

SARVA SIKSHA ABHIYAN
ANNUAL WORK PLAN & BUDGET

2003-2004

DISTRICT : IDUKKI

Chapter I

Introduction

Historical Background

Idukki, the unspoiled natural queen of Kerala is a tourist paradise. Idukki is the most gifted district of Kerala. With high ranges of altitude varying from 2500 feet above sea level, Idukki is the district where forest and wild life abound. About 1500 Sq.Km. of its area is reserved forest, much of which is home to a variety of flora and fauna.

For the people of Kerala, Idukki is always associated with power generation. About 60% of the State's power needs come from the hydro-electric power station at Moolamattom, the biggest in the state. The famous Idukki arch-dam, the first of its kind in India, is built between two huge granite hills across the river Periyar

Socio-Economic and Cultural & Linguistic Characteristics

Hilly terrain, lack of proper irrigation facilities and accessibility, forest cover and topographically in general make a major portion of the available land unsuitable for cultivation. Even then agriculture and animal husbandry are the main occupation of the people.

Of the total area of 5,10,522 Ha, 2,17,005 Ha are under cultivation. Non food crops occupies about 90,000 Ha. Small and marginal farmers are predominant in the district. However, in high lands there are comparatively large holdings of plantations owned by corporate bodies and other private agencies. It comes about 1,25,160 Ha. The per capita availability of the land in Idukki district is 0.24 Ha.

Agriculture is the most important segment of the economy and is still the largest source of employment in the district. Cardamom, Tea, Rubber and Coffee account for more than 50 % of the taluk cropped area and Pepper occupy about 25%. Paddy cultivation is comparatively less, confined to around 5000 Ha.

Geographical Condition

This district lies between latitude 9°, 15' and 10°, 21' North and longitude 76°, 37' and 77°, 25' east. The area of the district is 5150.8 Sq. Kms. For the purpose of developmental activities it is divided into Eight Community Development Blocks viz., Adimaly, Azhutha, Devikulam, Elamdesom, Idukki, Kattappana, Nedumkandam and Thodupuzha.

Name of Taluk	Area in Sq. Km	No. of Villages
Devikulam	1774.16	13
Thodupuzha	973.29	19
Udumbanchola	1071.40	23
Peermade	1286.37	10

Geography

The district's name, 'Idukki' is supposed to be derived from the Malayalam word 'Idukku' which means a narrow gorge. That could be true, for narrow steep-sided valleys are not a strange phenomenon in this hilly district flanked by the Western Ghats in the East. Idukki district was formed on January 26, 1972 carving out Devikulam, Peermade and Udumbanchola taluks from the erstwhile Kottayam district and Thodupuzha taluk from the erstwhile Ernakulam district.

Forests

About $\frac{1}{4}$ forest area of the State is in this district. The total forest area in the district is 260907 Ha. The State Forestry Department has identified about 25000 Ha as grass land degraded forest, failed plantations and waste of land for developing it for tree crops such as Eucalyptus, Mahagony, Silver Oak, Acacia.

Traveling facilities

The district is accessible only by road. The total extend of road lines in the district is about 8000 Kms of which only less than 1750 Kms are black topped. About 80% of roads are lower type. National Highway HN49 passes through the district. Rail and Airlinks are not available.

List of Blocks with Panchayaths

Blocks	No. of Panchayath
Adimaly	6
Devicolam	7
Nedumkandam	7
Elamdesam	7
Idukki	6
Kattappana	7
Thodupuzha	6
Thodupuzha (Municipality)	1
Azhutha	6
Total	52

Demography

Population of the district according to 2001 Census is 1128605 of which 566405 are male and 532200 are female. The decade population increase in the district is 16.96%.

The density of population of the district is 252 as per 2001 census. It was 236 as per 1991 census. Scheduled casts and scheduled tribes together constitute 18.5% of the total population. Tamilians are the linguistic minority of the district with a population of about 3 lakhs.

Mannans, Malayarayan, Muthuvans, Hilly Pulaya, Paliyan and Ulladan are the different groups of tribals in the district and it comprises 4.6% of the population of the district. There are 245 tribal settlements in this district. 74 in Thodupuzha, 11 in Peermadu, 126 in Devicolam and 34 in Udumbanchola taluks.

Sex ratio

Category	1991	2001
State	1036	1058
Idukki	975	999

Literacy scenario

Idukki is considered as a socially, educationally and economically backward district. The backwardness of the district is visible in the literacy rates also. Even though, the State Government has made many efforts to upgrade the literacy rate through the literacy programme, it has not gained the anticipated success, especially in

tribal Tamil speaking areas and so these tribal pockets remain extremely backward in this regard.

Details of literacy rate

Category	1991	2001
Persons	89.81	90.92
Male	93.62	94.20
Female	86.17	87.86

Situational analysis leading to the launching of SSA

The Sarva Shiksha Abhiyan (SSA) is a historic stride towards achieving the long cherished goal of universalisation of Elementary Education (UEE) through a time bound integrated approach, in partnership with states. SSA, which promises to change the face of the elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6-14 age group by 2010. It is an effort to recognize the need for improving the performance of the school system and to provide community owned quality elementary education in a mission mode. It also envisages bridging of gender and social gaps. The prime features of the SSA are given below

- A programme with a clear time frame for universal elementary education
- A response to the demand for quality basic education all over the country.
- An opportunity for providing social justice through basic education.
- An effort at effectively involving the Panchayati Raj institutions, the School Management Committees, the village and Slum level Education committees, the Parent Teacher Associations, the Mother Teacher Associations etc.
- An expression of political will for universal elementary education at highest level.
- A partnership between the Council, State and the Local Government.
- An opportunity for States to develop their own vision of elementary education.

Main objectives of SSA

The main objectives of the SSA are:

- All children in school, Education Guarantee center, Alternative school, or in Back to school camps by 2003.
- All children complete five years of primary schooling by 2007;

- All children complete eight years of schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life;
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal relations by 2010.

Institutional capacity building

The SSA conceives a major capacity building role for national and State level institutions like NIEPA / NCERT/NCTE/SCERT/SIEMAT. Improvement in quality requires a sustainable support system of resource persons.

Improving mainstream educational administration – It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods. Community based monitoring full with full transparency. The programme will have a community based monitoring system. The Management Information System (EMIS) will correlate school level data with community based information from micro planning and surveys. Besides this, every school will have a notice board showing all the grants received by the school and other details. Habitation as a unit of planning – The SSA works on a community based approach to planning with habitation as a unit of planning. Habitation plans will be the basis for formulating district plans. Accountability community – SSA co-operation between teachers, parents and PRIs as well as accountability and transparency. Education of girls – Education of girls, especially those belonging to the scheduled castes and scheduled tribes, will be one of the principal concerns in Sarva Shiksha Abhiyan.

Target groups

In order to achieve the goal of Universalisation of Elementary Education, the targets set at the national level under SSA are as follows:

- All children in school, education guarantee center, alternative school and in back to school camp by 2003.
- All children completed five years of primary schooling by 2007.
- All children completed eight years of elementary schooling by 2010.
- All children in the age group of 6-14 and do not have enrolled in any of the institutions mentioned above.

- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary stage by 2010.
- Universal retention by 2010.

CHAPTER II

District Profile

Information on demography

Population of the district according to 2001 Census is 1128605 of which 566405 are male and 532200 are female of the total population. 1,071,365 are rural population and the remaining 57,240 urban. The taluk wise details of rural, urban population are given below.

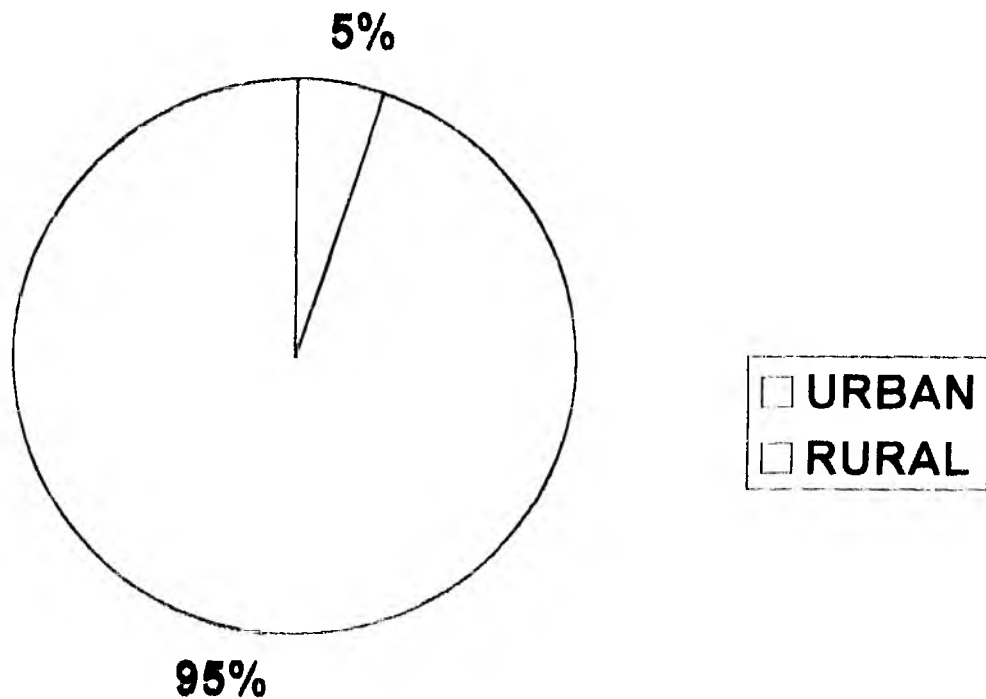
TABLE 4
Taluk wise details of population

Sl. No	Name of taluk	Rural			Urban		
		Persons	Male	Female	Persons	Male	Female
1.	Devikulam	184680	93275	91405	0	0	0
2.	Udumbanchola	430332	216127	214205	2311	1198	1113
3.	Thodupuzha	263316	131995	131321	54929	2720	27709
4.	Peermadu	193037	96595	96442	0	0	0
	District	1071365	537987	533378	57240	28418	28822

Source of data : Census report 2001

Its graphical representation is shown in the next page.

Distribution of rural and urban population



The decade population increase in the district is +6.96%. Percentage decadal variation in population of Idukki since 1901 is given as table below.

