



**SOCIAL SAFETY NET
IMPROVEMENT OF PRIMARY EDUCATION
IN
MALAPPURAM, WAYANAD & KASARGODE
DISTRICTS OF KERALA STATE**

**SYNOPSIS OF THE PROJECT REPORT
AND
STATE LEVEL INTERVENTIONS**

DRAFT PROJECT REPORT

NIEPA DC



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**DEPARTMENT OF GENERAL EDUCATION
GOVERNMENT OF KERALA
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SYNOPSIS

A Project for development of Primary Education in Malappuram, Wayanad and Kasargode Districts of Kerala State is prepared on the basis of guidelines issued by Government of India on 1981-'93. Universalisation of Elementary Education by 2000 A.D and achievement of MLL in Primary Education are the goals of the projects. The important issues and problems existing in the Primary Education have been identified and the interventions to tackle them are elaborated in the detailed project report for each District enclosed with this report. This report furnishes the summary statement on the interventions in the selected districts and corresponding estimated costs along with the cost for State Level interventions. The total project cost is Rs. 1609.095 millions. The period of the implementation of the project is seven years. 0.661 million children are benefited by the project out of which 0.124 million belongs to SC/ST. Average per-capita investment for the beneficiary students come to Rs 461 per year. Considering the benefits expected of the project the investments suggested is moderate.

CHAPTER I

A PROJECT AT A GLANCE

INTRODUCTION

1. 1. Kerala, the southern most state of India has an area of 38,63 Sq. Kms. Its population according to the census 1991 is 2,90,9,518. The Kerala State was formed in the year 1956 by combining the princely States of Travancore, Cochin and the erstwhile Malabar District of Madras Province. The levels of education in these three areas were different at the time of formation. The former princely State of Travancore had taken many progressive measures in the field of education and therefore the educational standards in the former princely state of Travancore was higher compared to the other two areas. After formation of Kerala, the State have made significant contribution in the distribution of public utilities. There have been notable efforts in the field of education which are non-comparable with other states in India. The State of Kerala was spending more than 30% of its resources on social services including education. At the time of formation of the State (1956) the total number of schools was 9,050. By the year 1990-'91 this number has increased to 12,134 registering an increase of 34%. The total number of students was 27,09,271 (1956). This has risen to 59.01 lakhs during 1991, registering an increase of 180%. During 1956 the population of the state was 1 44 crores, against 2.90 crores in 1991. The population increase in the period was 101%. A glance at the above figures shows the rate of enrolment of students has surpassed the rate of population increase whereas the increase in number of schools is not in a tune with the increase in student strength. Probably this would have been due to the fact that the increase in the flow of students have been met by additional class divisions and by increasing the number of children admitted in each class, the latter being more predominant. Of the total 12,134 Schools, 4,486 (about 37%) are in Govt. Sector and 7,64 (about 63%) are in the private sector. It is observed that the percentage of phase in SSLC Examination is considerably higher in private schools than that of the Government Schools. The major reason for this difference is the physical facilities available in the private institutions which has caused a flow of students of higher strata of the society towards such institutions leaving the Government Schools to meet the requirements of the socially backward students of the society.
1. 2. The State of Kerala is one of the states in Indian Union which has a very low per capita income compared to the national level. In 1990-'91 the per capita income of Kerala was only Rs. 4,229/- (at current prices) against Rs. 4,974/- (at current prices) the national average. The State through the years has been spending a major portion of its revenue from the exchequer in the field of education (vide table). In the year 1957-'58 the expenditure on education was Rs. 58.5 million (excluding capital expenditure on building construction) where as the same in 1991-'92 is Rs. 8335.8 millions. The total budgetted outlay for 1991-'92 was Rs. 27668.4 million. This indicates that 30% of the revenue receipt of the State, is spent in the field of education. So it is evident that the state is finding it extremely difficult to cope up with the ever increasing demands in the education sector with the increase in population.

