

SARVA SHIKSHA ABHIYAN (SSA)

District Elementary Education Plan (DEE)

SARVA SHIKSHA ABHIYAN



ERNAKULAM

ANNUAL WORK PLAN - 2003 - 04
ERNAKULAM DISTRICT

KERALA



SARVA SHIKSHA ABHIYAN (SSA), KERALA

**DISTRICT ELEMENTARY EDUCATION PLAN
(DEEP)**

2003-2004

DISTRICT : ERNAKULAM

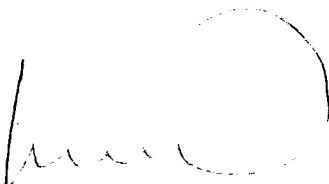
PREFACE

Providing a qualitative Elementary education to all children upto the age of 14 is a long cherished goal of our country. With this view, we had implemented schemes like Operation Black Board, Minimum Level Of Earning, District Primary Education Programme in the past years.


The ventures so far initiated have fetched some qualitative changes in curriculum development, curriculum transaction and evaluation in the state. Still the demand for qualitative education is unsatisfied for want of an opportunity for improving human capacity to the poorest children, through the provision of community owned ventures. Sarva Siksha Abhiyan (SSA) had been launched as a big push for qualitative elementary education with a clear time frame of 10 years by effectively involving the Panchayathi Raj institutions and Parent Teacher Associations. SSA aims at Assuring useful and relevant Elementary education for all children in 6 - 14 age group from all habitations including tribal and coastal areas.

This Project Proposal has been prepared for Ernakulam Revenue District for the year 2003-04 in continuation of the programme implemented during 2001-02 and 2002-03. This has been prepared on the basis of experience on the implementation of SSA for the last two years in the District. Our thanks are due to all who have contributed valuable services in various stages of its preparation, especially the educational officers of the District and DIET faculty members.

This Project Proposal is submitted for approval.



Deputy Director (Education),
Ernakulam



Principal
DIET Ernakulam

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Chapter 1

INTRODUCTION

We are on the threshold of the 21st century. Developments in the science and technology bewilder us and that points out the requirements of an education suitable to the present time. Such an education should cater to the need of developing country like ours. With this ambition the country has been implementing several programmes for its quantitative and qualitative improvements. Sarva Shiksh Abhiyan (SSA) is the latest venture in this regard for the goal of Universal Elementary Education (UEE) through a time bound integrated approach in partnership with the state. This project proposal is prepared with the view to suggest action to attain the said goal of UEE for Ernakulam revenue district.

Historical background of the district

The district of Ernakulam is situated almost in the middle class of Kerala state. It borders with Idukki, Alappuzha, Kottayam and Thrissur district. Upto the formation of the state on November 1, 1956 it was a part of the erstwhile Thiru-Kochi state. The district came into existence on April 1, 1958 by merging Kanayannur, Kochi, Kunnathunadu, Alwaye and Parur taluks taken from Thrissur district. On January 1, 1977 the district became still bigger with the addition of Muvattupuzha and Kothamangalam taluks to it and thus it has got the present status with seven taluks and 117 villages.

Socio-Economic, Cultural and Linguistic Characteristics

The district of Ernakulam has a rich Socio-Economic, cultural and linguistic background from time immemorial due to its geographical characteristics which comprise natural sea port and fertile land with much water resources. As the industrial capital of the state, Ernakulam claims the most prominent district in trade and commerce in the state. Public, Joint and Private sectors exist in the district for its industrial growth with 21% of the people are directly linked to that. Its industrial and commercial nature has contributed to the emergence of a municipal corporation and nine towns in the districts.

The cultural background constructed by various sects: Hindus, Muslims and Christians has its variety and richness. They have contributed much for the formation of believes and art form. Traditional art

forms like Kathakali, folk loves like Mudi yettu, Kaikottukali and Margamkali are popular in this district than any other parts of the state. Linguistic minorities like Konginies, Gujarathis have prominence in the social life of the district. Anglo-Indians whose mother tongue is English form another set of linguistic minorities in the district.

