etc. are to be made functional. At block level, the BMC(Block monitoring Committee) will be in charge of monitoring and supervision. At Panchayath level this is to be done by VMC and at school level PTA/MTA committee monitor all activities.

5. Publication of Research bulletin and monographs

The study reports of various interventions will be published through Research Bullettins to be published thrice in a year (1000 copies x 3).

5. Preparation of AWP & B Appraisal.

For the effective implementation of the project decentralized participatory planning is is highly essential from school to district level involving local body members PTAs, teachers. officials etc at various levels. This exercise is employed for the stock taking of requirements unit wise. This process of developing AWP & B and its appraisal is proposed.

Monitoring and MIS

An effective Management Information System has to be in place in the district from the very beginning of the Programme. Collection, compilation, analysis and dissemination of data and integrating this data in the planning process are the integral components of MIS.

Management of MIS data should not be centrally specific, but catering to the needs of BRCs also. So an effective channel for flow of information form districts to Block levels has to be instituted. For facilitating this, MIS unit has to be set up with necessary

infrastructure and personnel at district and Block levels. This unit would primarily be the agencies for implementing SSA by providing information on

- Access, retention and quality related information

- Intervention wise progress of SSA implementation

- Schooling sceanrio of the children in the target group

- Progress of EGS/ As related issues

Besides this, MIS unit would act as a decision support system for the agencies for planning and implementing various activities under SSA.

The existing MIS facilities in the district are to be fully utilised. In addition to this, the following components are also proposed. A well-equipped computer room is to be set up at district office. This should include providing Airconditioner and furniture. Sufficient number of computers and printers should also be provided. Data transmission facilities by arranging computer net work programme are proposed. Other items such as, UPS, Software and Internet facilities are also proposed. In-depth training on MIS will be given to all functionaries to enhance their capacities.

In turn this is very essential for strengthening the MIS unit and utilising it for planning various activities. Sufficient funds are costed for other items such as, stationaries, consumables, telephone charges, Upgradation of facilities etc.

5. MANAGEMENT STRUCTURE AND INSTITUTIONAL CAPACITY BUILDING

Implementation of programmes and interventions of SSA requires a professionally managed admininstrative and managerial structure and services.Care should be taken to involve all the stakeholder form the adminstrative machinery in this structure. The entire programme is expected to be implemented by the District Education Officer (Elementary) at the district level, the Block Education Officer at the block level and the Village Education Committee at Panchayth level. The management structure for SSA is graphically represented here.

Management Structure for SSA – District and Block levels

> **District Implementation Society**
>
> *Jilla Panchayath President/District Collector*

> **District Project Officer**
>
> *Assisted by programme officers for different components and academic support given by DIET*

> **Block Project Officer**
>
> *Assisted by BRC trainers and academic support given by DIET faculty*

> **Village Education Committee**
>
> *Academic support provided by Panchayath Education Committee and Trainer in charge of the Panchayath*

In addition to these, experts amy be appointed on contract basis in the areas of MIS, Civil works, Gender Issues, EGS etc. These are to be done within the 6% of the total cost of the programme during the entire project period.

The adminstrative structure for SSA at the district and block levels will have the following personnel.

Personnel	Numbers
District Project Officer	1
District Programme Officer	5
Accounts Officer	1
Clerk	1
Peon	1

Driver	2
Data Entry Operator	2
Block Project Officer	7
Block Programme Officer	7
Clerk	7
Peon	7

At the district level, the District Project Officer is expected to co-ordinate all the activites. He/She is supported by Programme officers and the faculty members of the DIET. All the academic activites are planned and implemented by DIET, which will function as the District level academic resource centre.

At the Block level, the Block Project Officer is expected to co-ordinate all the activities. Block Programme officer and the trainers support him.

At the Panchayath level, the VEC is expected to co-ordinate all the activities. The Panchayath Advisory Committee on Education will provide necessary support to him/her along with the trainer in charge of Panchayath. The setting up of these structures is to be completed in the first year of the project period itself.

6. COMMUNITY MOBILISATION

The SSA of this district set the target of systematic mobilising of the community to take part in the schooling process of their children. It is also envisaged to create community ownership of schooling process and creation of an effective system of decentralised decision making in all aspects of educational process. Decentralisation of powers to VEC's and to other local bodies are part of implementation strategies of SSA in the district.

The perspective plan included the activites of capacity building and training of community leaders, Micro planning and school mapping exercises to be conducted in every phase of the plan, constituion of core planning teams for school based planning at school and panchayth levels, sharing meeting of mothers and parents on children's achievement, conduct of Kalajatha, poster campaing and brochures for ptoming total enrolement and fincial contribution of local bodies to the overall plan expenditure.

The community mobilisation programme will be locall y specific, addressing to the raits of the particular community, where the problems related with access, enrolemen and retention are pervading. Use of theatre techniques for faciliatating this also wll be attempted.

The SSA of this district set the target of systematic mobilising of the community t(take part in the schooling process of their children. It is also envisaged to create community ownership of schooling process and creation of an effective system of decentrdlised decision making in all aspects of educational process. Decentralisation of powers to VEC's and to other local bodies is part of implementation strategies of SSA ii the district. The community mobilisation programme will be locally specific, addressing to the traits of particular community, where the problems related with access, enrolmeit and retention are pervading.

1. Training to VEC on effective monitoring of classroom process

One of the major indicators of effective schools in the presence of a systematic local level monitoring mechanism. Every VEC has a monitoring team including the membus of people's representative, Headmaster and educational experts. Every monitoring menber should be familiarized with the curriculum goals, corresponding school level acti/ities and their interference areas. So a one-day training twice in the academic year is proposed in the year 2003-04.

2. Orientation to PTA, MTA Presidents

In the effective school functioning, the role of PTA/MTA Presidents is predominant. They have to involve in the academic activities as well as in the civil works of the scıool. For this, they have to be well trained in the school activities. Therefore one-day orientation programme of PTA/MTA Presidents is proposed once in the academic year 2003-04.

3. Training to Community Leaders

Community leaders especially religious heads have a great influence on the parents of children. They can make direct contact with parents. The community leaders can discuss enrolment, retention and achievement problems in the schools with the parents. As a result of the frequent contact and deliberations the community leaders can make the parents of problem children be familiarized with the importance of school education.

Their meeting should be convened twice in a year at BRC level. The agenda for the meeting should be based on the enrolment, retention and quality achievement of the pupils.

4. School Support Group

SSG is expected to support the school activities. SSG includes local experts, voluntary workers and others who are interested in school activities. SSG have been formed and functioning in the lower primary schools. It is proposed to formulate SSG in all upper primary and High schools this academic year and to give them termly one-day sorientation.

5. Orientation to PTA,MTA Presidents:

In the effective school functioning the role of the presence of PTA/MTA presents is predominant. They are to interfere in the academic activities as well as the construction of civil works of the school. The group functioning of PTA and MTA in the school activities is greatly determined by the PTA/MTA presidents' presence. They have to be well trained in the school activities. PTA/MTA of UP schools and High schools without LP are not interfering with the school activities as well as parents of LP children greatly acquainted with the school activities with the advent of DPEP. Therefore meeting of Presidents' of PTA/MTA is essential. One day orientation should be at BRC level for three times in a year.

Convergence meetings of NGOs , Voluntary Agencies, etc.

School activities are incomplete without the co-ordination and convergence of NGOs and Voluntary Agencies. NGOs like KSSP, Shasthravedi, KANFED, Kutumbashree have a great say in the school activities. They can very well interfere in the academic activities by way of participating the workshop for the production of learning materials. They can even handle classes on general subjects. Voluntary agencies like Lions Club, Rotary club. Eco club, etc., can extend the assistance by offering financial assistance to poor children. The meeting of these organisations should have convergence meeting with the educational functionaries. The meeting should held for one day in a year at VEC level.

Meeting of Community Leaders

Community leaders especially religious heads have a great influence on the parents of children at their level. They can make direct contact with the parents. Enrolment, retention and achievement problems can be discussed with the parents by the community leaders. As the result of the frequent contact and deliberations the community leaders can make the parents of problem children be familiarized with the importance of school education. Their meeting should be convened half yearly at BRC level and the agenda for the meeting should be based on the environment, retention and quality achievement of the pupils.