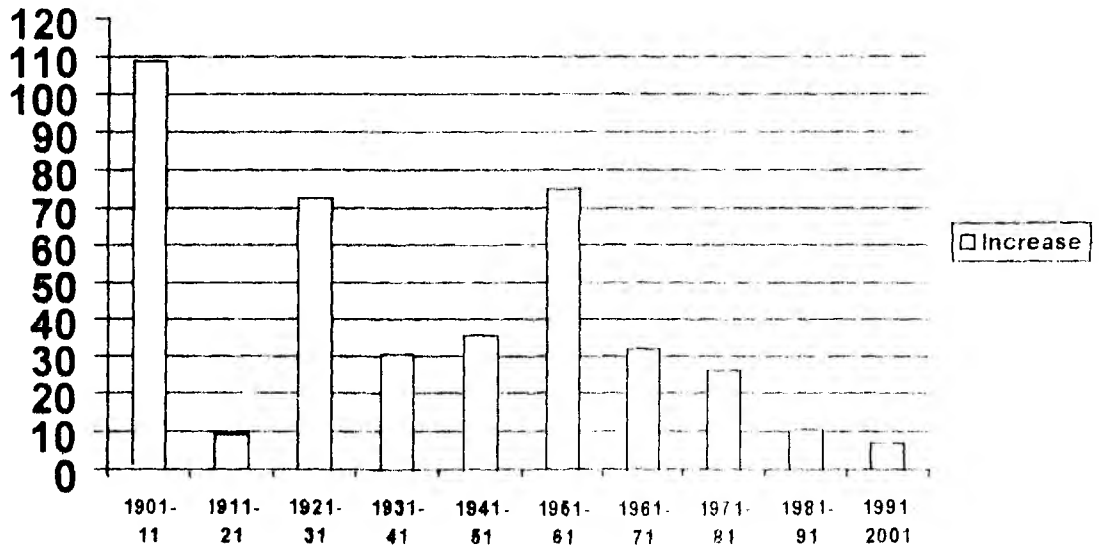
Table
Percentage decaded variation in population

Sl. No	Year	% decaded	
		Kerala	Idukki
1.	1901-11	+11.75	+108.75
2.	1911-21	+9.16	+9.23
3.	1921-31	+21.85	+72.53
4.	1931-41	+16.04	+30.37
5.	1941-51	+22.82	+35.69
6.	1951-61	+24.76	+74.94
7.	1961-71	+26.29	+31.39
8.	1971-81	+19.24	+25.99

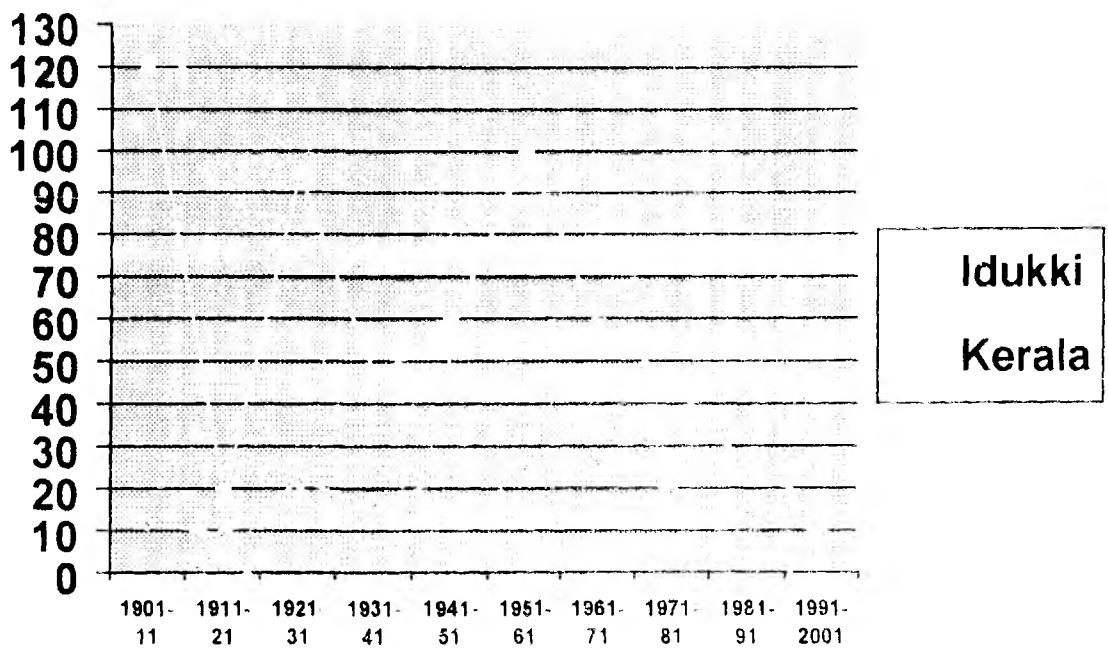
9.	1981-91	+14.32	+10.45
10.	1991-2001	+9.42	+6.96

Source : Census report provisional population tables 2001, Page 26, Table 2

Increase in population



Comparison with state



The density of population of the district is 252 as per 2001 census. It was 236 as per 1991 census. Scheduled casts and scheduled tribes together constitute 18.5% of the total population. As per the Census Statistics, the Scheduled Caste population is 1.57 lakhs and Schedule Tribe population is .5 lakhs. Tamilians are the linguistic minority of the district with a population of about 3 lakhs.

Mannans, Malayarayan, Muthuvans, Hilly Pulaya, Paliyan and Ulladan are the different groups of tribals in the district and it comprises 4.6% of the population of the district. There are 245 tribal settlements in this district 74 in Thodupuzha, 11 in Peermadu, 126 in Devikulam and 34 in Udumbanchola taluks

Table
Sex ratio

Category	1991	2001
State	1036	1058
Idukki	975	999

Source of data : Census report

Information on area

The area of the district is 5150.8 Sq Kms. For the purpose of developmental activities it is divided into Eight Community Development Blocks viz., Adimaly, Azhutha, Devikulam, Elamdesom, Idukki, Kattappana, Nedumkandam and Thodupuzha.

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Udumbanchola	1071.40	23
Peermade	1286.37	10

Information on Literacy

According to the 1991 census the literacy rate is 89.81% and according to the 2001 census it is 90.92%. The present male literacy rate is 94.2 while the female literacy rate is 87.86.

Education Profile

Educational Administration in the district

The Director of Public Instruction is the head of school education department. At the district level, Deputy Director of Education is the controlling officer. The revenue district Idukki is divided into two educational districts Thodupuzha and Kattappana. There are 7 educational sub districts each controlled by Assistant Educational Officers.

The educational sub districts are :

- Adimaly
- Arakkulam
- Kattappana
- Munnar
- Nedumkandam
- Peermadu and
- Thodupuzha

The schools function under the control of HM. The AEO and DIET faculties are involved in the work of supervision and monitoring of primary schools. Deputy Director of Education is the authority for appointments, transfers and promotion of teachers.

Educational facilities at various levels

For imparting education to children pre-primary schools, primary schools and higher secondary schools are functioning in the district

The major category of pre-primary schools belong to Anganwadies. Other than these, certain pre-primary schools run by PTAs, Government and other than agencies are available in the district. Blockwise details of the pre-primary schools and anganwadies are given.

State and Central sponsored schemes

Besides the routine programmes and projects implemented in the general education stream. Some special programmes were planned and executed by the state and central government in the education field with a view to achieve the objectives envisaged in the various educational studies. This include the IED programmes by the

central government, QIP, OBB, Mahila Samakhya and the various special scholarships issued by these governments

Details of Externally funded schemes

Apart from the schemes and programmes implemented by the state and central government several other schemes were implemented in the district using the funds provided by external agencies. This mainly includes the schemes and programmes funded by MPs, MLAs and other voluntary organization. Such schemes provide fund for purchasing computer construction of building compound walls, furniture etc

In this district all high schools including aided schools were provided with 4 computer per school using MP fund. Computers were also provided by using MLA fund.

District Institute of Education and Training (DIET)

The District Institute of Education and Training has been functioning in this district since 1992. It provides pre-service and in-service training to all elementary school teachers. It is the academic resource center of the district. It also intervenes in the field of Education. It has 7 units. They are:

- Planning and management
- District Resource Unit
- Inservice Field Interaction Innovation and Co-ordination
- Work Experience
- Pre-service teacher education
- Curriculum material development and
- Educational Technology

Since Idukki was a DPEP district, its functionaries such as BRC's and CRCs are also available in the Education scenario of the district. DIET had a pivotal role in the functions of DPEP, mainly in the academic interventions. DIET principal had worked as the additional DPC and the faculty members included as the academic coordinators DPOs, district resource team members

Regarding Primary, Secondary schools it includes Government, aided and recognized schools. Details of Government and aided primary and secondary schools are given below.

(Block wise number of Schools)

Sl. No	Block	LP Only	UP Only	HS having UP	LP and UP	HS with primary	HS only	Total
1	Adimaly	18	1	4	13	10	3	51
2	Arakkulam	26	8	3	7	4	6	54
3	Kattappana	32	10	5	8	9	4	68
4	Munnar	45	7	10	1	1	1	65
5	Nedumkandam	26	5	5	5	6	2	49
6	Peermadu	33	2	10	11	9	4	69
7	Thodupuzha	41	4	12	22	8	6	93
	Total	221	37	49	67	47	28	449

Details of Pre-primary schools and Anganwadies

Sl. No.	Block	Number of Anganawadies	No. of pre-primary schools
1	Idukki	123	
2	Kattappana	202	1
3	Azhutha	177	
4	Nedumkandam	161	1
5	Elamdesam	110	
6	Thodupuzha	102	3
7	Adimaly	158	1
8	Devikulam	112	
	Total	1145	6

Number of Preprimary schools attached to Govt. Schools are also specified

Access Position

Out of the total households in Idukki district about 41% of the households have access to LP schools within 1 KM. As per the educational norms we should have an LP school within one kilometer of every household Here 59% of the total households are out of this norm This is mainly because of the peculiar geographical nature of the district. Furthermore about 7% of the households have access to LP schools out of 4 Kms (Source house to house survey)

This phenomenon is not identical in all blocks. This problem is more acute in the case of blocks located in high range areas For example in Thoduuzha block which is a low range block, all house holds have access to LP within 5 kilometres. But in Devikulam block, high range, 491 households have access to LP out of 10 KMs

Details of accessibility

Sl. No	Name of block	No. of out of school children in the age group						Habitation /wards with number of formal school / ASs available in the 1 KM
		6-10			11-14			
		Boy	Girl	Total	Boy	Girl	Total	
1	Thodupuzha	3	2	5	9	3	12	14856
2	Elamdesam	19	4	23	28	18	46	10030
3	Adimaly	78	50	128	75	62	137	11131
4	Devicolam	148	141	289	313	367	680	11028
5	Kattappana	66	80	146	116	95	211	11553
6	Nedumkandam	54	58	112	95	92	187	14371
7	Idukki	31	34	65	37	15	52	16641
8	Azhutha	44	17	61	152	109	261	9213
	Total	443	416	859	825	761	1586	109129

Details of primary and secondary schools

(Govt & Aided)

Sl No	Block	LP Only	UP Only	HS having UP	LP and UP	HS with primary	HS only	Total
1	Adimaly	18	1	4	13	10	5	51
2	Arakkulam	26	8	3	7	4	6	54
3	Kattappana	32	10	5	8	9	4	68
4	Munnar	45	7	10	1	1	1	65
5	Nedumkandam	26	5	5	5	6	2	49
6	Peerimadu	33	2	10	11	9	4	69
7	Thodupuzha	41	4	12	22	8	6	93
	Total	221	37	49	67	47	28	449

Note: 32 High Schools with Std VIII, IX, X (only) also included in this list

Source of data : Data from DDE

Educational Institutions Run By ITDP

The following is the details of the schools run by ITDP

Single teacher schools Std I-IV 28

Model residential school 3

Kinder Garten 8

Total 39

Alternate schools /MGLC

Due to the peculiar geographical nature of the district the norm of stating LP schools at every 1KM is not fulfilled. There are many hindrances to the universal enrolment of students. To solve this problem, to a certain extent 104 alternate Education centers are working in the district in the name of MGLCs. Of these 48 centres were started in 1999-2000, 31 in 2000-2001 and the remaining in 2001-02. Blockwise details of AS centers are given below.

Details off AS centers / MGLCs

Sl No	Block	AS Centres	No of students	SC	SI
1	Adimaly	22	432	109	276
2	Arakkulam	9	152	17	31
3	Kattappana	5	112	50	5
4	Munnar	43	887	116	697
5	Nedumkandam	9	197	56	44
6	Pccrmadu	9	170	69	27
	Total	97	1954	417	1080

Special schools

Even though strenuous efforts were made to bring the IED children into the general education stream, still many special schools are functioning in the district. Most off these institutions are run by private agencies with the grant of central and state governments. These schools are suitable for handling severe cases in this area of education.

Teacher Training Institutions

In the field of pre-service Education 3 B.Ed centers and 3 teacher training institutions are functioning in the district. Details are given below.

Name of block	No. of B.Ed centres	No. of TTIs
Adimaly	1	
Arakkulam		
Kattappana		
Munmar		1
Nedumkandam	1	
Peermedu		1
Thodupuzha	1	1
Total	3	3

Note: 32 High Schools with Std. VIII, IX, X (only) also included in this list

Out of school children and its reasons

Out of school children include both non-enrolled and drop outs. The details and reason for non-enrolment and dropout is given in the table.