With its economic development the district has a wide range of educational facilities from elementary to universities. The district has a Sanskrit University and a Science and Technology University. Facilities for medical, engineering, legal education are also available in the district than any other place in the state.

Geographical conditions

Ernakulam district with an area of 2407 sq km 40 km cost and 60 km high ranges. In between the costal area and high ranges there is middle plain. Among the land area the middle plain comes to 50%, the high ranges comes to 30% and the cost comes to 20% of the state. Fishing and coconut farming are the two main stay of the people in the costal area. The middle plain and high ranges facilitates the cultivation of rubber, coconut, coco, pepper and other spices. Rivers like Periyar, Muvattupuzha and Thodupuzha meet the requirements for irrigation and industries. Lakes like Vembanad, Kodungalloor, Varapuzha enhances a cheap and quick transport facility for its trade and commerce

Demographic features

This district has a population of 30,38,378 with female-male ratio of 1:917. Density of population comes to 1050/sq km which is highest in the state. The total working strength has involved in primary, secondary and tertiary sectors of production.

(Source : Census Report 2001)

Literacy Scenario

The district claims the first among the districts of the country that gains 93% total literacy. Nearly 100% of the children in the 5-14 age group are enrolled for elementary education

Special features

The industrial and economic development of the district has reasoned speedy urbanization of the district. Percentage of people rely on permanent income sources is much higher than other district of Kerala.

Situational analysis leading to the launching of SSA

With the 93rd amendment of the constitution elementary education has become one of the fundamental rights of the citizen. Even before this constitution amendment the country has made several institutions, teachers and students for the progress of elementary education. At the primary stage, 94% of the rural population has schooling facilities with in one kilometer and in the upper primary stage it is 84%. Still there are problems related to low levels of learning achievement and low participation of children of tribals and socially disadvantaged groups. Problems like inadequate school infrastructure, poorly functioning schools and large number of teacher vacancies are crucial in the district.

Previous interventions like Operation Black Board, Quality Improvement Programme had been implemented in this district with other districts in the state. They have fetched some result in improving certain infra-structural facilities and attainment of a quality elementary education. This attempt of improving quality must be continued in the next year also.

Improvement in the infra-structural facility will make the school atmosphere conducive for a quality education. In this matter there is an imbalance among the schools in rural and urban areas. Generally schools in rural areas are poor in the infra-structural facilities.

Curriculum revision and changes in pedagogy are on going processes in the elementary education sector. Teachers and all educational functionaries require orientation to these revision and changes.

Interventions commenced during last two years as the part of SSA should be continued as long-term activities. Considering all the above situations this project is proposed to be conduct for the years 2003-2004 with the following objectives:

Objective of SSA

- a) All children in School, Education Guarantee Center, Alternate School, back to school camp by 2004.
- b) All children complete five years of primary schooling by 2007
- c) All children complete eight years of schooling by 2010
- d) Focus on elementary education of satisfactory quality with emphasis on education for life.

Chapter 2

DISTRICT PROFILE

2.1 About the District

The District Ernakulam is situated in the middle of the state of Kerala. Formerly, it was a part of Thrissur District and Kottayam District, Kanayannor, Cochin, Kunnathunad, Aluva and Paravoor Taluks of Thrissur District and Muvattupuzha, Thodupuzha Taluks of Kottayam District bifurcated and formed Ernakulam District on First April 1958. At the time of formation of Idukki District on January 28, 1972 except Kaloorkad and Majalloor villages of Thodupuzha Taluk is bifurcated from Ernakulam District and annexed to Idukki District. Kuttampuzha Panchayath from Idukki District is bifurcated and annexed to Ernakulam District. The District has at its western side Arabian Sea and eastern side Western Ghats. Thrissur, Kottayam, Alappuzha and Idukki are the border District of Ernakulam. Eastern side Ernakulam District shares its boarder with Thamilnadu State. 50% of the District is Edanadu, 30% Malanadu (hill area), 20% coastal area.