G. MEDIA & DOCUMENTATION

Media plays a very important role in educating the people about the educational improvement programme and creates ownership in the community. Adequate publicity is to be ensured for gaining public acceptance. To provide wide coverage and ensure acceptability and transparency to the activities of the programmes, the partnership with Media is a critical component. In order to record, document and publish relevant activities of various interventions of the project, the print and visual media are helpful. It is intended to benefit the targeted groups, community, parents, teachers and students. The activities visualised for the perspective plan are given below.

A Media Advisory Committee has already been formed. It is expected that the committee should have close link with the planning process of project activities and their implementation at various levels. Committee should identify the hurdles and issues that since in the way of implementing these programme. Further the committee should advise media persons about the project goals, intervention and the progress of activities for the general awareness of the public and for their support. For planning these activities termly meeting of Media Advisory Committee is proposed.

7. *District level media seminar : (one time)*

Media persons should be kept informed of all the activities of SSA. This is very essential for the transparency of the project and mobilising public support for the success of project activities. For stock taking of all activities and sharing the good practices, issues

and problems that blocks the progress of the project goals a district level media seminar is proposed. It is expected that the seminar should suggest alternate ways and means for strengthening the project through public support.

8. Development of Video films

To make teacher training more effective and worthwhile a variety of strategies are to be incorporated in to the training package observation of actual class room structures,. By out of strategies and activities, use of video clipping etc.

9. Preparation and Printing of Posters/Pamphlets :

All innovative creations of the children and the teachers in primary schools need to be shared by the others too. This provides an opportunity for sharing and also for encouraging other students to take up such activities. It also becomes a livign and helpful material that can be used as part of the classroom learning process. Hence it is proposed to develop and print Posters and Pamphlets containing school level innovations and literacy creations every term (3 times a year).

4. All activities taken up under the project need to recorded. Hence it is proposed to take video clippings and photographs of all major activities and also to have the entire process printed in black and white.

No programme can be carried out without Public support. In order to ensure publicity and to provide coverage in the local newspaper and other media. It is proposed to conduct Press Conferences every month so that all activities can be relayed to the press then and there.

It is proposed to prepared and print a brief report of all the activities taken at the during the academic year.

4. Production of Video clippings

In order to share the innovative practices of the teachers, and to provide publicity to all programmes taken up by the project it is proposed to prepare and print a news letter each for L.P., U.P. and High school second every term etc. are some of the strategies. Use of Video Clippings in trainings has very good impact as it develop the confidence of the teachers. For this purpose vide clippings of innovative class room practices, attractive strategies adopted by the teachers and the trainers, good practices of Teachers, HMs,

PTAs etc. and the performance of pupils in variety of class room situations are to developed. Hence we propose to develop 3 vide clippings this year.

Documentation

Documentation Unit plays a pivotal role in the functioning of the project. It ensures ready reference of various programmes for future use, provides publicity among the public about the educational activities and corrective measures based on the feed back are o be adopted. Through the exercise of documentation, collection, compilation, analysis and dissemination of data and integration in the planning process are significantly achieved

1. Formation of District Documentation Committee

It has to be ensured that all the activities that one being implemented at various levels should be properly documented. To ensure this district documentation committee slould be formed. One program officer at the district will be co-ordinating the work. One trainer in each BRC will be the member.

2. Review meeting of DDC

Monthly review meeting of DPC is proposed. A guideline for documentation should also be developed by the DPC.

Type of Documentation

A variety of means are to be used for documentation.

a)   Documentation print : Process documentation of all activities studies, monitring etc. should be done as part of the programme.

b)   Photos : Photos of all activities should be taken and kept for further use.

c)   Video Clippings : Video clippings of important programme is proposed.

d)   Documentary Film : For highlighting the good practises and progress o' the project activities documentary film has to be developed. The film will be screened in public for community awareness and public support.

3. Setting up of Documentation Centre :

Documentation centres have to be set up at District and at BRC levels. Facilities for arranging documents, reference facilities, displaying item, video shows etc. wil be ensured in the documentation centre.

CIVIL WORKS

Discussions in various levels-Schools, PRIS, District level Departmental functionaries, educational functionaries. Teachers representatives, NGOs, educational experts, and so on revealed that various infrastructural facilities should be constructed and developed at schools, MGLCs, CRCs, BRCs and DIET for realising the vision that the district holds for its future education

Action initiated in the area of civil works in the year 2001-2002 is

- Maintenance and Repairs for all schools @ Rs.5000/-

- Allotment of urinals and toilets for schools

This is to be continued for the current year also.

1. Replacement of Thatched buildings

Many schools in the district still face the problem of limited accommodation. There are sill 30 schools in the district neither which function in thatched sheds. which provide shelter, nor safety especially in the monsoon season. It is there for proposed to replace all the 30 schools with buildings. 5 classrooms each by the end of this academic year. Urinals and toilets are more or less sufficient and hence provision for this item is to be diverted to the removal of Thatched Sheds which are highly necessitated due to the seasonal causes.

2. Electrification of classrooms

Use of various audio visual aids, computers, Inlets etc. are need in the teaching learning process. In most schools teachers are enable to use it due to the absence of electricity supply. Therefore electrification of the schools and classrooms is the need of the hour. Hence 50 UP school and 25 LP schools are proposed for the electrification this year

3. Construction of Separation walls

Separation walls for 190 schools are needed since the new activity pedagogy based teaching and learning processes could have wider implications in the new perspective of conscious.

4. Construction of Compound walls

For improving the learning climate of 20 schools which are having serious problems of encroachment and vehicle traffic, construction of compound walls is suggested.

PROGRESS OVERVIEW

BUDGET & EXPENDITURE FOR 2002-2003
KASARAGOD

S.No.	Heads/Sub Heads Activity	Unit Cost	Phy	Fin	EXP
1	Free supply of Text Books for girls & SC/ST students				
1.1	Standard II to IV for LP	0.00050	34929	17.46	0.00
1.2	Standard V to VIII	0.00100	36560	55.08	30.43
	Total			72.54	30.43
2	Civil Works (Govt. Schools Only)				
2.1	Toilets	0.20000	250	50.00	7.40
2.2	Seperation wall	0.10000	190	19.00	6.85
2.3	Drinking water		8	2.00	2.00
2.4	Electrification (LP + UP + MGLCs)	0.10000	36	3.60	2.05
	Total			74.60	18.30
3	Primary & Upper Primary				
3.1	School Grant	0.02000	508	10.16	9.16
3.2	Teacher Grant	0.00500	3520	17.60	11.95
	Total			27.76	21.11
4	Teacher Training				
4.1	Training to trained teachers	0.00070	3519	49.266	2.41
	Total			49.27	2.41
5	VEC				
5.1	Training to VEC members	0.00030	1200	0.36	0.00
	Total			0.36	0.00
6	Education of Disabled				
6.1	Education of Disabled	0.01200	5000	60.00	1.21
	Total			60.00	1.21
7	Research and Evaluation				
7.1	Research and Evaluation Programme	0.01400	254	3.56	0.00
	Total			3.56	0.00
8	Project Management				
8.1	Management Cost			21.00	0.67

S.No.	Heads/Sub Heads Activity	Unit Cost	Phy	Fin	EXP
	Total			21.00	0.67
9	Innovative Projects				
9.1	Girls Education	15.00000	1	15.00	0.00
9.2	Education of SC/ST	10.00000	1	10.00	0.00
9.3	ECE	10.00000	1	10.00	0.00
9.4	Computer Education	15.00000	2	30.00	0.25
	Total			65.00	0.25
10	BRC				
10.1	Hon to trainers	0.05500	40	11.00	0.00
10.2	TLM Grants	0.05000	4	0.20	0.00
10.3	Contigency Grant	0.12500	4	0.50	0.00
	Total			11.70	0.00
11	CRC				
11.1	Workshop and meetings	0.00200	14	0.34	0.00
11.2	TLM Grants	0.01000	88	0.88	0.00
11.3	Contigency Grant	0.02500	88	2.20	0.00
	Total			3.42	0.00
12	Maintanace & Repair grant				
12.1	Maintanace & Repair grant	0.05000	254	12.70	13.55
	Total			12.70	13.55
13	AIE				
13.1	EGS Centres (PS)	0.00845	425	3.59	0.00
13.2	EGS Centres (UPS)	0.01200	425	5.10	0.00
	Total			8.69	0.00
	Grand Total			410.59	87.93