1. 3. The Government of India in its scheme on Social Safety Net on Primary Education have called upon to formulate necessary proposals to protect the educational facilities in general and for the poor in particular as the budgetary outlays in the coming years are liable to affect the share, in the field of education, following the structural adjustments in the economy. Therefore they had directed to protect in real terms the budgetary outlays on Primary education to aim at a better targeting so that the poor receives the proportionate benefit in the field of education and also to improve the cost effectiveness for the programme. The world declaration of education for all, (the principles of which have been incorporated in the national policy on education 1986, subsequently modified in 1992) has directed all nations to take effective steps to achieve meeting basic learning needs viz., shaping the vision, access and promoting equity, learning acquisition, broadening the means and scope of education, enhancing environment of learning and strengthening the partnership. Following these directives Government of India have appointed a committee headed by Prof. R.H. Dave (UNESCO) to study a fresh the learning outcome defined in the existing curriculum and to lay down the Minimum Levels of Learning (MLL) for primary education. In the context of Kerala it has become more necessary to tackle the quality variation between Government schools and private schools rural and urban. According to the national policy on education immediate attention has to be given to improve the unattractive school environment, unsatisfactory conditions of buildings, inadequacy of instructional materials, and laying down, Minimum Levels of Learning for all children. The Government of India in the Social Safety Net Programme have again directed to achieve U.E.E by 2000 A.D through a new programme which is area intensive and holistic titled as the District Primary Education Programme. In this programme emphasis has been given to reduce the drop out rates especially for female children and to achieve U.E.E by the year 2000 and to attain basic levels of MLL in the field of primary education from class 1 to 5. It has also been directed that the project would be formulated and implemented with the co-operation, and assistance of Non-Government organisations, eliciting teacher and parent participation and co-operation from all those groups who are the beneficiaries of the project. It has also been directed to give more attention on district with low female literacy rates.
1. 4. Education is purposely designed for developmental activities. It is conceived as departmental activities of Government because education would help us achieving all round developments of individuals which in turn will help them contribute to the development of the nation. If this is to happen curricular transaction should be based on competencies, skills, attitudes and values which form the basis for developments. Thus teaching and learning will not be content oriented as at present, but process oriented. Psychological studies conducted all over the world have shown the deficiency associated with general development as well as educational attainment at higher levels can be traced back to early periods of human development which is the stage at which the children undergo primary education. Therefore effective steps are required for enhancing educational standards, to strengthen education during the early childhood at primary level and to ensure mastery of the M.L.L. The project on development of primary education in Kerala is designed to achieve the above goal.

2. THE PROJECT

- 2.1. Based on the directions explained in para 1-3 above three districts namely Malappuram, Wayanad and Kasargode have been selected for the implementation of the project (refer Map of Kerala). A survey somewhat similar to a base line survey was conducted for Malappuram District in 1986, which was up dated by the sample survey conducted during the first week of April, 1993. The results of these surveys have been utilised for the other two districts also.
- 2.2. As per the directions for the preparation of the project, separate actions were taken for each districts and at State level. The core groups for the States and District levels were constituted. The meetings of the Primary Headmasters, Principals of the DIETs, members of the District Councils, Members of Panchayats, MLAs and M.Ps and Parents were conducted to classify the issues and the problems in the field of Primary Education. These problems were analysed in detail and appropriate interventions are designed to solve the problems within the project period. Chapter II of the each district plans describes the issues and problems in details, the chapter III the details of the project for the district, Chapter IV the cost estimate, Chapter - V Project Management and Chapter VI benefits and risks. The summary statement for the project as a whole is furnished as master table in this report.

3. STATE LEVEL INTERVENTIONS AND ORGANISATIONAL SET UP FOR IMPLEMENTATION OF THE PROJECT

3.1. An autonomous society named "Primary Education Development Society Of Kerala" will be registered as per the provisions in the Charitable Societies Registration Act 1986. The Society will have a Governing body with Chief Minister as Chairman. Minister for Education Vice-chairman and the Director of Public Instruction as the Managing Director. The core group formed for the formulation of the project will be working under the Managing Director with necessary organisational set up as explained in the chart. There will be district offices for the Society in each district. The District Collector of the District will be the Chairman of the District unit of the Society. There will be an Executive Director Projects in the rank of Deputy Director (Education) who will also will be the Secretary of the Society at District level. The Principal (DIET) will be the Programme Co-ordinator (Academic) who will be assisted by necessary supporting staff as explained in the organisational chart to take up the additional academic works due to the implementation of the project.

3.2. An Engineering Wing of the State PWD will be working directly under the control of the Managing Director. This engineering wing will have necessary supporting staff at district level. The district level staff will also be under the administrative control of the District Chairman of the Society and also be under the technical control of the Chief of the Engineering Unit who works under the Managing Director.