Portuguese, Dutch, English, French, Jews and Arab traders had great influence with trading activities with Cochin. So it has a rich and mixed cultural background. The famous ruler Rama Varma was known as 'Sakthan Thampuran' has glorious image in the history of Cochin.

The District is blessed with many beautiful islands in the Cochin backwaters, part of Vembanad Lake. It has a slope towards west and the rivers like Periyar and Muvattupuzha are flowing westwards to reach the Arabian Sea. Kalady, the birthplace of Adi-Sankara situated on the banks of the river Periyar. Cochin, the 'Queen of Arabian Sea' is at present the commercial capital of the state. The beautiful Wellington Island with its adjoining port is one of the great attractions of the District. Bolgatty Palace is built by the Dutch in 1774. Jews Synagogue situated at Mattancherry was built in 1568. St. Francis Church at Fortcochin is the burial place of Vasco-De-Gama. Pareekshith Thampuran Musium and Hill Palace Musium tells a great about the history of the District.

Total population of the District is 30,98,378 of which 15,35,881 are males and 15,62,497 are females. The literacy rate in rural areas is 92.5% and that of the urban areas is 94.43%

Table 1**Details on demography and literacy rate.**

	Population			Literates		
	Total	Male	Female	Total	Male	Female
Total	3098378	1535881	1562497	2589038	1312657	1276381
Rural	1621890	805950	815940	1341273	684339	656934
Urban	1476488	729931	746557	1247765	628318	619447

Source : Census Report 2000-2001

Sex ratio of the district was 1017 females for 1000 males which is lower compared to the state. Table 2 presents the data on sex ratio (talukwise)

Table 2**Sex ratio of the population – Ernakulam revenue district**

State/District/Taluk	Sex ratio of total population		
	Total	Rural	Urban
Ernakulam District	1017	1012	1023
Kunnathunad Taluk	996	995	1020
Aluva Taluk	1005	989	1023
Paravur Taluk	1047	1059	1041
Kochi Taluk	1051	1056	1045
Kanayannur Taluk	1021	1033	1008
Muvattupuzha Taluk	1002	1001	1021
Kothamangalam Taluk	1004	1001	1019

Source : Census Report 2000-2001

In the matter of density of population, Ernakulam ranks fourth with 1050 among the 14 districts in Kerala state.

Table 3

Table 3: Rate of growth of population Ernakulam revenue district

	Population			Percentage of decadal growth 1991-2001	Percentage of urban population
	Person	Male	Female		
Total	3098378	1535881	1562497	9.09	47.65
Rural	1621890	805950	815940	10.56	--
Urban	1476488	729931	746557	7.52	--

Source : Census Report 2000-2001

Information on area

Ernakulam district with an area of 2407 sq. km 40 km cost and 60 km high ranges. In between the costal area and high ranges there is middle plain. Among the land area the middle plain comes to 50%, the high ranges comes to 30% and the cost comes to 20% of the state.

Information of Literacy

The district claims the first among the districts of the country that gains 93% total literacy. Nearly 100% of the children in the 5-14 age group are enrolled for elementary education

2.2 Educational Profile

2.2.1 Educational Administration in the District

The Deputy Director of Education is the head of the hierarchy of educational officers under general education department in the district. The Revenue District Ernakulam is divided into 4 educational districts as Ernakulam, Aluva, Kothamangalam and Muvattupuzha. The Revenue District is further divided into 14 sub-district for administrative convenience with regard to elementary education. Each educational district is headed by District educational officers (DEO) and the sub-districts by Assistant Educational officers (AEO)

1. Ernakulam Education District:
 - a. Ernakulam
 - b. Mattancherry
 - c. Vypeen
 - d. Thrippunithura

2. Aluva Educational District
 - a. Aluva

- b. Angamaly
- c. Paravoor
- d. Kolenchery

- 3 Muvattupuzha Educational District:
- a. Muvattupuzha
 - b. Kalloorkad
 - c. Piravoni
 - d. Koothattulam

- 4 Kothamangalam Educational District:
- a. Kothamangalam
 - b. Perumbavoor

In the office of the Deputy Director of Education there is an administrative assistant who is dealing with establishment and administrative matters and accounts, audit, budgeting etc.