TABLE B

Spill Over Activities

Major Activity	Programme	Physical Target	Budget
Computer Education		1	29.00
Civil works	Toilet	235	42.40
	Speration walll	190	12.15
	Electrification	31	1.55
	Total		**85.10**

Chapter VII

Costing Tables

Area		Descriprion of activities	Unit Cost	Physical Target	Period	Financial out lay	Remarks
PFE+UPE		Primary and Upper Primary					
	1.1	School grant	2000	524		1,048,000.00	Norm no 10
	1.2	TLM grant to teachers	500	7587		3,793,500.00	Norm no 11
						4,841,500.00	
AIE		EGS Centres					
	2.1	4 day residentail trainig to EGS/ Instructors	70	55		15,400.00	4 day x 55 instructors
	2.2	4 day refresher training to EGS/Alternative instructors	70	55			4 day x 55
	2.3	1 day review meeting at BRCs (5 times)	70	55			
	2.4	Planning meeting (4 times)	70	20			
	2.5	Shavasa Camp	500	55			
	2.6	Development and printing Slef learning material	160000	1			
	2.7	Slate and Pencil to Grade I students	20	400			
	2.8	Instructors salary	1500	55			
	2.9	MGLC Grant	1000	55			

	2.10	Teachers Grant	500	55		27,500.00
	2.11	Transport and cooking charges for noon meal to EGS	500	55		275,000.00
	2.12	Stationery & Contigenc	200	55		11,000.00
	2.13	Construction and thathed sned	10000	5		50,000.00
						1,659,650.00
IED		Education of Disabled				
	3.1	Supply of equipments	742000	1		742,000.00 norm no 15
	3.2	Resource room construction/Operationalise IEDC Resource Centre	50000	1		50,000.00 norm no 15
	3.3	Medical Detection Camp	350000	1		350,000.00 norm no 15
	3.4	Community awareness program	100000	1		100,000.00 norm no 15
	3.5	Parental Awareness programme	20	15813		316,260.00 norm no 15
	3.6	Teacher education Programme (3 day inservice training program x 3 times x 240)	70	2401		1,512,630.00 norm no 15
	3.7	Hon to Resource Teachers	3500	21		882,000.00 norm no 15
	3.8	Learner achivement Program (Bridge class for disabled children)	10	5271		263,550.00 norm no 15
	3.10	State level activities	400	5271		2,108,400.00 norm no 15
CRC		Cluster				6,324,840.00
	4.1	1 day monthly review and planning for CRC 10 times	70	100		154,000.00
	4.2	Monthly CRC Training to teachers (LP/UP/HS) (10 times) -	70	7587		5,310,900.00
						5,464,900.00 Norm no 12
BRC		Block Resource Centre				

	5.1	Block Programme Officer	13000	7	1,092,000.00	
	5.2	Clerk	10000	7	840,000.00	
	5.3	Hon to trainers	10000	70	8,400,000.00	
	5.4	Peon	4000	7	336,000.00	
	5.5	Office exp- T.A. Telephone, Stationerv. Etc.	10000	7	840,000.00	
					11,508,000.00	Norm no 19
RAE		Research and Evaluation Program				
	6.1	Action research studies	2500	20	50,000.00	
	6.2	Research studies at district	54800	1	54,800.00	
	6.3	Preparation of AWP & B	39300	1	39,300.00	
	6.4	Superviosn and Monitoring Cell	104800	1	104,800.00	
	6.5	State level innovative fund for civil works	52400	1	52,400.00	
	6.6	MIS	172920	1	172,920.00	
	6.7	Support to Resource Agencies	26200	1	26,200.00	
					500,420.00	Norm no 16
CCW		Civil Works				
	7.1	Replacement of thatched/rented building	140000	150	21,000,000.00	
	7.2	Compound wall	40000	20	800,000.00	
	7.3	Electrification of class room (LP + UP)	10000	75	750,000.00	
	7.4	Drinking water	15000	50	750,000.00	
					23,300,000.00	Norm no 6
MGT		Management Cost				
	8.1	District Project Officer	15000	1	180,000.00	
	8.2	Programme Officer	15000	5	900,000.00	
	8.3	Accounts Officer	15000	1	180,000.00	
	8.4	Computer Programmer	6000	1	72,000.00	

	8.5	Data Entry Operator	3000	3	108,000.00	
	8.6	Clerk	10000	5	600,000.00	
	8.7	Peon	4000	2	96,000.00	
	8.8	Driver (1 DPO & 1 DIET)	4000	2	96,000.00	
	8.9	Office exp- TA, Telephone, Stationery, rent , O & M of vehicle & Equipments Etc. (DPO & DIET	70000	12	840,000.00	
					3,072,000.00	Norm no 17
TRG		Training				
	9.1	5 day training to teachers (LP/UP/HSS)	70	7587	2,655,450.00	5 day x 7587 teachers
	9.2	5 day Refresher training (LP/UP/HSS)	70	7587	2,655,450.00	5 day x 7587 teachers
	9.3	6 day DRG Training (vaccation)	70	100	42,000.00	6 day
	9.4	6 day Refresher Training to DRG Members	70	100	42,000.00	6 day
	9.5	2 day planning workshop for DRG members : - 2 times	70	100	28,000.00	2 day
	9.6	6 day training to BRG Members	70	150	63,000.00	6 day
	9.7	6 day Refresher Training to BRG Members	70	150	63,000.00	6 day
	9.8	5 residential training to newly appointed teachers	70	200	70,000.00	5 day
	9.9	15 days workshop for development of TLM	70	20	21,000.00	15 days x 20 members
	9.10	Material Development and printing	500000	1	500,000.00	
	9.11	5 day planning workshop for HM training	70	50	17,500.00	5 day x 50 members
	9.12	5 day training to Hms	70	524	183,400.00	524 & 5 day

	9.13	1 day planning cum appraisl meeting of educational officers	70	15	6,300.00	15 x 10 times
	9.14	Sahapatana Camp for Upper Primary teachers	2500	41	102,500.00	
	9.15	Shavasa Camp for Lp schools - VEC Camp	2500	41	102,500.00	
	9.16	Shavasa Camp for Lp schools - School Camp	524	1000	524,000.00	
	9.17	Bimonthly review meeting of HMS - Panchayath level	70	524	220,080.00	5 times x 524
	9.18	1 day termly meeting of SRG Conveners	70	524	110,040.00	
	9.19	Curriculum Revision	500000	1	500,000.00	3 times x 524
					7,906,220.00	Norm No 12
VEC		Village Education Committee				
	10.1	1 day trainng to VEC members at panchyath level (524 schools x 8 x rs.30)	30	524	125,760.00	(524 schools x 8 x Rs.30)
	10.2	Orientation to parents	200	524	104,800.00	
	10.3	Meeting of community leaders	30000	1	30,000.00	
	10.4	Convergence meeting	300	41	12,300.00	
					272,860.00	Norm No 14
INO		Innovation - Computer Education				
	11.1.1	Computer Education			1,500,000.00	
					1,500,000.00	Norm no 18
INO		Innovation - Education to Girls				
	11.2.1	Education to Gilrs			1,500,000.00	
					1,500,000.00	Norm no 18
INO		Innovation - Education of SC/ST				
	11.3.1	Education of SC/ST			1,000,000.00	
					1,000,000.00	Norm no 18