3.3 Conversion of SIE to SCERT

3.3.1. The State has a State Institute of Education, which was formed by converting the Bureau of Educational Research and Training of the Education Department in the year 1964. The State Institute of Education is in charge of Research innovation, Training, Extension, Development and Curriculum activities of the Department. The present set up faces major problems like structural inadequacy, lack of academic staff, inadequacy of funds and absence of autonomy for the activities of the Institute. The SIE is now imparting various training programmes for the teachers of the Core subjects at the secondary level. With the establishment of DIETs in the State, the SIE has to play a more meaningful role in giving academic guidance and leadership. At present due to limitations mentioned above, the SIE is not in a position to discharge the responsibilities with respect to DIETs. In order to over-come the deficiencies mentioned above, it is proposed to convert the present SIE to SCERT in the pattern existing in other States of India. The restructuring the staff pattern, introducing new methods of recruitment to attract qualified persons to the body, assuring professional development of staff by adopting appropriate development programme improving the infrastructural facilities and above all providing an autonomous set up are the main interventions included in the proposal.

4. Strengthening the Central Text Book Organisation of the State.

1. In order to ensure the timely distribution of the text books in the project districts, it is necessary to strengthen the text book organisation. Improvement of the Central store at Thiruvananthapuram and the District stores in the educational districts of the project

districts, improvement of the District Stores of the revenue district included in the project, and construction of new text book stores for every five educational sub districts in the project districts are envisaged. A computerised management system for the distribution of text books is included in the project. The cost of district level interventions included in the district plans and the cost of the state level interventions are furnished in the master table.

3.5. Imparting Advanced Training.

The personnel engaged in the management and implementation of the project require specialised training at various centres in India and abroad. All the key managers at District level and State level are to be given training sufficiently early. The cost for the item is included in the master table

3.6. The funds released for the Project will be placed in a Bank account in any of the Nationalised Banks in the name of the Managing Director of the Society, who will place the necessary funds at the District level.

4. COST ESTIMATE AND PHASING OF THE EXPENDITURE

4.1. The master table furnished^s the cost estimate for the various interventions at State level and District level. The phasing of the expenditure is furnished in table - 2 attached. The period of the project is seven years.

4.2. Sustainability.

4.2.1. The budgetary outlay of the State Government for school education for the years 1957-'56 to 1992-'93 is furnished in table - III. These expenditure figures are plotted in figure-2. The project expenditure are super imposed and plotted. It shows that the existing rate of growth in the field of education can sustain the additional expenditure caused by the project at the end of the project period. This is^s as the maintenance charges and recurring expenditure are comparatively very low when compared to the project cost.

4.3 Replicability.

4.3.1. A remarkable improvement in primary education is expected by the completion of the Project in 2000 A.D. All the strategies and steps designed for the project are extremely suitable for achieving the objectives. The strategies adopted can be applied in other districts also. It will find wide application in the improvement of education at higher level too. Similar type of training programme can be used to orient teachers for other purposes in future. The rooms and other constructions are of standard size and can be built at minimum cost. They can be of use for any purpose, and can be easily replicated.

4.4 Cost Effectiveness

4.4.1. Special care is given in drawing out various training programmes so that the modules developed for each type of the programme can be replicated and made available for the various training centres. Low cost building techniques will be adopted for all the building constructions taken up in the project. An autonomous body named "Nirmithi Kendra" has developed many innovative procedures for reducing the building cost. These procedure are found to be very effective in reducing the cost without compromising the strength requirement. It is proposed to associate this body with the implementation of the project. So that the techniques developed by them can be efficiently implemented. Attempts are made to minimise the cost of all interventions.

5. EVALUATION

5.1 Computerised MIS Programme

- Schoolwise, programme wise table for the purpose of programme performance and facility monitoring will be introduced in primary schools in the programme area and they will be asked to send regular reports to the district project co-ordinator. The number of these reports will depend upon the frequency at which tools are applied to measure the achievement of M.L.L. In the case of U.E.E. a simple reporting system regarding the improved academical performance of the pupils and the absenteeism will serve the purpose. In addition, reporting has to be made on the impact of modern instructional methods. Effective tools are to be designed for measuring non-cognitive areas of learning by organising field level workshops with the participation of the experts in the subject. In order to stream line the monitory^{ing} process the following output tables are to be structured, flexibility in the design of the reporting system is warranted by the nature of the project and these programme wise tables require further development during the implementation. Similarly, a district wise programme wise table, for school wise performance, District wise and school wise facility consolidation tables are to be structured and developed as explained above. At the state level, a single table combining the programme wise details, performance details and facility consolidation details is to be designed to classify and present the basic information regarding the implementation of the project.