2.3 The Educational Facilities at the various levels

2.3.1 Educational System

The educational structure of the state follows the 10+2+3 pattern with entry to formal class at the age of 5+. Pre-primary schools are not the responsibility of the state Government except for a few model Pre-primary education. The lower primary stage consist of 4 years and upper primary stage 3 years education for children in the age group of 5 to 9 and 10 to 12 years respectively. The next three years of secondary stage consisted of classes 8, 9 and 10 for the corresponding age group of 13 to 15 years. Higher secondary or +2 stage consists of 2 years covering classes 11 and 12 for the age group of 16 to 17 years. It formed part of the colleges and therefore was under the university system of education. During 90-91, +2 courses were added to selected high schools and gradually made them part of the school system. At present +2 is completely attached to high schools and they are known as Higher secondary schools. The educational facilities of the district can be classified into pre-primary, formal education system up to +2 level and university education.

2.3.2. Pre-primary Education

There are 2237 Anganwadi / Pre-primary schools in the district. The government has also permitted registered Mahila Samajam, registered co-operative societies and local bodies are permitted to run pre-

primary classes. In Government/Aided schools wherever space is available the PTA are consented to start pre-schools.

In the case of government owned pre-primary school the salaries of personals are paid by PTA and in Anganwadies under the social welfare department, the salary of the teachers are met by the department.

The following table shows the status of the Pre-primary education in the District

Table 4

Blockwise details of Pre-primary and Anganwadies of the District

	Name of Sub District	Pre-Primary	Anganwadies
1.	Mattanchery	6	196
2.	Vypeen	17	138
3.	Emakulam	34	270
4.	Thripunithura	22	178
5.	North Paravoor	13	234
6.	Angamaly	28	198
7.	Aluva	6	288
8.	Kolenchery	2	183
9.	Moovattupuzha	11	18
10.	Kalloorkad	8	32
11.	Koothattukulam	4	83
12.	Piravom	10	86
13.	Perumbavoor	18	203
14.	Kothamangalam	12	180

Source : House to House Survey

It is seen from the table that there are 191 Pre-primary schools and 2187 Anganwadies in the District.

2.3.4 Details of NFE Centers

Details of Non Formal Education Centers in the district are given below. (Block wise)

Table 17

Block wise details of NFE Centers

Sl No.	Block	No. of NFE Centers
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1	Eranakulam	42
2	Mattancherry	37
3	Thrippunithura	35
4	Vypeen	22
5	North Parur	31
6	Angamali	36
7	Aluva	46
8	Kollencherry	28
9	Muyattupuzha	37
10	Kalloorkkadu	24
11	Koothattukulam	21
12	Piravam	29
13	Kothamangalam	39
14	Perumbavoor	21
Total		448

It can be seen from table that there are 448 NFE centers functioning in the district.

Details of Teacher Training Institutions

The District has 14 TTIs and one DIET there are 5 B Ed training centers in the district

Distribution system of textbooks

Textbooks are distributed students through textbooks depots of the district. The school co-operative societies collect the books from textbook depots and supply to the students of the school.

2.3.5 Secondary and Higher Secondary and University Education

So far +2 stage was part of the University System, now it is being transferred to school education. The number of higher secondary schools has increased with the adoption of +2 system at school.

For higher and professional education, there are 2 universities, 5 engineering colleges and 1 medical college in the district. The facilities for secondary, university education and professional education are shown in the table below.