INO		Innovation - ECCE				
-	11.4.1	Early Childhood Care & Education				1,000,000.00	
						1,000,000.00	Norm no 18
TXT		Free Text Books					
	12.1	Free Text books to SC/ST Boys and all Girls : STD II to IV	50	33000		1,650,000.00	
	12.2	Free Text books to SC/ST Boys and all Girls : STD VI to VII	100	35000		3,500,000.00	
	12.3	Free Text books to SC/ST Boys and all Girls : STD VIII	120	12750		1,530,000.00	
						6,680,000.00	Norm no 5
MED		Media					
	13.1	Media Seminar district wise	30000	1		30,000.00	
	13.2	Press Conference 3 times	2500	3		7,500.00	
	13.3	Exhibitions District, BRC, Panchyath	100000	1		100,000.00	
	13.4	Publication of magazines, newslwtter, periodicals	100000	1		100,000.00	
	13.5	Poduction and development fo vedio programmes	150000	1		150,000.00	
	13.6	Documentation of all programmes	200000	1		200,000.00	
	13.7	Block level documentation	15000	7		105,000.00	
						692,500.00	
CCR		Maintanance and Repair grant					
	15.1	Maintenance	5000	254		1,270,000.00	Norm no 7
						1,270,000.00	
				Total		78,492,890.00	

Summary Sheet

(Rs. In Lakhs)

No.	Activity	Bud	Exp	Spill Over	Fesh Plan	Total
1	Free supply of Text Books for girls & SC/ST students	72.54	30.43		66.80	66.80
2	Civil Works (Govt. Schools Only)	74.60	18.30	85.10	233.00	318.10
3	School Grant @ 2000 per school per year	10.16	9.16		10.48	10.48
4	Teacher Grant @ Rs. 500 per teacher	17.60	11.95		37.94	37.94
5	Teacher Training	49.27	2.41		79.06	79.06
6	Training of Community Leaders	0.36	0.00		2.73	2.73
7	Special Focus Group - IED	60.00	1.21		63.25	63.25
8	Research and Evaluation	3.56	0.00		5.00	5.00
9	Project Management	21.00	0.67		30.72	30.72
10	Girls Education	15.00	0.00		15.00	15.00
11	Education of SC/ST	10.00	0.00		10.00	10.00
12	ECE	10.00	0.00		10.00	10.00
13	Computer Education	30.00	0.25	29.00	15.00	44.00
14	BRC	11.70	0.00		115.08	115.08
15	CRC	3.42	0.00		54.65	54.65
16	EGS	8.69	0.00		16.60	16.60
17	Maintanace & Repair grant	12.70	13.55		12.70	12.70
18	Media	.			6.925	6.93
					0.00	0.00
	Grand Total	410.5935	87.931	114.1	784.93	899.03

INNOVATIVE PROJECTS

Appendix 1

Girls' Education

The discrimination against girls is visible at all levels of the society. This attitude has become the cultural milieu of kerala society. The discrimination becomes a matter of concern where female literacy is poor and the importance given to girls' education is lesser. This district is placed in such a scenario at present.

The discriminatory attitude cannot be curbed without educating the minds of men and women from the very beginning of their schooling process. So a single pronged attack on this evil is almost impossible. The target groups are varied. They include, parents, members of the society, religious heads and community leaders, teachers, workers, students and who else! Therefore, it is visualised in the perspective plan to reduce the gender discrimination in learning places and work areas, with special focus on schools.

In order to eliminate gender bias and to promote enrolment, retention and achievement of the girl population, different types of incentives are needed. In order to inculcate gender sensitivity among the target groups mentioned above, awareness programmes, discussions at various levels, seminars, performance activities like arts, folks, local art forms etc may be made use of. This will be followed up with a series of interventions tried out in a set of schools initially. The expansion of the interventions will be done after try out.

Aims and Objectives

- To ensure the total enrolement of girls in primary schools

- To ensure total retention of all girls in primary schools.

- To ensure that the girl students receive the same quality of learning as boys in their schools.

- To ensure that the girls get equal development opportunities at their schools through medical, Legal and developmental counseling.

Table 6.2. Problems and Issues

No.	Issues and Problems	Reasons
1.	Total enrolment, total retention and quality learning achievement of girls students are unsatisfactory. Out of the total unenrolled 43.1 %. are girls. This trend is severe in SC/ST areas, coastal areas, minorities areas of 298 no. of wards of 26 Panchayaths. The achievement study of the district organised by DPEP, Kasaragod shows that the learner of achievement of girls in primary class is low compared to boys. Of which SC/ST. girls population, linguistic and religious minority girls having low rate of achievement compared to other girls	Lack of parental awareness. disinclination towards education. especially in the panchayaths where SC/ST population, and Muslim population are higher. Majority of the SC/ST parents is coolie workers which resulted in the early diversion of girl children to various activities like baby sitting, kitchen duty, etc. This result in high degree non-enrolment Early marriage of girl children particularly in SC ST pockets and Muslim community belts. Lack of infrastructural facilities like separate toilets/urinals, etc. in the school Gender bias of parents and teachers Lack of adolescence education to teachers, parents and students.

Implementation Strategies

1. 3 days training for Resource teachers on Gender sensitisation

To build up the equality of gender roles in the society, a small team of Resource teachers with a positive attitude towards girls' education is to be developed. Hence, it is proposed to conduct a 3 day selection cum training workshop of 50 prospective Resource teachers in the district. Out of these participants, 25 Resource teachers will be finally selected at the end of the programme.

1. 1 day training to VEC members at Panchayath level (2 times)

The mothers need the support of the community and in order to ensure this support and t create an awareness among the public it is essential to bring into their attention the

equality of gender roles in the society. This will be attempted through a one day orientation at VEC level through two times a year.

2. 1 day training to MPTA members at school level (2 times)

The process of empowerment should begin at home and the home conditions shall be fine tuned to meet this need. It is the mother who is in close contact with the child and she can guide the girl child effectively as a parent and as a friend. This process has to begin with group dynamics beginning from local levels and spreading as local initiatives. So the MPTA members at Upper primary and High schools shall be given one day orientation in two times a year.

3. 2 day planning of DRG members for the conduct of item 1, 2 & 3

To conduct the processes mentioned above, the DRG members for Girls' education shall meet for a two day workshop in which the training modules and materilas will be developed.

4. 1 day training on counseling techniques to Mothers

For counselling the growing daughters, even the literate mothers require a lot of expert guidance and help. The techniques for continuous counselling will be imparted to them through a one day training conducted at school level.

5. 1 day training on counseling techniques to teachers

For counselling the growing girl students, teachers require a lot of expert guidance and help. The techniques for continuous counselling will be imparted to them through a one day training conducted at BRC level.

6. 3 day residential empowerment programme to girls' and boys' leaders

To bring the issues faced by boys and girls in their adolescent period and to address the gender disparities, these problems are to be presented in a common platform where the disparities and uniqueness are presented and debated. Through this debate, the actual learning will take place in the minds of students. For this purpose, a batch of girls' and boys' leaders will be given opportunity to attend in a 3 day immersion training programme in each BRC. The number of students per batch shall be restricted to 40-50.

7. Purchase of Bicycle and providing bicycle training in selected schools

Riding a bicycle will boost the confidence of the girl child in her immediate environment. The rural girls lack this opportunity. Hence selected UP schools and High schools (10 each) in each BRC and the teacher in charge of the Girls' unit will provide necessary assistance.

9.Setting up of Resource centres at BRCs

To streamline these processes, a Resource center will be set up in each BRCs with sufficient resource materials, books and technical appliances.