6. CONCLUSION

- 6.1 Kerala having the highest literacy rate is the most suitable state to implement the programmes for achieving U.E.E. by 2000 AD. Introduction of the programme on mastery of M.L.L. in the state for the qualitative improvement cannot be dispensed with. Primary Schools in Kerala is in the radius of 2 to 3 Kms, accessibility, the availability of teachers, quality consciousness of parents etc. accelerate the need for mastery of M.L.L. achievement. The facilities, man power, techniques available in Kerala can be made use of for both U.E.E. and mastery of M.L.L. These resources can be strengthened with this venture of additional resources expected to be available in the implementation of the project.
- 6.2 Now in the State, primary education the curriculum prescribed for them is already revised as per the standards prescribed by the N.C.E.R.T. and a new generation of text books are readily available to the coming generation of schooling. The State Institute of Education has also conducted a study in the form of achievement test on the line of obtaining the mastery of M.L.L. The data is analysed by N.C.E.R.T. and a report of observation is reviewed. A number of programmes like community Education Centre, implementation of ECCE compensatory Education and establishment of Ashramam Schools are formulated in this project proposal on the basis of these observations.
- 6.3 The State Government is very much keen in the Social Services of their population. The highest priority is being given to Education Sector. It is evident, the State Government is allotting a major chunk of State Revenue for the development of the human resources. The share of the present budget allocation for Education Sector and its trend in the preceding years shows that, the resources available can be cater to the programmes implemented in the project period and to continue those programmes even after the project period is over.
- 6.4 The programmes included in the proposal intends to cover the whole gamut of school age children and also envisages to "reaching the unreached".
- 6.5 Perhaps the above mentioned programmes are for the 1st time in the State. This satisfies the policy direction of the World Declaration of Education and also the National Policy of Education (1986). The emphasis on non-cognitive area would enable the shaping of pupils to ideal citizens who possesses a broad vision on national integration, communal harmony and equality of all.

TABLE 1

MASTER TABLE OF THE S.S.N. PROJECT OF KERALA
IMPROVEMENT OF PRIMARY EDUCATION IN KERALA
(SUMMARY OF ISSUES, INTERVENTIONS AND COST ESTIMATE)

(Rs. in millions).

Sl. No.	Issues	Intervention	Cost Estimate District Wise			State Level	Total	Remarks.
			Kasargode	Malappuram	Wayanad			
1	2	3	4	5	6	7	8	9
I.	Total enrolment of children in the age group of 6-14 years.	1. Awareness Campaign	2.000	2.449	0.485		4.934	
		2. E.C.C.E	90.620	93.138	44.200		227.958	
II.	100% retention of children upto Vth standard.	1. Infrastructural facilities	126.176	341.465	63.915		531.556	
		2. Bifercation of Primary Schools.	-	44.030	-		44.030	
		3. Replacement of rented buildings	47.611	51.500	11.275		110.386	
III.	Achievement of equity and access to Primary Education	1. Opening of new Schools	12.994	27.825	55.650		96.469	
		2. Non-formal education programme	1.528	1.500	-		3.028	
		3. Community education centres.	-	-	256.050		256.050	

1	2	3	4	5	6	7	8	9
IV.	Attainment of Minimum level of learning in Primary Education.	1. Training Programme						
		a. For Teachers	4.938	5.50	1.366		12.154	
		b. For Voluntary agencies	0.700	0.156	0.037		0.893	
		c. For resource persons	0.363	0.487	0.230		1.080	
		d. For Inspection team	-	0.315	0.063		0.378	
		2. Strengthening academic Inspection	2.512	2.625	0.240		5.377	
		3. Strengthening DIET.	5.378	2.243	2.243		9.864	
		4. Preparation and supply of teachers hand book/ resource and course materials.	2.507	0.647	0.150		3.331	
		5. Opening sub-centres	1.220	6.875	-		8.095	
		6. Early distribution of text books.	1.920	-	-		1.920	
		7. Providing the man power in order to facilitate teaching learning process.	48.76	-	-		48.76	
		8. Preparation and distribution of evaluation tools.	9.595	-	-	-	9.595	
		9. Compensatory education.	46.605	33.750	5.400	-	85.755	

1	2	3	4	5	6	7	8	9
		10. Ashram schools.	16.392	10.000	15.000	-	41.392	
		11. Opening of community libraries.	2.600	36.352	-	-	64.952	
		12. District office of registered Societies.	2.380	2.884	2.884	-	8.148	
		13. Pre-Project cost.	1.250	1.700	1.000	-	3.950	
		14. Preparation of low cost; zero cost learning aids	0.540	-	-	-	0.540	
			454.59	665.818	460.188		4580.595	
	State level Interventions.	1. Pre-Project expenditure.				11.00		
		2. Training Programme.				1.0		
		3. Formation of society and State level expenditure for the implementation of the project.				14.4		
		4. Strengthening of S.I.E.				6.6		
		5. Strengthening of Text Book Organisation.				5.5		
					Grand Total		1609.095	