Table 5
Educational Facilities in the District

	Category	No. of Institutions
1	Secondary Schools	294
2	Universities	2
3	Arts & Science Colleges	24
4	Professional Education Centres	
	a. Medical Colleges	3
	b. Engineering Colleges	7
	c. Homoco College	1
	d. Ayurveda College	1
	e. Law College	1
	f. Music College	1
	g. Fisheries College	1
	h. B. Ed. Training Centre	5
	i. TTIs	14
	j. DIET	1

Source : Educational profile of Ernakulam District

2.3.6. Teacher Education

Teacher training institutions in the district can be classified into Teacher Education Colleges (B. Ed) and Teacher Training Institutions (TTIs). B. Ed. Colleges train graduates to work as assistants in secondary school. Graduation with B. Ed. is the qualification prescribed for secondary school teachers. Teacher training institutions concentrate on training of primary school teachers. The period of training is for 2 years and minimum qualification for selection to the training is higher secondary education with 50% of marks.

State and Centrally Sponsored Schemes Implemented

State and Centrally Sponsored Schemes such as quality improvement programmes and Operation Blackboard and Integrated Education of the Disabled Children were introduced in the districts so far. These programmes tackled the problems related to quality of education disability among the children to a great extent. Still the problem persists and a co-ordinated approach of various programmes should be introduced to achieve the targets within the prescribed time limit of ten years.

Details of Externally funded schemes

In the district so far no such externally funded schemes were implemented. In other 8 districts of the State District Primary Education Programme (DPEP) was introduced. This brought changes in curriculum revision and transaction. Though DPEP was not introduced in the district curriculum revision and changes in transaction strategies were implemented in this district also.

2.3.7 District Institute of Education and Training (DIET)

National Policy on Education (NPE-1986) was a landmark in the history of education in the post-independence era, which envisaged a number of interventions for revamping primary education. District Institutes of Education and Training (DIETs) are one of the off-shoots of the NPE with other prominent institutions like the Institute of Advanced Studies in Education (IASEs) and the College of Teacher Education (CTEs).

The DIETs have three main functions:

1. Training (both of induction level as well as continuing variable)
2. Resource support
3. Action research

DIETs are giving both 2 year pre-service training and in-service training for primary teachers. DIET is also expected to act as a nodal agency for planning, implementation, supervision and evaluation of the programmes related to elementary and adult education.

Status of Elementary Education

In district is about to achieve the goal of universalisation of education at the lower primary stage. The enrolment in formal schools is very high at lower primary and upper primary stages. The lower primary stage consisted of Std 1 to 4 and upper primary from Std 5 to 7 Std VIII is part of high school education as the state follows 4+3+3 system of 10 year schooling.

The elementary schools can be classified into 3 categories as the basis of management of the schools.

1. Government owned schools
2. Government Aided schools
3. Unaided schools run by private agencies

Table 6

The management wise category wise details of schools

Category	No. of Schools			Total
	Government	Aided	Unaided	
LP	181	276	23	480
UP	91	102	13	206
HS (Std VIII)	87	176	34	297
Total	359	554	70	983

Source : School data base

Category wise/Sub district wise/ Management wise details of Schools are given below.

Table 7

Category wise, Management wise, Blockwise details of the schools of the District

SI No	Sub Districts	L.P.		U.P.		H.S.	
		Govt.	Aided	Govt.	Aided	Govt.	Aided
1	Emakulam	8	32	3	16	7	16
2	Mattanchery	5	29	4	8	8	15

3	Trippunithura	13	22	5	12	3	8
4	Vypin	6	25	4	10	9	16
5	Koothattukulam	8	6	4	4	6	5
6	Moovattupuzha	7	10	7	3	4	5
7	Kalloorkad	6	12	0	5	0	9
8	Piravom	12	9	8	3	4	13
9	Kolenchery	21	9	12	4	4	10
10	Ankamali	20	28	7	8	11	22
11	Aluva	16	24	7	8	8	17
12	N Paravoor	22	21	5	5	6	11
13	Perumbavoor	18	16	11	5	9	17
14	Kothamangalam	20	31	15	11	8	14
	Total	182	276	92	102	99	178

Source : School data base

2.4.1 Status of Teachers

Category wise and sex wise details of teachers (trained and untrained) of the district along with the number of posts sanctioned is shown in table. Teacher Status as on 31-7-2001 in the district.