Budget

11	INO		Innovation - Education to Girls					
		11.2.1	1 day training to VEC members at Panchyath level 2 times (Rs.30 x 41 x 15 members x 2 times)	30	41		36,900.00	(Rs.30 x 41 x 1′ members x 2 times)
		11.2.2	1 day training to MPTA members at School Level (2 times)	100	524		104,800.00	
		11.2.3	3 day training for rseource teachers on gender sensitisation	70	50		10,500.00	
		11.2.4	DRG Planning	70	50		21,000.00	
		11.2.5	1 day training counselling techniques to mothers	200	524		104,800.00	
		11.2.6	1 day training counselling techniques to teachers	70	300		21,000.00	
		11.2.7	3 day residentail empowerment program to girls and boys pupils	25000	1		25,000.00	
		11.2.8	Purchase of bycycle and providing bicycle training in setteled schools (2500 x 280 schools x 10 bicycles)	2500	80		1,000,000.00	
		11.2.9	Setting up of resource centres at BRC`	25000	7		175,000.00	
							1,499,000.00	Norm no 18

Appendix 2

EDUCATION OF SC & ST STUDENTS

Kasaragod District, the northern most district of Kerala is a blend of diverse cultures. The district which was formed on 1984 has been on a struggle towards progress ever since. The languages spoken by the people are many. Malayalam, Kannada, Thulu, Konkani Marati are spoken and the dialects change with area and community. Social backgrounds and economic status in varied. Hence, a feeling of negligence, lack of acceptance of changes linguistic and cultured orthodoxy, unbalanced development, cultural conflicts and general backwardness

This backwardness is highly pronounced in the area where the SC/ST population is high. The Panchayaths of Kinanor Karindalam, Balal, Bellur, Enmakaje, Kammady Delampady, Kumbadge, in SC/ST students. Most of these households live in extreme poverty. Social segregation is still quite strong in many of the areas and hence they stand separated from the rest. Since most of the attempts to educate them have been recent, the adult community is uneducated. Superstitious and a strong belief in age-old customs prevail strongly. The importance of education is not a felt need. Hence children tend to remain unenrolled and if enrolled dropout early. Even those that continue their education are backward due to lack of proper guidance and a favourable environment at house

Table 6.3. Year 200-01

Standard	All communities			Scheduled Caste			Scheduled tribe		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	10112	9814	19926	806	795	1601	237	231	468
2	11233	10611	21844	971	891	1862	279	255	534
3	11545	10963	22508	978	857	1835	301	273	574
4	11504	10780	22284	968	916	1904	300	267	567
5	12141	11311	23452	1084	938	2022	353	310	663
6	12160	11340	23500	966	905	1871	285	275	560
7	13070	11489	24559	962	867	1829	368	249	617
8	12530	11184	23714	798	769	1567	333	286	619
Total	94295	87492	181787	7553	6938	14491	2456	2146	4602

Block wise dropouts at Primary and Upper Primary level

Table 6.4 Block wise dropouts at Schools

Block	No. of dropouts			No. of dropouts SC			No. of dropouts ST		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Manjeshwar	177	304	481	80	104	184	41	73	114
Kumbla	315	247	562	125	90	215	54	31	85
Kasaragod	360	355	715	190	161	351	75	76	151
Bekal	40	21	61	15	16	31	0	0	0
Hosdurg	64	39	103	28	16	44	21	17	38
Chittarikkal	83	39	122	71	28	99	0	0	0
Cheruvathur	31	25	56	22	17	39	0	0	0
Total	1070	1030	2100	531	432	943	191	197	388

Table 6.5. Year 1998-99

Standard	All communities			Scheduled Caste			Scheduled tribe		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	10950	10569	21519	934	810	1744	284	269	553
2	11492	10821	22313	1027	942	1969	331	256	587
3	12282	11580	23862	1177	1016	2193	347	332	679
4	12421	11749	24170	1180	1017	2197	316	312	628
5	12908	11452	24360	1044	962	2006	362	267	629
6	12402	11554	23956	882	884	1766	318	265	583
7	13039	12041	25080	855	916	1771	348	332	680
8	12390	10984	23374	795	750	1545	366	312	678
Total	97884	90750	188634	7894	7297	15191	2672	2345	5117

Table 6.6. Year 1999-2000

Standard	All communities			Scheduled Caste			Scheduled tribe		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	10516	10082	20598	908	842	1750	256	236	492
2	11530	10915	22445	999	870	1869	302	266	568
3	11392	10677	22069	1002	913	1915	298	262	560
4	12184	11560	23744	1168	996	2164	348	322	670
5	12268	11451	23719	1060	956	2016	299	303	602
6	12850	11304	24154	959	888	1847	368	276	644
7	12710	11675	24385	848	840	1688	325	272	597
8	12583	11148	23731	760	799	1559	335	313	648
Total	96033	88812	184845	7704	7104	14808	2531	2250	4781

Status of enrolment from 1996-97 to 2001-02

Table 6.7. Year 1996-97

Standard	All communities			Scheduled Caste			Scheduled tribe		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	12090	11528	23618	1172	1005	2177	337	320	657
2	12746	12080	24826	1258	1100	2358	307	320	627
3	12809	11770	24579	1118	1028	2146	348	266	614
4	12768	11918	24686	1028	997	2025	325	262	587
5	13237	12176	25443	1021	976	1997	342	302	644
6	12727	11891	24618	880	879	1759	360	288	648
7	13515	12192	25707	946	941	4887	361	325	686
8	12656	11249	23905	828	715	1543	341	353	694
Total	102548	94804	197382	8251	7641	18892	2721	2436	5157

Table 6.8. Year 1997-98

Standard	All communities			Scheduled Caste			Scheduled tribe		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	11194	10477	21671	948	886	1834	280	238	5 8
2	12484	12330	24814	1203	1019	2222	343	325	668
3	12592	12867	25459	1181	1029	2210	308	297	605
4	12639	13517	26156	1021	1003	2024	349	283	62
5	12716	11748	24464	935	917	1852	346	270	6 6
6	12806	11999	24805	880	937	1817	352	299	651
7	12984	11862	24846	887	850	1737	392	294	686
8	12553	11074	23627	851	813	1664	328	314	642
Total	99968	95874	195842	7906	7454	15360	2698	2320	50 8

Table 6.9. Hamlets of Scheduled Castes in the District

Hamlets of Scheduled Caste – Panchayath wise			
Manjeshwar	Kasaragod	Kanhangad	Nileshwar
Bellur – 4 hamlets	Karadka – 9 hamlets	Udma – 6 hamlets	Cheruvathur–13 hamlets
Kumbadage - 8	Muliyar 13	Ajanur – 9	Kayyoor-Cheemeni - 2
Mangalpady – 8	Delampady – 6	Balal 13	Nileshwar - 5
Vorkady 10	Chemmanad – 5	Kodom-Belur 10	East Eleri - 10
Puthige – 5	Bedadka – 12	Madikai – 11	Pilicode – 1
Meenja – 6	Kuttikkol – 10	Pallikkare – 9	West Eleri – 13
Manjeshwar – 4	Madhur 4	Panathady – 22	Trikarpur - 10
Kumbla - 10	Mogral Puthur – 2	Kallar – 9	Kinanur Karinthalam- 22
Paivalike - 10	Kasaragod	Pullur-Periya - 19	Padne – 5
Badiadka - 17	Municipality - 9		Valiyaparamba 10

Table 6.10. Hamlets of Scheduled Tribes in the District

Hamlets of Scheduled Caste – Panchayath wise			
Manjeshwar	Kasaragod	Kanhangad	Nileshwar
Bellur–23 hamlets	Karadka–23 hamlets	Balal 13 isolated houses	East Eleri 9 isolated houses.
Kumbadage - 13	Muliyar – 10	Panathady 25	
Mangalpady – 8	Delampady – 59	Kallar – 30	
Vorkady 10	Chengala – 16		
Puthige – 14	Madhur – 6		

x

Meenja - 7	Kasaragod		
Manjeshwai - 4	Municipality - 1		
Kumbla - 5			
Paivalike - 89			
Badiadka - 44			

In all the steps taken to improve enrolment and decrease dropouts in these colonies, the dropout rate especially in the upper primary sections seemed not to have decreased. DPEP has achieved a considerable amount of success in the LP sections. Most of the dropout children are now enrolled in MGLCs. But the Upper Primary children on still out of school. The Sarva Siksha Abhayan hence needs to form on the upliftment of the community as a whole and on providing universal quality education to the primary children in particular. The DPEP has tried to reduce the non-enrolment and dropout rates and also to increase the achievement level of these children over the years. Still a lot remains to be done especially at upper primary level. Hence a special project needs to be planned with the following objectives.

Aims and Objectives

- Total enrolment of all children belonging to the SC/ST communities.
- Decreasing the dropout to near 0%
- Improving the achievement level through children.
- Ensuring parental involvement in all activities of the school.
- Empowerment of the community as on whole.