Block wise number of Teachers (HS, UP, LP)

No.	Taluk	HS			UP			LP		
		Gov.	Aided	Total	Gov.	Aided	Total	Gov.	Aided	Total
1	Devikulam	271	174	445	75	61	136	61	195	256
2	Udumbanchola	343	673	1016	64	337	401	113	291	404
3	Thodupuzha	269	590	859	96	336	432	134	193	327
4	Peermedu	168	331	499	155	38	193	64	132	196
	Total	1051	1768	2819	390	772	1162	372	811	1183

Details of Teachers (Gender wise , SC, ST,Others)

	Taluk	Men	Women	Total	SC	ST	Others	Total
1	Devikulam	251	586	837	67	25	745	837
2	Udumbanchola	543	1278	1821	164	55	1602	1821
3	Thodupuzha	502	1116	1618	146	32	1440	1618
4	Peerimdu	311	577	888	80	26	782	888
	Total	1607	3557	5164	457	138	4569	5164

Distribution system of text books

The distribution of text book in the district carried out through the two text book depots at Thodupuzha and Kattappana under the control of DEO Thodupuzha and DEO Kattappana respectively. The text books received from the states are distributed through the school co-operative societies by these depots. Free text books are also distributed through the same channel.

Gross Enrolment Ratio

Sl. No	Age Group	Total number of children		Number of enrollment		GER	
		Boys	Girls	Boys	Girls	Boys	Girls
1.	6-10	43962	42204	43596	41825	99%	99%
2.	10-14	27650	27427	26952	26764	87%	88%

TABLE

Net Enrolment Ratio

Sl. No	Age Group	Total number of children		Number of enrollment		GER	
		Boys	Girls	Boys	Girls	Boys	Girls
3.	6-10	43962	42204	35317	33506	80%	79%
4.	10-14	27650	27427	23630	21321	85%	78%

Source : House to House survey and DDE Database

Details of school infrastructure facilities

Sl. No.	Item	Usable numbers	Details of units		Remarks
			Repairable	Additional requirements	
1	Toilet	138	-	35	
2	Girls toilet	130		43	
3	Drinking water facilities	144	-	29	
4	Compound wall	32		142	
5	Play ground				
6	Electrification	Partially for 129		125	
7	Class rooms			40	
	Computer room			48	
	Library	31 schools have library books below 300 only			
	Black board	28 schools have not adequate number of blackboards			
	Reading corner	All of the schools in the district have reading corners			
	Activity corner	282			

Source of data : School databas

Problems and issues

- 1 In accessibility of elementary schools (V to VIII)
- 2 Poor infrastructure facilities
- 3 Lack of sufficient teachers
- 4 Backwardness of deprived groups
- 5 Ignorance of parents
- 6 Lack of community involvement
- 7 Inadequate use of teaching learning materials
- 8 Conventional teaching methods
- 9 Absence of proper academic supervision
- 10 Improper functioning of pre-schools
- 11 Unattractive class rooms
- 12 Disinclination of parents towards education
- 13 Poor facilities for computer education
- 14 Inability of teachers to use computers in teaching learning process
- 15 Lack of individual attention

List of pupils (June 2002)

(Total enrolment as on 6-7-2002)

Sl No.	Sub dt	I		II		III		IV		V		VI		VII		VIII		
		B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
1	Adimali	897	866	889	907	917	830	941	904	1089	967	1223	986	1216	1124	1295	1189	16240
2	Arakkulam	486	495	491	495	541	547	517	495	683	568	696	602	774	683	704	618	9395
3	Kattappana	1207	1187	1281	1254	1240	1210	1245	1100	1300	1250	1218	1018	898	1096	1109	1208	18821
4	Munnar	715	647	766	655	1034	1013	937	890	1102	978	712	671	711	422	518	537	12308
5	Nedumkandam	879	824	932	893	912	839	934	852	894	831	1053	907	1070	1005	898	767	14490
6	Peermedu	1164	1200	1235	1180	1244	1254	1199	1156	1424	1129	1642	1206	1668	1372	1813	1377	21263
7	Thodupuzha	1179	1202	1215	1245	1281	1171	1234	1232	1313	1240	1267	1671	1599	1276	1546	1386	21257
	Total	6527	6421	6809	6629	7169	6864	7007	6629	7805	6963	7811	7261	7936	6978	7883	7082	113774

Source: 6th working day statement DDE

Details of Students - drop outs and transition

Sl.No.		Drop Outs												Transition											
		LP				UP				HS				LP				UP				HS			
		B	G	SC	ST	B	G	SC	ST	B	G	SC	ST	B	G	SC	ST	B	G	SC	ST	B	G	SC	ST
1	Adimali	20	19	-	-	19	18		-	10	8	-	-	6	4	-	-	5	6	-	-	12	15	1	2
2	Arakkulam	19	21	-	-	10	12	2	-	3	3			20	19	-	-	18	19	-	-	6	8	-	-
3	Kattappan	16	10	2	1	18	5	1	1	15	10	-	-	33	17	-	-	15	20	-	-	12	4	-	-
4	Munnar	40	43	-	-	2	2	-	-	10	12	-	-	34	20	15	10	2	-	-	-	8	9	-	-
5	Nedumkandam	20	12	2	1	13	10	2	1	9	11	1	2	21	22	-	-	16	10	-	-	15	18	-	-
6	Peermedu	35	28	67	4	32	11	18	1	24	5	28	11	3	2	8	1	8	7	6	9	10	9	1	2
7	Thodupuzha	45	50	2	1	23	4			31	6	3	2	5	6	1	1	12	8	-	-	13	6	-	0
		195	183	73	7	117	62	23	3	102	55	32	15	122	90	24	12	76	70	6	9	76	69	2	4

List of pupils ST

Sl.No.	Sub dt	I		II		III		IV		V		VI		VII		VIII	
		B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1	Adimali	54	33	52	45	61	49	48	45	60	49	60	50	52	49	41	28
2	Arakkulam	73	75	62	85	76	89	79	51	93	80	106	86	102	76	82	74
3	Kattaapan	18	13	14	18	20	12	28	24	32	16	40	28	18	14	18	4
4	Munnar	84	53	86	44	85	63	98	83	40	43	20	29	19	9	1	7
5	Nedumkandam	20	7	14	16	12	8	10	9	10	7	11	2	18	7	6	4
6	Peermedu	42	44	36	36	26	35	33	38	56	38	41	35	28	47	51	43
7	Thodupuzha	63	47	47	54	55	51	58	53	55	44	46	63	48	49	88	71
		354	272	311	298	335	307	354	313	346	277	326	293	295	251	287	231

Source: 6th working day statement : DDE

List of pupils SC

I		II		III		IV		V		VI		VII		VIII	
B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
67	72	55	71	64	44	69	67	54	60	83	69	71	71	63	85
39	45	44	40	44	44	40	35	76	52	77	47	61	62	59	48
58	46	65	70	48	70	65	60	75	81	78	80	60	40	45	30
389	333	423	368	450	449	461	417	414	362	398	360	398	387	297	309
115	111	107	111	113	92	126	110	84	53	95	84	84	50	121	91
294	254	296	330	590	362	385	362	372	334	428	385	453	379	441	386
103	96	101	89	112	102	87	81	91	96	98	89	127	111	138	106
1065	997	1091	1079	1421	1163	1233	1132	1166	1038	1257	1114	1254	1100	1134	1055

Source: 6th working day statement : DDE

Details of Teachers (HS, UP, LP)

No.	Taluk	HS			UP			LP		
		Gov.	Aided	Total	Gov.	Aided	Total	Gov.	Aided	Total
1	Devikulam	271	174	445	75	61	136	61	195	256
2	Udumbanchola	343	673	1016	64	337	401	113	291	404
3	Thodupuzha	269	590	859	96	336	432	134	193	327
4	Peermedu	168	331	499	55	36	91	64	132	195
	Total	1051	1768	2819	390	772	1162	372	811	1183

Details of Schools

Sub dt.	LP Only	LP/UP	LP/UP/HS	UP Only	UP/HS	HS only	Total
Adimali	18	13	10	1	4	5	51
Arakkulam	26	7	4	8	3	6	54
Kattappana	32	8	9	10	5	4	68
Munnar	45	1	1	7	10	1	65
Nedumkandam	26	5	6	5	5	2	49
Peermadu	33	11	9	2	10	4	69
Thodupuzha	41	22	8	4	12	6	93
Total	221	67	47	37	49	28	449

Source : Education statistics - DDE, DEO, AEO)

Children with Sepcial Needs (Std I to VIII)

No	Sub dt.	VI	HI	OH	MR	OTHERS	TOTAL
1	Adimali	210	33	25	62	135	465
2	Arakkulam	165	35	26	22	37	285
3	Kattappana	230	43	29	43	87	432
4	Nedumkandam	164	78	36	72	86	436
5	Munnar	155	34	22	23	52	286
6	Peermedu	293	65	76	93	86	613
7	Thodupuzha	201	55	41	100	91	488
	Total	1418	343	255	415	574	3005

Source : DPEP statisitcs & IEDC Survey 2003.

Note : Including suspected case

**STUDENTS STATEMENT (GENDER WISE,
SC,STSTUDENTS)**

Class	All Students			SC			ST		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	6527	6421	12948	1065	997	2062	354	272	626
II	6809	6629	13438	1091	1079	2170	311	298	609
III	7169	6864	14033	1421	1163	2584	335	307	642
IV	7007	6629	13636	1233	1132	2365	354	313	667
V	7805	6963	14768	1166	1038	2204	346	277	623
VI	7811	7261	15072	1257	1114	2371	326	293	619
VII	7936	6978	14914	1254	1100	2354	295	251	546
VIII	7883	7082	14965	1134	1055	2189	287	231	518
	58947	54827	113774	9621	8678	18299	2608	2242	4850

(Source : 6th working day statement 2002 : DDE)

Chapter III

PLANNING PROCESS

The basic needs to be considered in the planning process. So the bottom approach for planning issued in the SSA planning process. This approach is considered better than the top down approach as it reflects the reality at the grass root level. The planning process has to be participatory in nature. This type of planning process will create a sense of ownership among the a target group and getting awareness, helps capacity building of personals at various level. The plan developed through this process will reflects the local specificity. For this purpose the community and target group interaction is essential at various levels

Environment Creation Activities

1 Interaction with community and target group

Conducted a number of programs for giving awareness about the need of community participation through SSA. The programs were conducted at school, panchayath, Block and District level. In every programme community leaders, educationalists, N.G.Os, teachers, parents, social workers etc were participated etc were participated and contributed valuable suggestions.

2 Grass root level Planning

The headmasters are entrusted to prepare school level plans for have conducted workshop for plan preparation. Peoples representatives N.GOs, teachers, parents, Educationists were participated and discussed with needs identified and plan was prepared by the working group based on the discussion.

The main issues enlisted

1. Insufficient infrastructural facilities
2. Untimely insufficient supply of Text books
3. Ineffective community participation in the school functioning
4. Insufficient of teaching learning aids

3 Consolidation and Planning (Participatory Exercise)

a Panchayath Level

The VEC Secretary is responsible for preparing the VEC plan (Panchayath Plan). In a creative workshop of Panchayath level persons plan was prepared after consolidation and discussion of school level plans.

b Block-level Plan Preparation

Responsible persons for preparation of Block level plan were the AEO, BRC co-ordinator, and concerned DIET faculty member. The plan was prepared after consolidating the Panchayath level plans and incorporating the needs identified specially for the Block, in the Block level work shop

Main Issues Enlisted.

1. Ineffective monitoring various school activities
2. Lack of audiovisual equipments for effective teaching learning equipments.
3. Lack effective co-ordination among functionaries of school
4. Lack of effective utilization of Local resources.

Consolidation and preparation of District level plan.

A district level consultative meeting in connection with the District Level seminar was conducted. District level peoples representatives officials social workers, educationists, Headmasters, Teachers organization representatives were participated and contribute valuable suggestions and innovative ideas. This meeting helped a lot in bringing about convergence among various interventions proposed by different departments.