TABLE NO. 2
PHASING OF EXPENDITURE OF THE PROJECT

Sl. No.	Issues	Name of Sub-item	Expenditure Year wise (Rs. In million)							Total
			Zero	First	Second	Third	Fourth	Fifth	Sixth	
1	2	3	4	5	6	7	8	9	10	11
		Awareness campaign.	-	4.934	-	-	-	-	-	4.934
I.	Total enrolment of Children in the age Group of 6 to 14	E.C.C.E.	-	108.180	48.020	17.940	17.940	17.940	17.940	227.958
II.	100% retention of Children up to Vth standard	Providing infrastructural facilities including bifurcation of over crowded schools and replacement of rented buildings	-	514.479	171.495	-	-	-	-	685.972
III.	Achievement of equity and access to primary education.	1. New Schools.	-	51.650	21.160	5.915	5.915	5.915	5.915	69.469
		2. Non formal and community education	-	162.080	19.380	19.380	19.380	19.380	19.380	259.078
IV.	Achievement of M.L.L.	1. Training Programme, preparation and Supply of hand book and other materials	-	-	27.971	-	-	-	-	27.971
		2. Strengthening academic inspection and providing manpower	-	-	10.827	10.827	10.827	10.827	10.827	54.137
		3. Strengthening DIET	-	2.652	1.442	1.442	1.442	1.442	1.442	9.864
		4. Opening Sub-centres and early distribution of text books	-	5.394	0.924	0.924	0.924	0.924	0.924	10.015
		5. Compensatory education and Ashram Schools	-	43.306	16.584	16.584	16.584	16.584	16.584	127.147
		6. Opening community libraries	-	27.174	7.555	7.555	7.555	7.555	7.555	64.951
		7. District office of the registered societies	-	4.175	0.795	0.795	0.795	0.795	0.795	8.148
		8. Pre-Project cost District level	3.950	-	-	-	-	-	-	3.950
V.	State level intervention	1. Pre-project and core group expenditure	6.243	1.680	1.680	1.680	1.680	1.680	1.680	15.400
		2. Training Programme	-	0.500	0.250	0.250	-	-	-	1.000
		3. Strengthening S.I.E	0.660	0.990	0.990	0.990	0.990	0.990	0.990	6.600
		4. Strengthening T.B.O.	0.786	0.786	0.786	0.786	0.786	0.786	0.786	5.500
Total			11.639	928.080	329.855	85.067	84.818	84.818	84.818	1609.095

TABLE No. 3
THE BUDGETARY OUTLAYS IN THE EDUCATION SECTOR
THROUGH YEARS (EXCEPT) CAPITAL PROVISION

Year	Provision in (lakhs)	Year	Provision in (lakhs)
1957-58	584	1981-82	19854
1958-59	522	1982-83	22255
1959-60	1042	1983-84	25118
1960-61	1185	1984-85	25578
1961-62	1449	1985-86	29838
1962-63	1607	1986-87	37001
1963-64	1747	1987-88	40253
1964-65	1804	1988-89	43665
1965-66	2104	1989-90	45414
1966-67	2622	1990-91	53632
1967-68	2919	1991-92	60990
1968-69	3530	1992-93	76020
1969-70	4233		
1970-71	4561		
1971-72	-		
1972-73	-		
1973-74	6746		
1974-75	7235		
1975-76	9721		
1976-77	11909		
1977-78	12474		
1978-79	13544		
1979-80	15603		
1980-81	16710		

TABLE No. 4
NUMBER OF PRIMARY SCHOOLS IN THE STATE

District	Government	Aided	Unaided	Total
Thiruvananthapuram	513	363	46	922
Kollam	405	421	26	852
Pathanamthitta	255	419	31	705
Alappuzha	318	386	19	723
Kottayam	293	551	43	887
Idukky	168	253	12	433
Ernakulam	357	532	59	948
Trissur	246	686	30	962
Palakkad	300	561	24	885
Malappuram	509	737	18	1264
Kozhikode	310	832	15	1157
Wayanad	129	103	9	240
Kannoor	247	934	7	1188
Kasargode	273	204	5	482
Total	4323	6981	344	11648

TABLE 5

NUMBER OF STUDENTS IN PRIMARY SCHOOLS (STANDARD I-V)