Problems and Issues

The main problem in these areas is lack of parental awareness, which has lead to indifference towards the child's' education. This has lead to the comparatively higher rate of non-enrolment and dropout. Parental ignorance and widespread alcoholism among both men and women and belief in superstitious has curtailed the achievement level of these children largely.

- The language spoken at home is different from the medium of instruction. The teachers are at a loss to understand these children and make themselves enclosed due to the difference in language, culture and traditions.

- Social Practices has also led to make these children timid and less confident and this has effected education.

- Lack of Parental guidance at home has left a lot to be done by the teacher in the form of development of personality and values in the child.

Implementation Strategies :

It is essential these that a number of activities be taken up in this area to ensure that these children get every opportunity to develop their potentials in the classroom along with the others. The following activities need to be conduct with the DIET as the key resource center extending support and monitoring all the activities.

1. Conduct of Awareness campaigns

In order to create awareness among the parents and the SC/ST Community it is essential that a number of activities be taken up focussed in the SC/ST hamlets. Preparation of posters and brief attractive pamphlets and their distribution in these is one of the activices that are proposed to be taken up.

Since the SC/ST parents consists of monthly labourers who work for daily wages it is been that they rarely visit the school or take part in PTA or other meetings. To make good this loss, it is proposed to conduct 'Griha Sadassu' in the colonies itself. By Griha Sadasu it is meant a small group of parents in a locality are brought together at a convenient place in the locality itself where they discuss the problems of their children and give and take suggestions on the development and education of their child.

2. Enrolment Campaign (Vilaambara Jathas) :

A colourful procession carrying the message of universal enrolment cannot fail to be effective. This is proposed to be conducted in each colony with the help of volunteers, teachers, local body members and others of the community, carrying of relevant ideas through folk arts, short plays etc. is plan to the part of these Jathas.

3. Selection and Posting of Volunteers :

It is seen that the parents need to be personally coaxed and persuaded and made to understand the importance of their child being sent to school. To achieve this goal i.e. to

visit the colonies and the homes of dropouts and being them back to schools, To conduct 'Griha Sadassus' and enrolment campaigns, to act as a bridge between the home and the school, it is proposed to select girl volunteers in each Panchayat. It is proposed to conduct an orientation programme for these volunteers and to review their progress and give necessary innstructions every month so that their work is more systematic and well planned.

4. *Bridge Courses :*

As the children in the SC/ST belt are found to be backward in academic achievement due to various reasons through it is found that when their potentials are tapped successfully they seen to display a surprising capacity for improvement. Hence what is necessary is someone to help them come forwarded in the academic field where most of the parents can do very little. Hence, it is proposed to begin centres in the colony where they are given bridge courses and thus improve their academic achievement.

5. *Handbooks for Volunteers and teacher training:*

Since volunteers have so many varied duties to take up, tution centres are to be provided to them and the support given to them during review meetings is inadequate to clear their doubts where in the field. To help them discharge their duties well it is proposed to prepare and print hand books to the volunteers to help them in their work.

6. *Link language materials :*

One of the greatest problems of the SC/ST child is that the atmosphere and language used in the classroom is different from that a home and hence causes bewilderment and fear in the child. The teacher too is at a loss not knowing how to make the child mingle with the others to help the teacher to understand the child and hence to help the child to adjust better it is proposed to prepare and distribute a link language material to the teaching. To familiarise this material and its use it in the classroom, training is also proposed to be given to the teachers.

7. Presentation of local cultures and their use in the classroom :

The SC/ST community has a rich and ancient culture that seems to be fading away from the face of the earth. Many kinds of crafts, folk arts and ancient medicinal practices are prevalent among them which needs to be shared with the rest of the, as a means of building up their community esteem in the society. So it is essential that information regarding these be collected and used as a part of curriculum transaction. It is also essential that a museum be set up where anyone could be enlightened about the richness of his or her culture

8. Seminar and Orientations :

In order to create awareness among the parents on the importance of their chilcs' education, to create an awareness among others on the cultural aspects of these communities and to share the information about the local resources available in these poor hamlets, it is proposed to hate seminars and orientations programmes in these colonies and outside.

9. Convergence meetings:

Upliftment and empowerment of a particular community, is a task that needs support from all sides. The participate of the entire society is essential. The support and active involvement of various departments, NGO's and others is a must. Hence, it is essential to hold convergence meetings and conduct all the activities with convergence of these agencies.

Monitoring : Any programmes owes its success to effective monitoring and timdy support of the authorities and local bodies. Hence it is proposed to constitute monitoring teams at District level consisting of the District level officials, DIET faculty and local body members. At Panchayat level to a body consisting of Panchayat level officials and local bodies is to be constituted. It is to be ensured that these bodies monitor the programme regularly.

Documentation:

All activities taken up under the programme needs to be documented both in black and white and in the form of photographs and video clipping.

10. Special TTC for Scheduled Caste and Scheduled Tribe students:

The educational institutions that function in the remote areas of the SC/ST populated areas usually suffer due to lack of teachers. Very few trained teachers are to be found in these areas. These SC/ST students cant afford to pay for the TTC course and the teachers from other areas are reluctant to work in these remote village where facilities are scare. Hence it is proposed to give pre-service training to a batch for forty SC/ST students with the basic qualifications so that they will willingly work in their village and hence solve the problem of teacher vacancies.

An amount of Rs.1000/- per month is to be the maximum expenditure per student. This will include the cost of food, accommodation, books, teaching learning materials and all other expenses that the trainer will have to meet as part of the training programme. A consolidated amount of Rs.2500/ per student is also budgeted to make available the furniture facilities (table, chair, Bed cot, almirah etc) to be provided at the boarding place

To spread the message of total enrolment to all the hamlets it is essential to take up an enrolment campaign early in the month of May.

Budget

11	INO		Innovation - Education of SC/ST				
		11.3.1	Selection & Posting of volunteers (42 volunteers)	900	42	378,000.00	
		11.3.2	Bridge courses for SC/ST students (15 day x 15 persons x Rs.70)	4000	21	84,000.00	
		11.3.3	Hand book for volunteers and teachers trainers - Workshop 5 days	70	15	15,750.00	5 day x 15 persons
		11.3.4	Editing and Printing of Hand Book	20	200	4,000.00	
		11.3.5	Link Language material development workshop	28000	1	28,000.00	
		11.3.6	Printing of Link Language material Hand Book	40	500	20,000.00	'
		11.3.7	Setting up of cultural museum at Diet	70000	1	70,000.00	
		11.3.8	Special TTC for schduled Tribe and Scheduled Caste (40 persons x 10 month x 1000)	1000	40	400,000.00	(40 persons x 10 month x 1000)
						999,750.00	Norm no 18

Appendix 3

ECCE

The present pre-primary system is not in tune with the primary curriculum and the basic assumptions about children at this age. Moreover, there is not a unified curriculum for pre-primary stage. The activities at these centres are not based on sound psychological aspects too. The different functionaries, instructors and others working in this field are not competent enough for the effective functioning of the Pre-primary system. So this system has to be strengthened by way of orientation, training, supply of materials, etc

I. Aims and Objectives

- To help children develop necessary social, physical, mental and educational readiness for meeting the demands of the primary learning programmme

- To ensure enrolment and retention of children in primary classes.

- To facilitate participation of girls in primary education

- To have a better convergence with ICDS, NGOs and other allied partners

- To have a better working relationship between preschool and Elementary education

- To equip the Pre-primary teachers with the processes, concepts and skills required for teaching in pre-primary units.

Table 6.11. The problems and Reasons of ECCE in the district

No.	Issues and Problems	Reasons
1.	Absence of a scientific curricum in the pre-primary schools/ICDS centres and Anganwadis and lack of proper training and materials to teachers. The on going activities at various pre-	Absence of a curriculum for pre-primary age group children Absence of a scientific support system for the instructors of these centres Non availability of play materials suited to this age group of children

primary centres/ICDS centres/ Anganwadis are not in tune with basic assumptions about the child at this age, their capacities, the process of learning and their overall development. The so called play activities done in these centres are contrary to the current understandings about the learning process of children of this age. Moreover, the provision of stepping stone for primary education is not sequentially attempted in these centres.	to this age group of children. Absence of convergence between ICDS, Education and Health departments Lack of parental awareness and the existence of false assumptions created by private agencies.