The block level plans received were discussed in the district level meeting of District officials and representatives of various organization and peoples representatives. The meeting was also discussed the mode of preparation of District plan and selected a core group for preparing the plan.

The core group was consist of district level officials representatives of DEOs, AEOs and DIET faculties. The plan was prepared in a workshop by consolidations all

Block level plans received and considering the recommendations, suggestions of the district consultative meeting.

Studies – Survey Conducted

The following studies and surveys were conducted in connection with planning process

1. House to House survey
2. Achievement Study
3. School Survey

Main Issues Enlisted.

1. Lack of quality training for teachers
2. Lack of awareness of community
3. Lack of school facilities in the tribal belt.

Chapter IV

Progress Overview (SSA 2002-2003)

Approved Budget 2002-2003

During the year about 21 activities were planned and included in the AWPB under various interventions. The interventions are QIP, CWS, MIS, I.T.D. R.A.F., GED, CCP, INO and EGS. Total amount allotted for these programmes is Rs. 25542815/-. Details of the programmes conducted under each intervention is as follows

Quality Improvement Programme

Training

Rs.44,94,000 were allotted for the various training programmes to be given to teachers, HMS, Educational officer etc. for improving the quality of education. The amount was received only in the last months of the academic year and it was not a suitable time for conducting all the training programmes. However, Rs.1,06,510 was expended under this head. Being an important programme for improving quality of education, the remaining training should be conducted during next year and so the balance amount may be spilled over for the next academic year. Balance in this item is Rs.43,87,490.

School Grant

An amount of Rs.2.26,000 was allotted for the item. Spilled over amount was Rs.4,74,000. Total Rs.7,00,000. The amount was fully utilised.

Teacher Grant

Rs.8,03,000 was allotted and Rs.6,47,000/- was expended among 1294 teachers. Remaining amount is to be distributed among specialist teachers. Hence the amount may be spilled over to the next year.

Free supply of text books

An amount of Rs.38,85,600 was costed and Rs.2618778 was distributed among 14013 SC/ST students and 27707 girls.

Contingent grant to BRC

There are 7 BRCs in the district and Rs.87500 was costed as contingency grant @ RS.12500/- for each BRC. The amount was fully expended.

Contingent grant to CRCs

Contingent grant @ Rs.2500/- was costed for 61 CRCs in the district. Total amount was Rs/152500 and it was fully expended

Teaching learning material grant

An amount of Rs.1000/- each for 61 CRCs is allotted for preparing teaching learning materials. The total amount of Rs.61000/- was fully expended

MIS

Office expenses

Rs.10 lakhs were allotted and expended only Rs.10060 because almost all offices were functioning with assistance from DPEP. As DPEP concluded the remaining amount may be spilled over to next year. Balance amount is Rs.9,900,00/-

Education to the disabled

Rs.1982000 was allotted and Rs.66390/- was expended. Balance Rs.1415640/- may be spilled over to the next year

CHAPTER V

Plan for Spill over activities 2003-2004

Intervention wise Spill over activities are given below:-

Quality Improvement Programme

Training

Rs.44,94,000 were allotted for the various training programmes to be given to teachers, HMS, Educational officer etc. for improving the quality of education. The amount was received only in the last months of the academic year and it was not a suitable time for conducting all the training programmes. However, Rs.1,06,510 was expended under this head. Being an important programme for improving quality of education, the remaining training should be conducted during next year and so the balance amount may be spilled over for the next academic year. Balance in this item is Rs.43,87,490

Civil works

Drinking water facility

An amount Rs.885000/- was allotted and Rs.480000 was expended among 32 schools including Rs.1,20,000 being the spill over amount. Rs.4,05,000 is to be spilled over.

MIS

Office expenses

Rs.10 lakhs were allotted and expended only Rs.10000 because almost all offices were functioning with assistance from DPEP. As DPEP concluded the remaining amount may be spilled over to next year. Balance amount is Rs 9,900,00/-

Education to the disabled

Rs.1982000 was allotted and Rs.66390/- was expended. Balance Rs.1415640/- may be spilled over to the next year

Research and Evaluation

Rs.158200 was allotted for the item and it was not fully expended because similar activities were conducting by DPEP. The amount expended was Rs.35000/- Balance amount of Rs.123200/- is to be expended for the next year due to the importance of the item.

CCR

Special Maintenance Grant

An amount of Rs.620000 is allotted for disbursing among 124 schools @ Rs.5000/- each. 64 schools have been received the amount. So the expenditure is Rs.3,20,000. Remaining Rs.3,00,000 may be spilled over for the next year.

Innovative Programmes

Girls Education

Bicycles and computer education to girl students

Rs.1500000 was costed. Out of Rs. 9,00,000 was expended. The programme is highly helpful for building self confidence among girl students and hence it should be continued for the next year. So the remaining Rs. 6,00,000 may be spilled over to the next year.

Computer education

An amount of Rs. 15 lakhs was allotted for 2002-2003 and 15 lakhs was received as previous year spilled over amount. The total amount received is Rs.30 lakhs and Rs.90000 was expended. Rs.11,10,000 is saving in this item.

Early Childhood Care and Education

Rs.10 lakhs was costed in this item and works already started in connection with this programme. Rs.3000/- is expended and here the saving is Rs.27000/- and this amount may be spilled over.

CHAPTER VI

FRESH PLAN FOR 2003-2004

Components planning

Quality Improvement

One of the main areas of SSA is quality improvement in Education. Quality improvement depends upon the effectiveness of teacher training, monitoring and on site support. Mere focus on access, enrolment and retention will adversely affect school effectiveness. So importance to learning achievements of children must be given to maintain total quality. Certain pedagogic interventions are planned to ensure quality in education.

The issues related quality improvement identified through studies and surveys are

1. Lack of training to teachers
2. Over dependence on text book.
3. Lack of well planned teacher training activities
4. Insufficient use of TLE
5. Unattractive classrooms
6. Insufficient academic supervision
7. Lack of proper interaction between parents and teachers.
8. Lack of onsite support to teachers

Pedagogic interventions in this plan are carefully planned to ensure all the above critical components affecting quality have been addressed.

1 Curriculum revision for std IV and V

The curriculum reform is being undertaken by SCERT. The curriculum for std I to std III was reformed during the year 2002-2003 with modifications in the existing

curriculum. Subsequent revision is needed for Std IV and Std V. So a provision for 5 lakhs rupees included in this regard.

2 State and District level Resource group training

Teacher holds the key position in the learning process. The purpose of in service programmes for teachers is to break new grounds in contents, organization, teaching and evaluation process. In order to develop the competency of teachers in all these areas state level and district level resource groups are to be constituted. These groups are supposed to identify the problems and issues arising in the field and seeking. Solutions on such matters. They have to be equipped to identify the training needs and to develop suitable strategies to ensure the quality of training. With this view four times, 5 days training for 60 members is suggested. Rs.2400000 is costed for resource group training.

3. Five day vacation training for all teachers.

Almost all the teachers appointed in the government and aided schools in Kerala are professionally qualified hands. But they haven't undergone sufficient training in the revised curriculum. They are in need of an intensive and comprehensive training in changed pedagogy, new teaching methodology, evaluation strategies classroom management, effective use of TLM etc.

Initial training for 5 days is planned is the vacation to save the school working days of children and to help the teachers to plan in advance. Training programmes will be planned for every teacher upto std VIII on the basis of the identified needs.

Headmasters training programmes are also to be designed with separate modules including school management and monitoring aspects.

Rs 1345750 is costed for the item (1183+1162+1500 teachers)

4 Refresher Training

The study of the effectiveness of the 5 day training may leads to refresher training in the thrust area. It is essential for sustaining the achievements of the previous training and for making the ideas in the new strategies more specific. Evaluation strategies can also be formulated as a part of the refresher training. 5 days training can be given by splitting the days as the time demands. This can be conducted in the BRC level. For 3845 teachers Rs.1345750 is costed.

5. Training for untrained teachers

There are 8 untrained teachers in this district. MGLC teachers and IEDC resource persons are also included in this categories of teachers. They haven't undergone any pre-service training. So they need special training to improve the quality and efficiency in teaching. 10 days training is planned for them with cost estimate Rs. 88200/- (untrained – 8, MGLC –97, IEDC RTs-21) total 126

6. Training for newly recruited teacher

5%of the teachers population may be freshly appointed every year. All of them are professional degree holders, but they are not well aware of the changed pedagogy and classroom atmosphere. Sufficient practical training will be given to them to handled the teaching learning process in the changed scenario. So a provision of 10 days training is planned to cater the needs of the newly appointed teachers. An amount of Rs 70000/- is costed for this programme.

The promoted AEOs and headmasters will be trained at DIET or BRCs under this programme.

7 Training to Teacher trainers

It is proposed to seventy BRC trainers for the effective functioning of BRC's. These trainers have the duties to conduct teacher training. TLM preparation, on sight support, monitoring and evaluation community mobilization etc. Since they are newly appointed, they have to undergone in depth training in all these areas. 6 days training will be planned for the capacity development of these trainers. The amount costed for this programme is Rs.29400/-

8 Cluster work shop

Planning is very important for the effective transaction of curriculum. In the changed scenario, group wise planning is considered as more effective than individual attempt. Hence, 10 days duster training is planned for group wise discussion and preparation of monthly plan and to review the previous months activities

Subject wise training for teachers of std V to std VIII and class wise training for LP schools teachers for one day on every month will be conducted in SRRS.

Rs. 2691500 is costed.

Free textbooks to girl, SC/ST children

As the second largest SC/ST populated district, Idukki deserves attention in the education of SC/ST children. About 25% of school children in Idukki district belong to SC/ST. The SC/ST students of Idukki district comparatively belong to backward families. A major hindrance to the universal enrolment, retention and dropout is the backwardness of this section. In this circumstances efforts should be made to provide textbooks to ensure the quality and retention.

Even though Kerala is in a better position as girl education scenario still girls are the first to suffer any financial crisis of the family. So special attention for girl student is essential. Free supply of text books will reduce the financial burden to parents and will encourage girls education.

A total amount of Rs 5084050/- is costed for free supply of text books.

Teacher grant

The new teaching learning process demands an innovative approach from the part of teacher in the form of preparing and utilizing teaching learning materials. For this the teachers should be provided with some financial assistance. So it is proposed to provide Rs. 500/ to every teacher from I to VIII standard including special teachers. The teacher would be trained to develop aids. The grant may be utilized in concensus of the various requirement of the classes. Teacher grant is to be provided to MGLC teachers to include 97 MGLC teachers.

The teachers actually in position is 2830. Rs. 500/per teacher is provided and a total amount of Rs 1415000 is costed in this head.

BRC

To co-ordinate and direct the verified academic and non academic activities etc. the sub-district level BRC were constituted under DPEP programme in the district. There are 7 BRC's in the district. This functionary guarantee and supports the effective implementation of the district level programmes at sub-district level. The programmers like teacher training, TM preparation, orientation for HMS, local bodies, review and planning, evaluation tool preparations, elimonitoring are planned and executed at BRC level. For the effective disposal of these functions this center requires costing for contingency grant, for workshops and meeting, teaching learning materials, preparation and honorarium to trainers etc

For the day to day working of BRC a contingency grant of Rs. 12500/BRC is costed. For conducting workshops and meeting at BRC level Rs. 500/year is costed per BRC. As a support to the teachers to handle the ABC classroom teaching learning materials can be prepared prepared at BRC level. For this Rs. 5000/year is costed. For the effective functioning of BRC such as giving training, OSS and monitoring. Rs 8526000 is costed for these items

School Grant

All schools have provided with valuable teaching learning equipments under various educational projects. But most of these equipments are now in non-functional status. No separate fund is allotted for this purpose Hence for the effective utilization and functioning of these equipments Rs. 2000/- pre school is costed The fund can also be utilized for beautification of schools. Atoal amount of Rs. 8,92.000/- is costed for 449 schools having I to VIII std.