DISTRICT	Govt.			Aided			Un-aided			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Thiruvananthapuram	86589	84602	168991	44978	45120	90098	8635	9182	17817	140202	136704	276906
Kollam	62273	59462	121735	50767	48679	99446	3330	3489	6819	116370	111630	228000
Pathanamthitta	23275	22508	45783	25895	24722	50617	3724	3602	7326	52894	50832	103726
Alappuzha	40407	37471	77878	45696	43583	89279	2483	2949	5432	88586	84003	172589
Kottayam	27989	25455	53444	51433	49870	101303	5128	4135	9263	84550	79460	164010
Idukki	18828	17102	35930	31521	29245	60766	1339	1407	2746	51688	47754	99442
Ernakulam	43838	40706	84544	71934	70118	142052	9670	8157	17827	125442	118981	244423
Trissur	40013	28217	68230	98758	97749	196507	4621	2341	6962	143392	128307	271699
Palakkad	49575	48762	98337	92114	70613	162727	3890	4035	7925	145579	123410	268989
Malappuram	95271	89186	184457	130828	123563	254391	1691	1420	3111	227790	214169	441959
Kozhikode	42408	39897	82305	106686	100473	207159	1226	756	1982	150320	141126	291446
Wayanad	21607	20118	41725	19820	19040	38860	1013	966	1979	42440	40124	82564
Kannur	27847	26823	54670	103272	96915	200187	958	829	1787	132077	124567	256644
Kasargode	42354	39367	81721	27828	25447	53275	798	785	1583	70980	65599	136579
Total:	622274	577476	1199750	901530	845137	1746667	48506	44053	92559	1572310	1466666	3038976

TABLE No. 6
LITERACY RATE

Sl. No.	State/District	Literacy rate excluding 0-6 years		
		Persons	Males	Females
	KERALA	89.31	93.62	86.17
1.	Kasargode	82.51	88.57	76.29
2.	Kannur	91.48	95.54	87.65
3.	Wayanad	82.73	87.59	77.69
4.	Kozhikode	91.10	95.58	86.79
5.	Malappuram	87.94	92.08	84.09
6.	Palakkad	81.27	87.24	75.72
7.	Thrissur	90.18	93.77	86.94
8.	Ernakulam	92.35	95.46	89.27
9.	Idukki	86.94	90.82	82.96
10.	Kottayam	95.72	97.46	94.00
11.	Alapuzha	93.87	96.79	91.12
12.	Pathanamthitta	94.86	96.55	93.29
13.	Kollam	90.47	94.09	87.00
14.	Thiruvananthapuram	89.22	92.84	85.76

TABLE No. 7
DROP OUT RATE

Sl.No.	District	Boys	Girls	Total
1.	Thiruvananthapuram	2.6	2.6	2.6
2.	Kollam	3.9	3.2	3.5
3.	Pathanamthitta	2.9	2.2	2.5
4.	Alappuzha	1.5	2.0	1.7
5.	Kottayam	4.2	2.3	3.2
6.	Idukki	5.5	4.5	5.0
7.	Ernakulam	2.7	3.3	2.5
8.	Thrissur	4.5	3.2	3.9
9.	Palakkad	3.1	3.1	3.1
10.	Malappuram	4.6	4.3	4.4
11.	Kozhikode	3.3	2.6	3.0
12.	Wayanad	5.8	4.6	5.2
13.	Kannur	3.7	4.8	4.2
14.	Kasargode	5.3	4.9	5.1
		3.71	3.23	3.47

TABLE No. 8

NUMBER OF PRIMARY SCHOOLS IN MALAPPURAM DISTRICT

Standard From-To	Government	Aided	Unaided	Total
I-IV	317	448	7	772
I-V28	18	80	-	58
I-VII	96	144	3	243
V-VII	13	81	3	97
I-X19	19	6	3	28
V-X	36	28	2	66
Total:	509	737	18	1264

TABLE No. 9
NUMBER OF PRIMARY SCHOOLS IN WAYANAD DISTRICT.

Standard From-To	Government	Aided	Unaided	Total
I-IV	65	46	5	116
I-V3	3	6	-	9
I-VII	33	36	-	69
V-VII	1	5	2	8
I-X20	20	4	2	26
V-X	7	5	-	12
Total:	129	102	9	240

TABLE No. 10
NUMBER OF PRIMARY SCHOOLS IN KASARGODE DISTRICT

Standard From-To	Government	Aided	Unaided	Total
I-IV	130	103	4	237
I-V4	11	-	-	15
I-VII	69	64	-	133
V-VII	4	9	-	13
I-X	53	3	1	57
V-X	14	14	-	28
Total	274	204	5	483

TABLE 11

COST ESTIMATE FOR THE PROJECT MANAGEMENT AT THE STATE LEVEL.