Implementing strategies

I. Development of ECCE curriculum

1. 3 day (residential) exploration workshop for developing the frame work of curriculum development (50 persons)

The absence of a scientific preprimary curriculum, the instructors find it diffeicult to meet the all round needs of the children of this age group. For the development of a new curriculum, the issues and problems in the existing scenario has to be identified. For this purpose it is proposed to conduct 3 day exploration workshop for developing the frame work of curriculum development with focus on issues and problems. Anganwadi workers, teachers, practitioners in the field of ECCE, elected representatives and ICDS field staff along with the DRG members will partixcipate in this. Experts will present papers on various aspects in the workshop. A total number of 50 particpants including 0 experts will attend the workshop.

2. 5 day (residential) conceptual workshop of experts and DRG members (30 persons)

Based on the frame work developed through the earlier exercise, the conceptual areas, strategies and content of the curriculum and the Instructors' Manual will be conceptualised in a 5 day residential workshop of 30 persons including 5 RPs.

1. 5 day (residential) curriculum development workshop of Resource persons, practitioners and DRG members. (30 persosn)

The same group of 30 members will develop the draft curriculum using the extensive support and resource materials made available thorough a 5 day residential workshop to be conducted in the next spell. For these sufficient Resource materials, reference books and other materials amounting to a cost of 15000. will be made available.

2. 3 day editing (residential) workshop of the Draft curriculum.(15 persons)

The draft curriculum will be edited, lay out and style sheet developed through a 3 day editing workshop of 15 persons.

3. Sending the draft curriculum to experts and practioners for suggestions.

The draft curriculum thus developed will be send to experts other than the participants of the workshops for scrutiny. A cost of Rs. 5000/ may be earmarked for this purpose.

4. 3 day residential workshop for finalising the curriculum.(15 persosn)

A smaller group of 15 persons will complete the work of the curriculum incorporating the suggestions made by the experts.

5. Printing of the Curriculum

A total number of 1500 copies of the curriculum will be printed and sent to the instructors through the training programme conducted after the development of the curriculum.

II. Development of Instructors' Manual for ECCE

There is no Manual for the instructors at pre-primary centres. Workshops for developing Manual after developing the curriculum are to be conducted. Sufficient number of copies of the Manual may be printed and supplied to the teachers. The Manual will be developed

Budget

11	INO		Innovation - Education of SC/ST					
		11.3.1	Selection & Posting of volunteers (42 volunteers)	900	42		378,000.00	
		11.3.2	Bridge courses for SC/ST students (15 day x 15 persons x Rs.70)	4000	21		84,000.00	
		11.3.3	Hand book for volunteers and teachers trainers Workshop 5 days	70	15		15,750.00	5 day x 15 persons
		11.3.4	Editing and Printing of Hand Book	20	200		4,000.00	
		11.3.5	Link Language material development workshop	28000	1		28,000.00	
		11.3.6	Printing of Link Language material Hand Book	40	500		20,000.00	
		11.3.7	Setting up of cultural museum at Diet	70000	1		70,000.00	
		11.3.8	Special TTC for schduled Tribe and Scheduled Caste (40 persons x 10 month x 1000)	1000	40		400,000.00	(40 persons x 10 month x 1000)
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I. Aims and Objectives

• To help children develop necessary social, physical, mental and educational readiness for meeting the demands of the primary learning programmme.

• To ensure enrolment and retention of children in primary classes.

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Based on the frame work developed through the earlier exercise, the conceptual areas, strategies and content of the curriculum and the Instructors' Manual will be conceptualised in a 5 day residential workshop of 30 persons including 5 RPs .

1. 5 day (residential) curriculum development workshop of Resource persons, practitioners and DRG members. (30 persosn)

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The draft curriculum will be edited, lay out and style sheet developed through a 3 day editing workshop of 15 persons.

3. Sending the draft curriculum to experts and practioners for suggestions.

The draft curriculum thus developed will be send to experts other than the participants of the workshops for scrutiny. A cost of Rs 5000/ may be earmarked for this purpose.

4. 3 day residential workshop for finalising the curriculum.(15 persosn)

A smaller group of 15 persons will complete the work of the curriculum incorporating the suggestions made by the experts.

5. Printing of the Curriculum

A total number of 1500 copies of the curriculum will be printed and sent to the instructors through the training programme conducted after the development of the curriculum.

II. Development of Instructors' Manual for ECCE

There is no Manual for the instructors at pre primary centres. Workshops for developing Manual after developing the curriculum are to be conducted. Sufficient number of copies of the Manual may be printed and supplied to the teachers. The Manual will be developed

through the following efforts. The same group of Resource persons participated in the curriculum development workshop will particpate in this process.

6. *5 day (residential) material development workshop of Resource persons, practioners and DRG members (30 persons)*

7. *5 day (residential) editing, layout and illustration workshop of the draft Manual (20 persons)*

8. *Sending the draft Manual to experts and practioners for suggestions*

9. *3 day residential workshop for finalising the Manual. (15 persons)*

10. *Printing of the Instructors' Manual (1500 copies)*

III. Equipping the Anganwadi/ECCE instructors

11. *3 day initial orientation to Anganwadi/ECCE instructors on the new curriculum and the Manual*

The instructors working in this field are not well equipped to deal with pre-primary children on the basis of psychological aspects. So they must be oriented and given training on the newly developed curriculum and Manual. The social welfare department is functioning in this field through ICDS. The supervisors and resource persons are imparting training and guidance to pre-primary teachers. However, it is not up to the level expected in terms of its academic content and psychological needs of children. Hence ICDS supervisors and resource persons are to be equipped with the latest trend in this field. For this, the training module is to be developed by the core-group. The 1500 instructors in Anganwadi/ECCE centres will be given a 3 day orientation based on the new curriculum and the Instructors' Manual.

12. *3 day refresher orientation to Anganwadi/ECCE instructors on the new curriculum and the Manual.*

As a corollary of the implementation of new curriculum, the instructors will be supported through a 3 day refresher orientation in the second spell of the academic year.

13. *2 days orientation for Helpers in Anganwadi/ECCE centres*

Helpers in the Anganwadi/Balavadi are playing very important role in dealing with the pupils. Therefore, they are to be oriented and given training.

14. Supply of Learning kits to Anganwadi/ECCEs

For readiness and other activities, several joyful materials are needed. Instructors are not skilled to develop such materials, eg.: building blocks, puzzles, etc. So workshops to develop such materials are to be conducted. Some of them may be purchased.

15. 1 day convergence meeting of ICDS, DRG etc (3 times)

Since there are different agencies, both governmental and non-governmental organisations working in this field, the convergent operation of them is the need of the hour. For realising this, continuous communication across the agencies has to be worked out. For this one day convergence meeting of them is proposed to be conducted thrice in a year in each term of the academic year.

16. 3 day TLM workshop for Anganwadi/ECCE instructors

The Teaching Learning materials to the instructors and pupils must be made up-to-date and enough quantity is to be supplied. Teacher support materials and Hand books are to be developed by curriculum visioning. The teaching-learning materials in these centers are not sufficient. Workshops at VEC-level for preparing teaching learning materials have to be conducted. Teachers are to develop such materials at their centers as and when needed in accordance with the new curriculum and the Manual. For this teacher grant may also be provided.

17. 1 day orientation to Panchayath members and NGOs

The representatives of panchayath and NGOs at the panachayath level will be provided a one day orientation to familiarise them with the new curriculum and Manual for ECCE.