Developing of teacher support material

To equip the teachers for the effective transaction of curriculum certain teacher support materials should be developed and supplied. In this regard we consider preparation and supplying handbooks, evaluation, material, News letter, activity bank etc to disseminate experiences and new ideas in the academic field. For this purpose Rs. 5 lakh is costed

Hand books should be prepared at the state level. District specific requirements may be studies and materials can be produced at district level.

10 Teacher trainers were posted in each BRC. An amount of Rs.10,000 per moath trainer Honorarium is costed.

CRC

In concensus with the concept of school complex put forth by Kothari Commission. CRCs were constituted under DPEP. There are 61 CRC in the district. CRC functions as a meeting place of teachers to share their class room experience and

plan for the coming classes. One day cluster level meeting in every month is held at CRCs. CRCs also functions as the centers for community mobilization programme.

To meet the daily expense of cluster resource centers Rs 2,500/- year is costed. Rs. 200/- per month/CRC is costed for the purpose of meetings and travel allowance. For the preparation of Teaching learning material a grant of Rs. 1,000/- per year per CRC is costed. Thus a total of Rs 377600 is costed for CRC's.

Education of children with special Educational Needs

As SSA adopts a 'Zero rejection' policy on education of children with special needs, no child would be left out of the education system. Almost 10% of children who has some physical, intellectual or emotional limitation are excluded from the general system of education. To cover up the extent of advantages - of quality elementary education to all children five categories of disabilities are to be handled with care. They are Visual, Hearing, Orthopedic, Learning and mental disabilities. SSA plan to ensure that every child with special needs is provided education in an appropriate environment.

OBJECTIVES OF IEDC PROGRAMME

- To identify the type, degree and extent of disabilities among the age group of below 14 years.
- To integrate the children with mild and moderate disabilities with general community.
- To provide technical support with resource personal and equipment.
- To equip resource center at District and BRC level.

To achieve the above goals, it is suggested to conduct various intervention on CAP, PEP, TEP, LAP and FIP.

It is proposed to appoint 35 Resource Teachers in the BRC's. They will conduct and co-ordinate all programmes related to this area. Salaries @4000/- month at Rs. 1680000 is costed.

To improve enrolment, retention and achievement levels of disabled children, data were collected date from school level and analysed and consolidated. It is found that there are children were included in this area. So funds are to the allotted to conduct the following programmes.

1. BRC Level Medical Detection Camp

For conducting the MDC at BRC level Rs 90,150 is costed as contingency expenses for the programme (3005 students * Rs. 30)

Service of eminent doctors in the field have to be utilized for the camp. To these medical officers @ Rs 250/- is costed to these 105 doctors. Total Rs. 2850/-

2. Supply of Aids and appliances

In order to improve the quality of education to the disables suitable aids and appliances are essential. Total Rs. 560000 is costed for the item.

3. Resource Centre Development

There are seven BRCs in the district. Resource centers are proposed in each BRC and costed Rs. 50000 each. Also a district resource centre is proposed in DIET and costed Rs 100000 for it. Total amount is Rs. 450000

4. Teacher Education Programme

The teacher should have some special qualities to teach these special need children. The existing teaching strategies are not applicable to them. So anew class room strategies will have to develop. Hence a three days innovative Camp for developing class room strategies is proposed and the amount costed for this is Rs. 13200 is costed.

5. Honorarium to resource teachers

21 resource teachers (3 each in seven BRC) are to be appointed in the district. Honorarium @ Rs. 3500 is costed for the purpose Total amount 882000(21*3500*12)

6. Learner Achievements Programme (LAP)

Behaviour modification training, Class room level training etc. are to be conducted. For this purpose Rs 10 per child(3 times) is costed. Total Rs. 90150/-

7. Parental Awareness Programmes (PEP)

To handle the special need children the parents should have some abilities to handle their children properly. With a view to develop these abilities, one day PEP/two times in a year is proposed to conduct at BRC level. 3005 parents * Rs 30 * 2 times = 180300 is costed.

8. Community Awareness Programme (CAP)

In order to care the special needs children CAP, through seminars film shows, is needed. Hence one day CAP/two firms in a year is proposed to conduct at BRC level. For conducting CAP and printing of posters and notice Rs49000. is costed in this year.

Facilitation Improvement Programme (FIP)

In this programme Assessment tool printing and data collections is over. Based on this data analysis and consolidation work is to be conducted. Medical detection camps and supply of Aids and appliances will conducted in BRC level and Rs90150 is costed these purpose.

There are 7 resource centers in the district . To equip these centers Rs. 3,50,000 is costed. Being the nodal center DIET also have to equipped. Hence Rs100000/- lakh is costed for sitting up of a resume soon in DIET.

For the removal of architectural barriers Rs. 14,000 is costed for the district. 14 schools will be selected for this purpose on priority basis.

One day DRG/BRG meeting is needed for the assignment and planning of the above programe and Rs2800/- is costed.

Innovative Programmes

Girls Education	Rs.1498680
Proposal for the Education of SC/ST Children	Rs.992000
ECCE	Rs.1000000
Computer Education	Rs.1507975

Separate Projects attached to annexure

Education Guarantee Scheme

The article 45 of the constitution of India, the state shall endeavor to free and compulsory education for all children until they reach the age of 14 years. But India has not yet to achieve this target. It is due to various reasons. The main reason behind in this is our district is hilly areas fear of animals, lack of parental awareness etc. The number of pupils actually in this area is less than the pupils needed in a schools. Hence there is a each of alternative schools in these pockets.

Alternative schools is the major intervention of SSA. SSA is to provide useful and relevant elementary education for all children. There are 97 alternative centers in Idukki District 1954 students are studying in the schools (in the age group of 5-) this year. 500 students are included in the age group of 11-14 this year. They will be enrolled in the UP section. Hence 1651130/- Rupees is costed for the LP students and 600000/- is costed for the UP level students. Total students now in the MGLC's are 2454. In this area following intervention are proposed.

1. Training to all AS Instructors

For the smooth functioning of AS the Instruction should have sufficient competencies. In order to develop the competencies of AS Instructions a 3 day training is (2times) proposed in this plan at the district level and Rs 40740 is costed

2. Provision of slate/books and pencils to AS pupils

It is essential to provide the slate and other items to the AS children because they are belonging to poor family. In order to help the parents of AS children RS 122700 is costed for 2454 students

3. Honorarium to AS Instructors

It is proposed to Sri Rs. (@ 1750/month each to all As Instructors as Honorarium. Hence Rs 2037000 is costed in this plan.

4. Assessment of Achievement Level

Achievement levels of pupils are to be assessed and documented. Assessment tools have to be prepared. Provision for tool preparation and printing is included in this plan and Rs. 49080 (Rs 20 * 2454 students) is costed.

Research, Evaluation, Monitoring & Supervision

Setting up of Research Advisory Committee at District Level

It is evident that research makes its contribution to educational activities by a number of small additions to the existing findings. Such research to the help to refine and improve educational practice. For the good conduct of educational research studies in the district a Research Advisory Committee will be constituted consisting the following members.

- DD Education
- Principal DIET
- Project Officer SSA
- Programme Officers SSA
- Selected DIET Faculty members
- Selected Educational Officers

The committee will verify the research proposals submitted by the researchers of various levels and give sanction for research works. Each and every work and interim reports will be admitted only after serious discussions among committee members. Committee will meet at least 3 times in this year.

Committee meeting –3 times

Participants – 22 nos.

Rs. 15000/- is costed for the purpose

(22 participants TA/DA as per rules + a nominal honorarium @ 70/-)

Convergence with External Resource Agencies in terms of Capacity Development

Discussion will be held with external resource agencies on research activities and capacity development programs will be chalked out for teacher trainers and educational officials.

Four district studies are proposed during this year involving external resource agencies. For their capacity development Rs. 10,000/- per each study is proposed Rs. 40,000 costed for this purpose (TOR of the study will be decided by the district Advisory Committee)

Conduct of orientation programs on educational Research practices/Academic supervisions/monitoring procedures.

Five day orientation programme on Educational Research practices, Academic Supervision and Monitoring is proposed 2 times in this year to the teachers, trainers, DIET faculty members and others concerned.

100 participants, TA/DA @rs. 70/- is to be given to the participants.

Rs. 70,000 costed for this purpose

IV. Conduct of field activities such as monitoring, Appraisal and supervisions of class room activities at different levels. Academic Evaluation, monitoring and supervision are the part and parcel of educational practices.

A district monitoring team will be constituted for monitoring various educational programs under the chairmanship of the District Panchayath President

Following are the members of the committee.

- District Panchayath President- Chairman
- District Collector – Joint Chairman
- Education Standing Committee Chairman- Vice chairman
- DD Education – Convener
- Principal DIET --
- Project Officer SSA
- Program Officers SSA
- Selected DIET faculty members
- Selected Educational officers
- Selected people representatives

Selected officers from various departments as per decision of District Planning committee.

BRC Level Monitoring Team

Simultaneously as per District monitoring team, a BRC level monitoring team will be constituted for various academic activities. Following are the members

- Block Panchayath President – Chairman
- BRC Project Officer – Convener
- AEO

- Selected BRC Trainers -
- Selected Gramma Panchayath Presidents
- Panchayat level monitoring team
- Panchayat President
- Selected Headmaster
- Selected PTA President
- Selected MTA Chairman
- BRC co-ordinator

The team members will visit schools training programs VECS and other educational Institutions. They will prepare report and send to District monitoring team. They will prepare guidelines for monitoring and onsite support.

The monitoring team at different levels (District, Block and Panchayath) have to be equipped with monitoring and supervision procedures. For conducting such type of field activities Rs. 71,000/- is costed as TA/DA and a nominal honorarium during this year (Rs. 500/- to each Panchayat, Rs. 5000/- to each BRCs, Rs. 10,000/- to districts)

Arrangements of Consultancy Services

2 district level studies for identifying the training needs and issues related to class room practices to different areas are proposed to be conducted during this year. The studies will be conducted on consultancy basis. More over the service of the consultant agencies have to be utilized in other areas also Rs. 50,000/-costed for this purpose during this year.

Conduct of Periodic Meetings of District Officials

Monitoring and reviewing of the programs are inevitable for gathering appropriate feedback. Periodical meeting of district officials are necessary for this purpose. Bimonthly meetings of District officials is proposed (5 times during this year) Rs. 25,000/- is costed for this purpose (5000 x 5)

Conduct of various types of Research studies

District Level Studies

The existing achievements of educational activities are to be measured at various levels. So an achievement study will be conducted by BRC trainers and DIET faculty members on different areas related to the educational field. Rs 40,000/-

costed for this purpose (4 studies) 3 initial workshops for preparing guidelines. interim review and finalization will be conducted. Rs. 31500/- is costed for this purpose (10,500 x 3)

3 days work shop for Action Research to be conducted 3 times during the year Rs. 31500/- is costed for the purpose (50 x 70 x 3 x 3)

For conducting action Research Rs. 50,000/- is costed for the purpose (50 x 1000)

Local Research Study

BRC level studies will be conducted for measuring various academic achievements based on the data available from schools. 7 local research studies are to be conducted.

Rs. 70,000/- costed for this (10000 x 7)

Periodical Updation of House hold data

In connection with various Educational interventions and research studies the household data available in the district should be updated periodically. For the updation of such data Rs. 25,000/- is costed.

IX Dissemination of study findings at various levels and publication of Periodical Research Bulletins

In order to refine the existing educational practices and develop new ones the research findings are to be disseminated among teachers, community leaders, BRC trainers etc. One day works shops regarding dissemination of Research findings will be conducted at BRC level and a 2 day work shop at district level.

Rs. 50,000/- costed for the purpose (30000+20000)

X For disseminating the research findings to teachers and other practioners a research journal will be published in Malayalam and Tamil which includes almost research work done in the district.

Rs. 55400/- is costed for the publication and distribution of the research journal.