(Rs in Millions)

Sl. No.	Description	Cost for seven years	Cost for one year	Cost for seven years
1.	Establishment	7.00	-	-
2.	Telephone Installation charge	0.29	-	-
3.	Telephone recurring charge	0.15	-	-
4.	Photo copier	0.75	-	-
5.	Electronic Typewriter	0.03	-	-
6.	PCAT with 160 MB	0.75	PC 8086 chip based system with hard disk added	-
7.	Cartridge back up or streamer type	0.55	-	-
8.	Printer for computer	0.65	-	-
9.	Van	0.50	-	-
10.	Consulting fee	0.30	-	-
11.	Contingency	1.25		
12.	Consultant Architect fee	0.50	-	-
13.	Minimum facilities	1.50		
14.	Fax system	0.70	-	-
Total		14.40 M		
Grand Total for State and District - Rs. 14.40 Millions.				

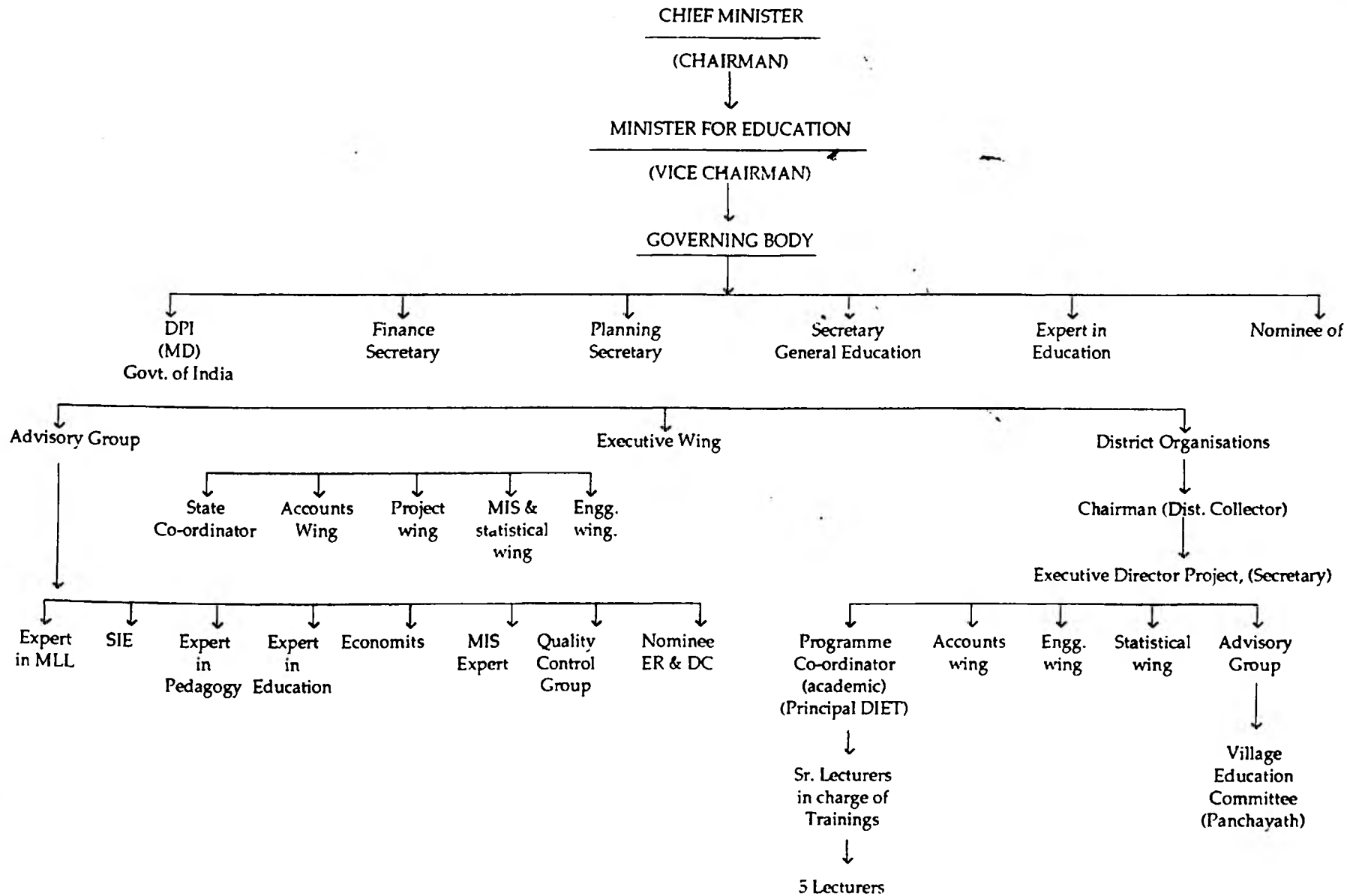
TABLE 12

**STRENGTHENING OF STATE INSTITUTE OF EDUCATION AS SCERT.
RECURRING AND NON-RECURRING EXPENDITURE**

(Rs. in Millions)