Budget

11	INO		Innovation - ECE					
		11.4.1	3 day resdiential empowerment workshop for developing the frame work of curriculum development	70	50		10,500.00	3 day x 50 members
		11.4.2	5 day residentail conceptual workshop	70	30		10,500.00	5 day x 30 members
		11.4.3	5 day residential curricnulam development workshop	70	30		10,500.00	5 day x 30 members
		11.4.4	3 day editing draft curriculum workshop	70	15		3,150.00	3 day x 15 members
		11.4.5	3 day rsidential workshop finalising curriculum	70	15		3,150.00	3 day x 15 members
		11.4.6	Printing of charge	20	1500		30,000.00	
		11.4.7	Development and printing instructors manual	100000	1		100,000.00	
		11.4.8	3 day orientation for anganvadi teachers	70	960		201,600.00	3 day x 960 teachers
		11.4.9	2 day orientation to helpers	70	960		134,400.00	3 day x 960 teachers
		11.4.10	Supply of learning kits	400	960		384,000.00	
		11.4.11	1 day convergence meeting	65	30		1,950.00	
		11.4.12	3 day TLM workshop - pre anganvadi instructors	70	960		67,200.00	
		11.4.13	1 day orientation to panchyath members and NGO	1000	41		41,000.00	
							997,950.00	Norm no 18

Appendix 4

Innovative activity for Computer Education

The changes happening in all the fields of life are to be reflected in the schooling process of children to make their education purposeful and relevant to their life. The use of Information Technology in the classrooms is one among the tools for making education futuristic. For facilitating this type of learning process in the classrooms, the teachers are to be equipped with the necessary skills, techniques and strategies for using information technology in the learning process of students. So continuous capacity building programmes on the use of computer applications for teachers are to be arranged along with the supply of computers. The use of computer will be supplemented by other technological instruments in education, like OHP, LCD, use of CD and VCRs etc.

Aims and Objectives

*   To equip the teachers with the basic knowledge and skills related with Information Technology, use of Computers and its operations.

*   To update the knowledge base of teachers using Internet.

*   To equip the teachers with the basic Computer skills for storing and retrieving of data related with students' achievement

*   To impart basic knowledge and skills related with Information Technology, use of Computers and its operations to students.

Issues and Problems

*   The new curriculum for the Upper Primary classes has included the use of Information Technology, use of computers and Internet. But the teachers find it difficult to teach these portions since they lack the necessary knowledge base on them

*   The Government of Kerala has included IT @ Schools as part of the school curriculum for std. VIII. In tune with this, the teachers and students are to be

equipped with the knowledge base. But at present schools lack the necessary infrastructure facilities for this.

There is a disparity in computer education opportunities between urban and rural students. Since the urban students have more access to computer education, the rural students are placed in a disadvantage. This has to be addressed at the earliest, otherwise the existing disparity in learner achievement between rural and urban students will only increase.

Implementation Strategies

1. Operationalisation of District Resource Centre on Computer Education

A viable educational training model for computer education training is not in existence in the district. The entire support programmes for implementing computer training education in the district has to be conceived, organised and monitored. For meeting this demand a practical model has to be built up with the establishment of a District Resource Centre on Computer Education at DIET, Kasaragod. In the year 2002-2003, a computer Lab with 5 computers, printers and other accessories will be set up at the centre along with the training equipment has been installed. This facility has to be updated in the current year with three more computers, accessories and educational CDs.

2. Selection and training of Lead teachers

Eight Government U.P schools from the nearby area are selected as the Lab schools for try out of the programme of computer education training and its implementation in the year 2002-2003. In the year 2003-2004, 14 more schools s[preading in 7 BRCs will be identified. Two teachers from each of these schools will be selected and given a training of 10 days on computer education and its uses in the classrooms. Hiring of an instructor for this purpose for a daily remuneration of Rs. 200/ is proposed during the training period. These teachers will function as the lead teachers for familairisring computer education to other teachers in their school.

3. Installation of Computer facilities at schools

Three computers and a printer along with other accessories will be installed in the 14 schools selected with the assistance of PTA and SSG. Educational CDs also will be supplied for using it in the education of students.

4. Training of Resource Group for computer Education

A Core Resource Group of 10 members will develop the training modules for the initial training of lead teachers in a two day workshop conducted at the district level with the assistance of computer professionals. These experts are to be paid an honorarium of Rs.200/ per day. The same pattern will be adopted for the development of

- *Training module for 5 day refresher training to teachers*

- *Training module for initial training for 10 days for BRC trainers.*

5. 5 day refresher orientation of lead teachers

In the year 2003-2004, two teachers from each of the 14 schools spreading in 7 BRCs will be given a five day refresher orientation on computer education. Hiring of an instructor for this purpose for a daily remuneration of Rs. 200/ is proposed during the training period. These teachers will function as the lead teachers for familairisring computer education to other teachers in their school.

6. 10 day Training of BRC trainers on computer education and its application

To provide continuous support to the lead teachers, two BRC trainers from each of the 7 BRCs will be given a 10 day orientation before the commencement of initial training of teachers. A computer trainer has to be hired for this purpose during the training period 2Rs. 200/ per day as honorarium.

7. 1 day Climate setting programme for Headmasters and PTA representatives

The Headmasters and PTA representatives together will attend a one-day school climate setting training programme for computer education. The programme will spell out the roles and responsibilities of them in setting up computer education facilities in their schools

8. Monitoring computer education

The District Resource Centre along with the assistance Educational Technology unit at DIET will; moniotr the progress of computer education programme both qualitatively and quantitatively throgh periodic visits, reports and learner assessment.

Budget

11	INO		Innovation - Computer Education					
		11.1.1	Setting up of computer Lab & Accessories - 8 Selected Schools	168290	8		1,346,320.00	
		11.1.2	15 day initial training to teachers (80 teachers X 15 x Rs.70)	70	80		84,000.00	15 day x 80 teachers
		11.1.3	5 day booster] training to teachers (80 teachers X 5 x Rs.70)	70	80		28,000.00	5 day x 80 teachers
		11.1.4	HM Orientation (8 Hrs x 3 days)	70	8		1,680.00	
		11.1.5	Hon to consultant	30000	1		30,000.00	
		11.1.6	Assessment study and documentation	10000	1		10,000.00	
							1,500,000.00	Norm no 18

List of Abbreviations

AE	Alternative Education
AEO	Assistant Educational Officer
AWPB	Annual Work Plan & Budget
B.Ed	Bachelor of Education
BMC	Block Monitoring Committee
BPO	Block Programme Officer
BRC	Block Resource Centre
BRG	Block Resource Group
CMDE	Curriculum Material Development and Evaluation
CRC	Cluster Resource Centre
DDC	District Documentation Centre
DDE	Deputy Director of Education
DEEP	District Elementary Education Programme
DEO	District Educational Officer
DIET	District Institute of Education & Training
DMC	District Monitoring Committee
DPEP	District Primary Education Programme
DPO	District Project Officer
DRCE	District Resource Centre on Education
DRG	District Resource Group
DRU	District Resource Unit
ECCE	Early Childhood Care & Education
EGS	Education Guarantee Scheme
EMIS	Educational Management Information System
HM	Head Master
HS	High School
HSS	Higher Secondary School
ICDS	Integrated Child Development Scheme
IEDC	Integrated Education for the Disabled Children
IFIC	In service and Field Interaction and Coordination
IT	Information technology
JRM	Joint Review Mission
KANFED	Kerala Association for Non Formal Education
KSSP	Kerala Sastra Sahithya Parished
LP	Lower Primary
MGLC	Multi Grade Learning Centre
MIS	Management Information System
MLL	Minimum Level of Learning
MTA	Mother Teacher Association
NGO	Non Governmental Organisation
NPE	National Policy on Education
OBC	Other Backward Community
OHP	Over Head Projector

PAC	Panchayath Advisory Committee
PEEP	Panchayath Elementary Education Programme
PRI	Panchayath Raj Institutions
PSTE	Pre Service Teacher Education
PTA	Parents Teachers Association
SC	Scheduled Caste
SCERT	State Council for Educational Research and Training
SRG	State Resource Group
SSA	Sarva Shiksha Abhiyan
SSG	School Support Group
SSLC	Secondary School Leaving Certificate
ST	Scheduled Tribe
TLE	Teacher Learning Equipment
TLM	Teacher Learning Material
TTC	Teacher Training Certificate
TTI	Teacher Training Institution
UEE	Universal Elementary Education
UP	Upper Primary
VEC	Village Education Committee
VMC	Village Monitoring Committee
WE	Work Experience