Table 12

Teacher Status as on 31-7-2002 In the district

Category	Status		Placement		No. of vacant posts
	Posts sanctioned		In position		
	Trained	Non-trained	Male	Female	
Primary	4402	145	1048	3354	Nil
U P.	3784	90	911	2843	Nil
Std VIII	1220	0	266	954	Nil
Total	9111	235	2225	7181	

Source : School data base

Trained / untrained Teachers

There are 235 untrained teachers in the district.

Male & Female Teachers

It can be seen from the table that there are 9111 trained teachers are working in as there are no vacant post in the district. Out of this teacher population 76.34% are females 23.66 are female. Table below shows the block wise, sex wise and category wise details of teachers of the district.

Teacher - Pupil ratio

The teacher - pupil ratio of the district is

No. of Posts and Vacant posts

Table above shows that there are at present no vacant post in the district.

No. of Protected Teachers

In the district there is no protected teacher as though teachers are deployed.

Table 13

Block wise, Sex wise category wise details of Teachers as on 31-07-2002

	L.P			U.P.			VIII		
	M	F	Total	M	F	Total	M	F	Total
Vypcen	107	218	325	80	165	245	07	57	64
Kalbrkad	30	108	138	22	81	113	101	14	24
Kolenchery	75	226	301	56	170	226	14	69	83
Muvattupuzha	34	160	194	26	120	146	08	45	53
Kottamangalam	157	316	473	122	234	356	22	93	115
Ankamaly	67	340	407	51	255	306	26	81	167
Piravom	38	121	359	29	90	119	15	34	49
Aluva	122	342	464	116	232	348	41	83	124
Mattancherry	162	320	482	120	241	361	43	86	129
Ernalulam	26	394	420	70	369	439	9	130	139
Koothattukulam	30	105	135	21	60	81	11	16	27
Perumbavoor	68	302	370	52	241	293	26	78	104
Thripunithura	21	179	200	61	412	473	10	72	82
N. Paravar	111	223	334	85	203	288	24	96	120
Total	1048	3354	4402	911	2873	3784	266	954	1220
Grand Total									9406

Source : School data base

Number of teachers working in L.P., U.P. and Std VIII are 9406

Table below shows the Blockwise list of untrained teachers(U.P section) of the district.

Table 14

Block wise list of untrained teachers – UP section

Sl No	Name of block	Arabic	Sanskrit	Hindi
1	Kolencherry	10	4	4
2	Aluva	25	7	12
3	Kothamangalam	0	6	6
4	Perumbavoor	0	6	4
5	Ankamaly	0	4	3
6	N. Paravoor	15	7	5
7	Vypeen	7	5	3
8	Thripunithura	7	7	3
9	Mattancherry	20	3	4
10	Ernakulam	18	5	5
11	Muvattupuzha	0	3	3
12	Kallorkad	0	3	2
13	Piravom	0	4	3
14	Koothattukulam	5	3	4
	TOTAL	107	67	61
	GRAND TOTAL		235	

Source: School data base

For the capacity development of this 295 untrained teachers long term training are to be provided and it is suggested in the perspective plan

The untrained teachers have to be brought into the mainstream of trained teachers through relevant in-service training programmes. A long term training programme is envisaged to this target group and for their capacity development and a long term training is suggested in the perspective plan.

2.4.2 Profile of enrolled students 2002-2003

Standard wise, Sex wise, community wise details of students enrolled as on 31.07.2001 in the District is given below.