Sl. No.	Description	For the project period
1.	Establishment charges	2.226
2.	Van	0.5
3.	Fax	0.070
4.	Telephone installation	0.015
5.	Recurring charges	0.105
6.	Photo-copier	0.15
7.	Minimum facilities	0.087
8.	Civil works	1.5
9.	Contingencies	0.175
10.	Strengthening of the present SIE	1.8
Total expenditure		Rs. 6.628 Millions

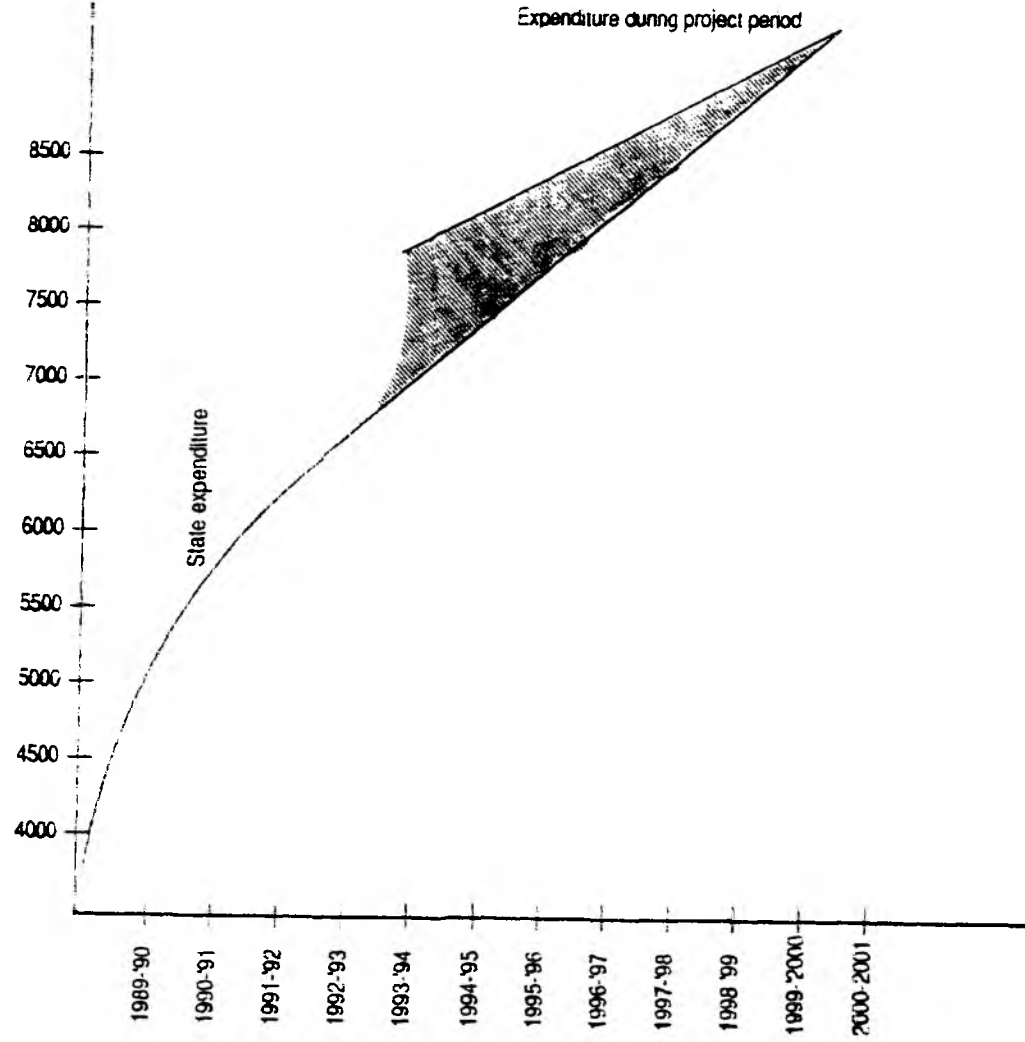
**SOCIETY FOR DEVELOPMENT OF PRIMARY EDUCATION IN KERALA
(SDPK)**



ANNEXURE II -

SUSTAINABILITY GRAPH

EXPENDITURE (Rupees in Million)



UDYOGI
 Ministry of Education
 Planning and Administration
 17, Sardar Sarbajit Road, Marg,
 New Delhi-110015
 DOC No. 05-18-94
 Date 05-18-94



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