Management Structure and Institutional Capacity Building

Management ensures that the objectives of SSA project are actually reached, by *acquiring the resources and co-ordinating the activities of educational institutions*. It also ensures that the inputs delivered to the schools in the district are correctly deployed according to the guidance

For the effective functioning of the system, the following staff structure is proposed.

District Level

- 1 District project officer (1)
- 2 Programme Officers (5)
- 3 Accounts Officer (1)
- 4 Computer Programmer (1)
- 5 Data Entry Operator (3)
- 6 Clerk (5)
- 7 Peons (2)
- 8 Drivers (2)

Block Level

1. Block Programme Officers (7)
2. Clerk (1)
3. Peon (1)

6% of the total budget of the project is reserved to meet the expense for the management of educational activities

Preparation of Annual Work Plan and Budget

Rs.25000/- is costed for the preparation of Annual Work Plan for the next year.

DAB/DIC meetings

District Advisory Board and District implementation committee meeting will be assembled to take policy decisions regarding the implementation of the SSA programme at district level and BRC level. The members of the advisory board will be selected as per govt. norms. Rs. 15,000/- is costed for this item.

Salaries for the staff

Salary for one district project officer, one computer operator, 5 programme officers, 3 data Entry Operators, 2 LDCS 2 class IV and 2 drivers 7 DPOs 7 Clerks in BRCs and 7 peons is costed under this item. Total cost in this regard is Rs. 3324000/-

Setting up of District office by shifting the DPEP office

The SSA district office which is functioning in rented building is to be shifted to a government building to reduce expenditure. Rs. 50000/- is costed for this purpose

Equipments

Printer, fax, telephone, Photocopier, Air conditioner, Generator etc. available in the DPEP office and in the DIET can be utilized for the SSA project. An amount of Rs. 120000/- costed for the annual maintenance of these equipments in the DIET and DPO.

Photocopies, Consumables, Postage , phone charge etc.

RS. 98,000/- costed for the purchasing of materials like photocopies consumables, postage etc and for the phone charge of DIET and DPO which are provided by DPEP.

Vehicle Hiring

Some regular schools and most of the MGLC's are situated in distant places. When consider the remoteness of the area, vehicle hiring is inevitable for the use of officials and monitoring team. An amount of Rs. 60,000/- is costed for vehicle hiring.

Vehicle maintenance

Two vehicles, one for DIET and one for DPO are allotted. Fuel, maintenance, driver hiring etc are needed. Rs.2 lakhs is costed for this item.

TA/DA of fuctionaries

DIET faculties, DPO and other SSA officials have to visit various centres for co-ordinating and monitoring the programmes of SSA. BRC trainers have the duty to visit school frequently for giving on site support to teachers.

Rs1,50,000 is costed for this purpose

Hiring of experts/contracting experts (gender, Pedagogy, Civil work MIS etc)

Consultancy services and opinions of experts are needed in certain areas related to pedagogy, gender, civil work and MIS to maintain quality in the programmes. For hiring of experts Rs.2 lakhs is costed.

Capacity building exposure visits

Direct experience which may be any kind related to academic matters will increase the capacity of the trainers and DIET faculties. Intra district visit can be arranged to observe innovative practices in other district. Rs.50000/- is costed for this item.

Professional and Operational Support teams visit

Visit of professional experts and other support teams will help the successful implementation of the SSA programmes. TMDA and connected expenses for them are included. In this plan. An amount of Rs.25,000/- is costed.

Capacity building of identified Agencies (DIET, DRG, BRG, BRC, VEC, SMC)

Symposium, seminar, panel discussion, debate material preparation can be arranged to update the knowledge in value education child psychology, educational philosophy and sociology. This can be done in BRC level and VEC level by utilising the resources of DIET and experts from outside. Rs.50000/- is costed for this item.

Community mobilization

SSA is a time bound programme and is committed to an overall improvement in elementary education with a clear mandate to achieve the specific goals. SSA assigns the greatest importance to systematic mobilisation of community, which is very important for the successful implementation of the programme. Hence the importance of community mobilization has also considered in this plan in order to enable the community to take ownership in the process of SSA. For mobilization of community the plan proposed the following interventions in the year 2003-04.

Orientation to VEC Members

VEC is the basic unit of Panchayath levels educational planning and implementation. In order to equip the VET members. One day orientation is proposed of the Panchayath levels and Rs. 39000 is costed.

Orientation to PTA/MPTA Members

All the schools in the district are looking with a well equipped PTA Committee. They have to conduct meeting for, discussing academic issues and problems of the Students. Hence they are also to be orient. A provision of one day orientation of PTA/MPTA member is included and Rs. 62400 is costed in this regard.

Orientation to the Leaders of Teachers Organization

It is also needed to orient the leader of Teacher Organization. This program will conduct once in a year. The expected participants will be 30 and Rs. 900 is costed.

Seminars

In order to mobilize the community a seminar is to be conducted at the district level. The participants will be 150 and Rs. 450 is costed in this regard.

Media and Documentation

For media and documentation Rs 100000 is costed for news letters and various programme documentation

Management Information System

Scope of MIS

Assessment of the system is the basic necessary for the success of any sustained reform. A variety of data is needed to co-ordinate various management functions and to improve planning process data, that in a suitable form will provide the right type of signals to planners and administrators. It is in this context that computerized MIS becomes an essential tool for providing decision support to educational planners and administrators. In general, collection, compilation analysis and dissemination of data and integration in the planning process is the scope of MIS.

Setting up of DISE and its maintenance

MIS is acting as a decision support system in connection with LP schools in this district by utilizing the facilities provided by DPEP. It is necessary to extent the facilities of the system to covers all the schools up to std VIII. For this purpose, hardware is to be installed. Computer in connection with DPEP can be utilized for the SSA project. For its maintenance and to purchase required software Rs. 250000/- is costed.

Training for computer Professionals in use of DISE

The computer professionals in the district will be trained to use DISE 2001. Training for the programmers is also needed 5 day training will be organized for this Rs. Is costed for this purpose.

Training of Field Staff

The DISE data is provided by the HM or principal of each school having classes up to std VIII. So, training is to be organized for the school principles/Head master at the block level. Prescribed format will be printed and distributed to the HMs concerned Rs. 50,000 is costed this purpose

Analysis and Reporting

After analyzing the data the report is to be generated at the district level to facilitate the process of district planning and monitoring through various types of performance indicators. After finalization of data at the district level, the school summary reports will be distributed among all headmasters. Rs. 1 lakh is costed for this item.

Civil works

Additional class rooms

25 Class rooms are additionally proposed and costed Rs. 500000/-
@Rs.200000each is costed.

Toilets :

20 Schools need toilet facilities Rs. 400000 is costed

Drinking Water

20 Schools need drinking water facilities So Rs. 300000 is costed

Separation wall

10 Schools requires separation wall 100000 is costed @ Rs.10000 each

Compund wall

Rs. 500000 is costed for the construction of compund wall among 10 Schools. Unit cost is Rs. 50000/-

Electrification(LP and UP)

RS. 225000 is costed for the electrification of 15 LP schools @ of Rs. 15000 and Rs. 1250000 is costed for the electrification of 25 UP School @ Rs. 50000/-

Remodeling

RS. 100000 is costed for this item. Unit cost is 10000/-

Renovation

Rs 600000 is costed for the renovation for 3 schools which are highly in need of the same. Unit cost is Rs. 200000/-

Solar Lamp for AS

Majority of the alternative schools are functioning in highly remote areas where electricity is not available. Hence 25 Schools are supplying with Solar Lamps. Cost is Rs. 500000 @ 20000/-

Maintenance and Repairs granted : All 173 Govt. Schools in the district are in need of the same. Rs. 865000 is costed .

TABLE A

Sl. No	Intervention	Code	Name of activity	Amount allotted		Expenditure	Balance	Remarks
1	QIP	51-70	Training	3444000	4494000	106510	4387490	
				1050000				
2	QIP	33	School Grant	226000	700000	700000	0	
				474000				
3	QIP	34	Teacher Grant		803000	647000	156000	
4	QIP	35	Free supply of text books		3885600	2818778	1286822	
5	QIP	84	Contingent Grant BRC		87500	87500	0	
6	QIP	93	Contingent Grant CRC		152500	152500	0	
7	QIP	31	TLM Grant		61000	61000	0	
8	CWS	9	Toilet	200000	450000	200000		
				250000		250000		
9	CWS	10	Drinking water facilities		885000	480000	405000	
10	CWS	11	Electrification		250000	250000	0	
11	CWS	13	Additional class room separation wall		100000	100000	0	
12	CWS	8	Additional class rooms		2250000	2250000	0	
13	MIS	9	Office expense		1000000	10000	990000	
14	IED	1	Education to the disabled		1482000	66300	1415610	
15	RAE		Research plan preparation		158200	35000	123200	
16	CCP	101	Maintenance grant VI VIII		620000	320000	300000	
17	INO	14.1	Computer Education	1500000	3000000	90000	2910000	
				1500000				
18	INO	14.3	SC/ST Education		1000000	0	1000000	
19	INO	14.4	ECE		1000000	3000	997000	
20	INO	8	Bicycle and computer education to girls students of Standard VIII		1500000	900000	600000	
21	EGS				725855	0	725855	
	EGS				913200	0	913200	
22	VEC	13.1	Training VEC members		24960	24960	0	
					25642816	9362638	11882887	

TABLE B

Sl. No	Intervention	Code	Name of activity	Amount allotted	Expenditure	Balance	Amount to be spilled	Remarks
1	QIP	51-70	Training	4494000	106510	4387490	4387490	
2	QIP	33	School Grant	700000	700000	0	0	
3	QIP	34	Teacher Grant	803000	647000	156000	0	
4	QIP	35	Free supply of text books	3885800	2618778	1266822	0	
5	QIP	84	Contingent Grant BRC	87500	87500	0	0	
6	QIP	93	Contingent Grant CRC	152500	152500	0	0	
7	QIP	31	TLM Grant	61000	61000	0	0	
8	CWS	09	Toilet	450000	450000	0	0	
9	CWS	10	Drinking water facilities	865000	480000	405000	405000	
10	CWS	11	Electrification	250000	250000	0	0	
11	CWS	13	Additional class room separation wall	100000	100000	0	0	
12	CWS	08	Additional class rooms	2250000	2250000	0	0	
13	MIS	09	Office expense	1000000	10000	990000	990000	
14	IED	01	Education to the disabled	1482000	66390	1415610	1415610	
15	RAE	1-6	Research plan preparation	158200	35000	123200	123200	
16	INO	08	Bicycle and computer education to girls students of Standard VIII	1500000	900000	600000	600000	
17	CCP	101	Maintenance grant VI VIII	620000	320000	300000	300000	
18	INO	14.1	Computer Education	3000000	90000	2910000	2910000	
	INO	14.4	ECCE	1000000	3000	997000	997000	
19	EGS		EGS	1639055	0	1639055	0	
20	VEC	13.1	Training VEC members	24960	24960	0	0	
				24642816	9352638	16190177	12128300	

TABLE C

Item	Target	Unit cost	Financial out lay	Period	Remarks
Quality Improvement Programme					
I	Curriculum revision	1	500000	500000	
	Total			680000	
II	Training				
	5 Day State and District level resource group meeting (2000 x 60 x 45)	1200	2000	2400000	
	Five day initial training for LP teachers (1183 teachers x 5 days)	5815	70	414050	May-03
	Five day initial training for LP teachers (1162 teachers x 5 days)	5810	70	406700	May-03
	Five day initial training for High school teachers (HSA handling classes in Standard VIII only - 1500 teachers x 5 days)	7500	70	525000	May-03
	Refresher training for LP teachers	5815	70	414050	May-03
	Refresher training for LP teachers	5810	70	406700	May-03
	Refresher training for High school teachers (HSA handling classes in Standard VIII only)	7500	70	525000	May-03
	Training for untrained teachers including MGLC volunteers and IED Resource person also (126 persons x 10 days)	1260	70	88200	May-03
	Training for newly recruited teachers (Rs.70 x 5 x 200 teachers) including TTI Teachers	1000	70	70000	Sep-03
	Training of teacher trainers (70 persons x 6 days)	420	70	29400	Jul-03
	Cluster worksops (3845 teachers x Rs70 x 10 days)	38450	70	2691500	Monthly
	Total			7970600	
	Free Text book to Girls & SC/ST Children				Note Exceeding the ceiling of Rs 150 per Child

TABLE - C

1	Standard II	8031	50	401550	June-03	
2	Standard III	8620	50	431000	June-03	
3	Standard IV	8115	50	405750	June-03	
4	Standard V	8475	100	847500	June-03	
5	Standard VI	8701	100	870100	June-03	
6	Standard VII	8527	100	852700	June-03	
7	Standard VIII	8503	150	1275450	June-03	

				888000	
II	Teacher Grant				
	Teacher grant (@ Rs.500 X 2830 teachers)	2830	500	1415000	June-03
	School Grant			1418000	
III	School Grant @Rs.2000 for all schools having I to VIII Standard	448	2000	896000	June-03
				896000	
	Grant for teacher support materials				
IV	Developing of Teacher support materials	1	500000	500000	August-03
				500000	
V	Setting up of BRCs				
	Contingency grant	7	12500	87500	
	Workshop and meeting	7	500	3500	
	TLM Grant to BRCs	7	5000	35000	
	Honorarium for trainers (70 trainers x 12 months)	840	10000	8400000	
				8626000	
VI	CRC contegency (2500*64)	2500	64	160000	
	Traveling allowance(@20permonth per CRC)	768	200	153600	
	Teaching learning materials @ 1000*64	64	1000	64000	
	Total			377000	
	Intervention total			26,271,288.00	

EGS						
	1 Training to all AS instructors (97 Trs) *3 days (2 Times 70Rs)	582	70	40,000	July-03	(1954 LP Students * 845) (500 Up Students *1200)
	2 Provision of state, book, period etc	2454	50	122700	June-03	
	3 Honocarium to AS instructors (97 centres x 12 months)	1164	1750	2037000	Monthly	
	4 Assessment of achievement level	2454	20	49080	February-04	
	intervention total			2249620		

Research and evaluation						
1	Setting up of Research advisory committee at district level	3	5000	15000	June-03	1500 per school per year
2	Convergence with External Resource agencies in terms of capacity development	4	10000	40000		1500 x 449 = 673500
3	Conduct orientation programmes on monitoring procedures	2	35000	70000	July-03	
4	Conduct of field activities such as monitoring appraisal and supervisions of class room activities at different levels	1	71000	71000		
5	Arrangement of consulting services	2	25000	50000		
6	Conduct of periodical meetings of district officials	5	5000	25000		
7	Conduct of various types of Research studies	1	223000	223000		
8	Periodical updation of Household data	1	25000	25000	January-03	
9	Dissemination of study findings	1	50000	50000	March-03	
10	Publication of Periodic Research Bulletins	1	55400	55400	November-03	
	Intervention Total	0	0	624000		

		0	0	0	
Community Mobilisation and participation					
		0	0	0	
1	One day Orientation to VEC members (52 VECs x 25 persons)	1300	30	39000	August 2003
2	One day Orientation to PTA / MPTA members (52 panchayaths x 40 persons)	2080	30	62400	August 2003
3	Orientation to teacher organisation leaders (30 persons)	30	30	900	October 2003
4	Seminar (150 persons)	150	30	4500	November 2003
	Intervention Total			100000	

Management Structure and Institutional capacity building				
1	DAB / DIC Meetings	1	15000	15000
2	Preparation of AWPB for the next year	1	25000	25000
3	Salaries for 12 months	12		0
	District Project Officer (1)1*12	12	12000	144000
	Programme Officers (5)5*12	60	11000	660000
	Accounts Officer (1)1*12	12	12000	144000
	Computer Programmer (1)1*12	12	6000	72000
	Data Entry Operator (3)3*12	36	3000	108000
	Clerk (5)5*12	60	5000	300000
	Peons (2)2*12	24	4000	96000
	Drivers (2)2*12	24	5000	120000
	Block Programme Officers (7)7*12	84	11000	924000
	Clerks for BRCs (7)7*12	84	5000	420000
	Peons(7)7*12	84	4000	336000
				3384000
	Setting up of district office	1	50000	50000
3	Equipments printer, fax, telephone, photocopier, air conditioner, generator etc.	6	20000	120000
4	Consumables, postage and contingency	1	50000	50000
5	Telephone (2 telephone x 12 months)	24	2000	48000
6	Vehicle hiring	1	60000	60000

7	Vehicle maintenance	2	100000	200000		
8	TA/DA of functionaries	1	500000	500000		
9	Hiring of experts	1	200000	200000		
10	Capacity building exposure visits	1	50000	50000		
11	Professional and operational support teams visit	1	25000	25000		
12	Capacity building of identified agencies	1	5000	8031000		
	Intervention Total			8031000		

Civil Work					
	Additional class rooms	25	200000	5000000	Not exceeded the ceiling of
	Toilet	20	20000	400000	
	Drinking Water	20	15000	300000	
	Separation wall	10	10000	100000	
	Compound wall	10	50000	500000	
	Electrification(LP)	15	15000	225000	
	Electrification(LP)	25	50000	1250000	
	Remodeling	10	10000	100000	
	Renovation	3	200000	600000	
	Solar Lamp for AS	25	20000	500000	
	Intervention Total			8875000	

	Maintenance and Repairs grant	173	5000	865000		
	Intervention Total			865000		

Integrated Education for Disabled Children

Integrated Education for Disabled children					
1	BRC level Medical detection camp	3005	30	90150	3005 students * Rs 1200
2	Honorarium to Medical officers	105	250	26250	
3	Supply of aids and appliances	1400	400	560000	
4	Resource centre development (7Brc*50000)	7	50000	350000	
5	Resource centre for DIET	1	100000	100000	
6	DRIG meeting Teacher education programme(2 hrs,3days*3times*70)	189	70	13230	
7	Honorarium for resource teachers	252	3500	882000	
8	Learner achievement Programme	9015	10	90150	
9	Parental awareness(3005*30*2)	6010	30	180300	
10	Community awareness(Printing of pamphlets(7*7000))	7	7000	49000	
	Satelevel intervention(3005*400)	3005	400	1202000	
	Intervention total			3543080	

Innovative Projects					
1	ECCE	1	1000000	1000000	Not exceeded 50 lakhs
2	Computer Education	1	1499975	1499975	
3	Girls Education	1	1498680	1498680	
4	SC/ST Students	1	992000	992000	
	Intervention Total			4990655	
	<i>Detailed projects are included in the annexure</i>				

Media and documentation						
1	Printing of news letter (including preparatio and distribution charges - 2 edition x Rs.25000)	2	25000	50000		
2	Documentation of selected 10 programmes	10	5000	50000		
Total				100000		
Intervention total				100000		

Consolidation

S.No.	Intervention	Fresh	Spill over	Total
1	Quality improvement	25271250	5810212	31081462
2	EGS	2249520	00	2249520
3	Research and Evaluation	624400	122200	747600
4	Community Mobilisation	106800	300000	406800
5	Innovative Projects	4990655	2910000	7900655
6	Management Information System	420000	990000	1410000
7	Civil Works	9840000	405000	10245000
8	Management Structure and Institutional Capacity Building	8031000	990000	9021000
9	Integrated Education for disabled	3583950	00	3583950
10	Media and Documentation	100000	00	100000
	Total	55217575	11528412	66745987

Project for Girls Education

Bridging the gender gap and empowering girls is one of the most important areas of intervention if education for all is to be attained by 2010

Though the enrolment of girls is comparable to that of boys in our district the quality achievement of the process is not comparable. When we look into the reasons of the backwardness

Lack of motivation for study

- Lack of prior experiences
- Little chance for self exposure
- Lack of involvement in the public affairs
- Poor reading habit
- Lack of confidence
- Restrictions imposed by the society
- Additional responsibility related to home
- Adolescence and growth problems and related mental strains

Since half of the population is girls, the vast amount of energy and money invested for this purpose will come to waste unless the mentioned facts are urgently taken into consideration. In order to address the above mentioned problems parents, teachers, and community leaders are to be oriented. Further certain programmes are also to be carried out.

Objectives of the Programme

To build up self confidence among girls

To develop reading habit among girls.

To aware the society especially mothers about growth development and adolescent problems of girls

To ensure gender equity among girls

To achieve the above objectives the following activities are proposed in the Plan.

Formation of District Counselling Groups

District Counselling groups will be constituted consisting of 10 members as follows.

One professional counselor from each sub districts

DIET faculty

Programme Officer -DPEP

Social welfare district officer

This group will function of the district core team. They are entrusted to plan, and monitoring the district and block /level programmes. This body will meet 10 times (Once in a month is an year)

Block Level Counseling Group

Block level counseling group composing of 5 members will be formed

One member from Dist Counseling group

One Professional Counselor

One BRC Trainer

Academic Co ordinator

AEO

Teacher Representative

This group will be entrusted to plan and implement BRC level counseling activities. Such as teacher training MPFA orientation Counseling etc. They will meet once in every month. If the teacher counselor need more assistance from experts to tackle their field problem they can get it from the BRC counseling group. Teacher counselors can meet this BRC team at the BRC.

Training of teacher Counselor

A lady teacher from each High school and UP school will be equipped as Teacher counselor by giving them sufficient training. 3 days training is included in the project to serve these purpose.

Termly Review of Teacher Counselors

Termly review of the Teacher Counselors should be organized in the BRC. The teacher counselors can have a detailed discussion on issues encountered by them and can receive assistance from the block level experts

One day seminar at school level

Mothers should be well aware of the problems fund by their girl child. The ignorance of mother itself create major hindrance to their emotional and psychological development. So certain orientation programmes are planned related to gender disparity health and hygiene, process of development teen age problems etc. It is to be meant for the mothers of girls who are studying in Std VII & VIII

Resource Persons Training

For equipping the resource persons 5 day training is scheduled Rs 17150 is included in this plan.

State level Activities

State level module preparation and equipping DRG are essential Rs 1 lakh is costed for this

District Resource Centre

A district resource center is essentials to co ordinate al the counseling activities a counselor will be appointed. A consolidated amount of 7500 per month is costed as salary.

Girls Magazine

As a considering the fact that girls get less opportunities to expose their creative works it is suggested to publish a magazine of girls. 5000 copies x 15 ru costed including all the expenses like transport is workshops etc

Monitoring

District and BRC level monitoring will be done by the District level and BRC level officials

Confidence development camp for girls

Usually girls get less chances to operate audio, vedio equipments, camera microphone etc. Actually these equipment are attractive to them and they wish to handle these but they fear to touch them due to lack of confidence. So a confidence creating activity a three day workshop is suggested in each BRC. Selected 30 girls especially from remote area can participate in the camp. Experts will handle the classes ensuring chances for hands own experience in photography, video graph, public addressing system etc Rs 102450 is costed.

Vocational training for Girls

One of the main reasons of Gender disparity that existing in our society is due to the over dependence of women on men for their lively hood. Vocational training will not only help our girls to become self development but also to find their self. They will become aware of their abilities by doing work with confidence. So it is decided to supply sewing machines

and other consumables to 50 schools which are in the remote area of the district for giving vocational training to girl students of Standard VII and Standard VIII. Rs. 5000/- for buying machine and Rs 250 for hiring instructor will be given to these schools. The excess amount needed will be collected by PTA.

Training in Music and drawing

Even though girls are capable for doing any art form, most of them shows shyness in stage performance because of the behavior of and attitude of the people in their surrounding girls. This is especially they care girls with special talents are to be encouraged and supported to develop their talents and thereby become efficient in their walk of life. Rs.15600/- will be given to 15 schools for giving training to Girls students of the schools in the district. Out of Rs 15000/- Rs.5000/- is for purchasing musical instruments and other consumables. Rs.10000/- is to for hiring instructors in the excess fund needed for hiring instructors to each school. The classes will be conducted on Saturdays in the year 2003-2004.

Girls Education Costing

Dist core team	Rs 200 x 10 person x 10times	20000
TA	100 x 10 x 10	10000
Contingency	250 x 10	2500
Total		32500
Block Core group	Rs 200 x 2persons x 10 times	4000
TA	100 x 2 x 10	2000
Contingency	100 x 10	1000
Total		7000
Teacher Training	429 x 70 x 3	94290
Hon. For experts	200 x 3 x 7	4200
Total		340830
One day school level Seminar or gender issues	426 x 500	213000
Girls Magazine	Copy 3500 x 12	42000
Counseling for girls	125 school x 1500	187500

District Resource Centre – Salary for the district counsellor	7500 x 12	90000
Resource group training	10 x 3 x 7x 70	14700
Hon. Of RPS	2 x 3 x 250	1500
Monitoring	25000	15200
State intervention		100000
Confident development Programme for girls		
3 day camp of 308 th std girls and 5 resource person	70 x 35 x 3 x 7	51450
Hon.	5 x 200 x 3 x 7	21000
Rent for cammara, TV, CD player	5000 x 3	15000
Stationery and Contingency	5000 x 3	15000
Vocational training for girls		
Sewing machine and other consumables	Rs 5000 x 50 schools	250000
Honorarium to Instructors	Rs 2400 x 50	120000
Training in music and drawing		
Musical instruments and consumables	Rs 5000 x 15 schools	75000
Honorarium to 4 instructors	Rs 1000 x 15 schools	15000
Total		1498680

Project for Computer Education

Computer Education

Introduction

Primary Education plays an important and significant role in the development of concepts. Information technology can be very helpful to primary children who can learn the concepts correctly and effectively with computer-assisted instruction. This will increase their independence and confidence in themselves. Student of today must be given an awareness and readiness to adopt and adapt with the technological

changes. Education should concentrate more on how to use the electronic media particularly for instruction in primary education to make learning more complete and productive.

Knowledge of computer and information technology has become indispensable in all phases of life. Teachers should be made aware of the different possibilities of computers in order to increase their professional competency and capacity. Students should be enabled to use computers as a part of their learning process in Kerala. IT has been included in the curriculum of Standard VIII from the academic year 2002-03. Teacher training capacity building programmes and other professional support are being given to the teachers of Standard VIII as a part of IT at School Project. Teachers of Upper Primary Schools also have to be equipped with these programmes so as to help the children learn with maximum efficiency. Hence, a special project for computer Education is proposed.

It is an ambitious project under Sarva Siksha Abhiyan Kerala and it aims at integrating IT methods in to the conventional teaching and learning process. It focuses on upgrading the pedagogic system updating it to modern methodology.

Objectives

1. To set up district and block level training centres (Computer Labs) with at least 3 to 6 computers.
2. To set up computer Lab in Upper Primary Schools.
3. To provide training to UP teachers for equipping them to operate the school's computer Labs.
4. To equip all Upper Primary students of the district to use computers as learning aid in a phased manner
5. To develop soft ware and multimedia materials for teaching and learning (Books and CDs etc.)

In this year the main emphasis is on providing training to teachers and developing some educational programmes. The main interventions in this year are:

- Equipping the district resource Personals. Computer experts will give two persons for each centre 10-day training.
- Training to teachers of the selected schools
- Development of computer CD's for computer aided education
- Pilot programme implementation in selected schools

For the above intervention Rs.15,07,975 is costed

Sl. No	Description & Activities	Unit Cost	Physical Target	Period	Financial Outlay	Remarks
1	Five days residential Module preparation workshop for Teacher Training and Learning material preparation	125	5		3125	
	Honararian Participants	200	5		5000	
	Stationery and Contingency				2500	
	Printing of Teaching/Learning Materials				10000	
2	Ten days Residential DRG Training	125	20+13		28750	
	Stationery and Contingency	25	20		500	
	Honorarium to RPs	200	13		6000	
	Purchase of Educational CD's Teacher Training				1500	
3	Ten day Teachers Training	70	40		28000	
4	Monthly review meetings of HM's (10 nos)	70	8		5600	
5	Refresher course to Teachers - 5 days	70	40		14000	
6	Monitoring of District level officials				50000	
7	Assessment and provides studt	15000	1		15000	
8	Purchase of Learning materials				150000	
9	Purchase of CD writer in district centre				12000	
10	Preparation of Educational CDs				768000	
11	Annual maintenance changes to all the sample schools	20000	10		200000	
12	Computer stationery and books	10000	10		100000	
13	Electricity, Telephone, Internet changes	10000	10	2003-2004	100000	
	Total				1499975	

Project for ECCE

Early Childhood Care & Education (ECCE)

It is intended to cover pre primary facilities to all children aged 3-5 in the district. As pre-primary is the first step for formal education, serious steps will be taken to improve the facilities and learning style in this stage. Considering this fact, ECCE has assumed priority in SSA. The ECCE centers include various categories of Institutions such as Anganwadies, Nursery schools run by SC/ST department, pre-primary schools run by General education department and pre-primary classes run by PTAS in Govt/Aided schools. Of these various categories, Anganwadies come at the top with respect to the number of Institutions. At present 1145 Anganwadies 2 primary schools run by the General Education Department, 8 schools run by ST Department 6 schools run by SC department are functioning in the district. Beside this more than 100 pre-primary schools run by other agencies.

ECCE aims and objectives

- To enable children to develop readiness in social and academic matters.
- To ensure enrollment and retention in primary classes.
- To enable the parents to be aware about the need, importance and methodology of ECCE.

District level workshops with social welfare Department, DIET, NGOs working in this field. Convergence with ICDS and other programmes. Conducting NGOs and Pre-primary Teacher Training Institute.

In order to activate the objectives, the following programmes are planned

- 2 day training for ICDS officials and supervisor
- For giving awareness about SSA programmes and preparing guidelines for monitoring)
- 5day DRG Training
- 5day training for Anganwadies teachers
- 2 day training for Anganwadies helpers
- One day planning of DRG members for training of Anganwadies helpers
- One day awareness for parents
- Learning that to selected Anganwadies
- Printing of Pamphlet
- District wise monitoring for the programmes

Project for SC / ST Students

Introduction

The objective of free and compulsory education to all children until the age of 14 cannot be achieved without ensuring education to the weakest sections SC/ST of the society

The tribal communities are not homogeneous and are at various levels of socio-economic and educational development. Generally scheduled caste and scheduled Tribe are educationally under developed

The problems of Tribal peoples are generally because of scattered habitations and hilly Terrian areas, Low economic growth and other socio cultural factors, which are not conducive to schooling, in adequate knowledge of regional language. The tribal communities which are xxx and move from one place to the other with in the district, mainly in the quest for lively hood. Therefore SSA envisages providing quality elementary education to the Tribal children through special interventions responding to varied context needs and problems. The problems of education of SC/ST children are mainly attributed to the socio-economic factors and home environment. Therefore, it is necessary that keeping in view the existing status and problems of education of these children, suitable interventions may be planned

SC/ST children are not only economically poor but also often deprived of the family support and educational environment. They are engaged in many pelly activities to supplement their family income

The population of tribal people in the district Idukki is generally concentrated in pockets. Idukki a backward district of the state has 279 tribal settlements and the SC/ST population in the district is 2.704 lakhs. It constitute 19% of the population. With respect to the tribal population it ranks 2nd place in Kerala. A large number of tribals in this district are habited in the hilly and isolated areas. They are densely populated in Devikulam, Peermade and Udumbachola Taluk.

Considering this socio economic and cultural backwardness of SC/ST students it is essential certain interventions for these children

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Standard	SC	ST
I	2062	626
II	2170	609
III	2584	642
IV	2365	667
V	2204	623
VI	2371	619
VII	2354	546
VIII	2189	518
Total	18299	4850

Objectives

1. To identify Tribal groups with special needs
2. To equip the community for participating in the education.
3. To motivate the SC/ST children for learning
4. To Ensure capacity development of teachers who are handling the problems of SC/ST students

Beneficiaries (Target Groups)

SC/ ST students in Idukki District

Implementing authority – SSA Idukki

Monitoring

District Level, Block Level and Panchayath levels monitoring teams.

Interventions

- Awareness Campaign for SC/ST parents in the tribal belts
(7 batches x 50 persons x 70 rupees)
- Area wise educational Committee formation and meetings
(2 times, 15 persons, 14 centres Rs 70)
- Arts competition, giving support to drawing and painting
(7 centres x Rs 5,000)
- One day awareness programme for tribal heads
(2 times x 7 centres x 25 members x Rs 70)

- Formation of Tribal Resource group (TRG)

(14 centres x 5 members x Rs. 70)

- 3 day residential training to TRG

(persons 60 x Rs. 70 x 3 day)

Honorarium to RPS- 6 x Rs 200

- Incentive to TRG Rs. 200 x 70 8months

1. Monitoring - Panchayath, Block and District Level- Rs. 2000 x 3 times x 60

2. Bridges Course - (Sahavasa Camp) for (a) dropout (b) Selected IV grade children during vacation - 3day residential camp- participants limited to 30. Rs 4500/- x 7

3. Training to teachers in tribal area on link language (using link language learning materials)

7 centres x 40 participants x Rs 70 x 3 days = 58,800

Link language development 25 persons x 5 days x Rs 40 Honorarium Actual 1A Language Rs 5,000/-

2 day training for ICDS officials and supervisors. (giving awareness about SSA and preparation of guide lines for monitoring)		
No. of participants 70 (Supervisors + Officials)		
TA to participants	Rs. 50 x 70	3500
Mess Allowance	Rs. 70 x 70 x 2 days	9800
Total		13,300
II 5day DRG training		
No of participants 50		
TA to participants	50 x Rs. 50	2500
Mess Allowance to participants	50 x Rs. 70 x 5 days	17500
Contingency	500 x 1	500
Honorarium to RPS	Rs. 100 x 2 x 5 days	1000
Total		21,500
III One day planning for DRG members (planning for 2day training of Anganwadies helpers)		
No. of Participants 50		
TA to the participants	Rs. 50 x 50	2500
Mess Allowances	Rs. 70 x 50	3500
Total		6000
IV 2 day training for Anganwadies helpers		
No. of Participants 1200		
Mess Allowances	Rs. 70 x 1200 x 2 days	1,68,000
V 5 day training for teachers		
No. of participants 1200		
Mess allowance to the participants	Rs. 70 x 1200 x 5 days	420000
VI One day awareness programme for parents		
No. of centers 1200		
Contingency charges	Rs 200 x 1200 centres	240000
VIII Supply of learning material kit to selected Anganwadies	Rs 500 x 100 centres	50000
VIII Printing of Pamphlets for public awareness	56200 pamphlets x Re 1	56200
IX TA/DA for monitoring team as per KSR Lumpsum		25000
Total		1000000

Item No.	Description Activities	Unit Cost	Physical Target	Financial out lay
1.	Monitoring – Panchayath Block, District Level	2000	180	360000
	Bridge Course-Sahavasa Camp 3 days	4500	52	234000
	Honorarium to RPS- Rs. 200 x 51 x 2 x 3	200	306	61200
	3 day training to teachers in tribal area on link language	70	720	50400
	Expense for scholarship to SC/ST students	100	408	40800
	Link Language development	100	125	12500
	TA actual Bus fare			5000
	Awareness campaign for SC/ST parents	70	350	24500
	Area wise educational committee formation and meeting	70	420	29400
	Arts competition giving support is drawing and painting	5000	350	35000
	One day awareness programme for Tribal heads	70	70	24500
	Formation of Tribal resource group	70	180	4900
	3day Residential training to TRG	70	480	12600
	Incentive to TRG Rs. 200 x 60 x 8 months	200	6	96000
	Honorarium to RPS. 6 x Rs. 200	200		1200
	Total			992000