Table 8

Standard wise / Sex wise/ community wise details of students

Standard	All Communities			Scheduled Castes			Scheduled Tribes		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	18089	17947	36036	2084	1889	3973	111	115	226
2	18377	18182	36559	2007	1929	3936	101	106	207
3	18011	17834	35845	1833	1805	3638	93	90	183
4	18494	18205	36699	1920	1783	3703	88	90	178
5	20060	19441	39501	2095	1854	3949	119	85	204
6	20630	20065	40695	2105	1906	4011	107	85	192
7	23626	21531	45157	2430	2137	4567	117	88	205
8	24140	22829	46969	2381	2151	4532	120	77	197
Total	161428	156104	317661	16845	15426	32400	856	736	1502

Source : School data base

Out of the total school population up to Std - VIII 50.81% constitute boys and 49.18% girls. 10.2% of the total population is S.C. and 0.47% S.T.

2.4.3 Status of Enrolment and Dropouts

Total number of students from Std I to VIII is 350408. Out of this 181979 is boys and 168429 is girls. Gross enrolment ratio during 2001-2002 is 102.25%. Number of dropout children from Class I to VIII is 404. From this, it is inferred that 99.88% of students enrolled in Class I is retained. Drop out free attempts has to be made to bring all the children back to school as a part of SSA programme.

2.4.4 Status of Enrolment and Dropouts (class-wise and sex-wise)

Class wise, Sex wise and details of enrolment and dropout for the year 2001-2002 is calculated. Total member of students from Std I to VIII is 350408 out of this 181979 is boys and 168429 is girls. No. of

dropout children from Class I to VIII is 404. From this, it is inferred that 99.88% of students enrolled in Class I is retained.

Sex wise, Age wise and Block wise enrollment and dropout

Sex wise, Age wise and Block wise enrollment and dropout is calculated for the age group of 5-14 years. It is shown in table below.

Table 9

Sex wise, Age wise and Block wise enrollment and dropout

Sl No	Name of sub-dist		5-6		6-7		7-8		8-9		9-10		10-11		11-12		12-13		13-14		Total	
			B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
			Enrol	Drop-out	Enrol	Drop-out	Enrol	Drop-out	Enrol	Drop-out	Enrol	Drop-out	Enrol	Drop-out	Enrol	Drop-out	Enrol	Drop-out	Enrol	Drop-out	Enrol	Drop-out
1	Pravara	Enrol	556	527	549	550	549	546	517	497	585	505	534	538	656	625	610	560	637	649	6402	4997
		Drop-out	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	2	0	3	1
2	Kothananagalam	Enrol	1823	1564	1461	1437	1791	1391	1629	1491	1830	1562	1719	1629	2024	1838	1925	1869	2056	1836	16630	14617
		Drop-out	0	0	1	1	2	1	0	1	5	0	4	4	4	1	8	4	15	7	37	19
3	Kolenchery	Enrol	1351	1330	1306	1172	1235	1191	1218	1091	1370	1254	1346	1237	1433	1307	1380	1309	1554	1336	12193	11227
		Drop-out	0	0	0	0	0	0	1	0	0	1	1	1	3	2	3	0	7	2	14	6
4	Koolhattakulam	Enrol	430	405	440	380	434	413	430	426	446	438	506	473	526	435	541	528	564	540	4317	4038
		Drop-out	0	0	0	0	2	0	0	0	0	0	1	0	0	0	1	1	4	2	8	3
	Mhwa	Enrol	3027	2814	2719	2475	2734	2477	2440	2533	2801	2655	2940	2695	3262	3001	3108	3001	3623	3360	26651	25011
		Drop-out	0	0	4	0	1	1	1	0	0	1	2	2	3	0	11	2	12	7	34	13
	Mayattu-puzha	Enrol	527	535	527	459	518	473	512	483	584	490	606	484	583	688	607	539	617	541	5081	4692
		Drop-out	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	4	2	6	3
	Kallor-Kad	Enrol	482	417	411	444	417	377	431	410	457	413	450	424	513	444	494	453	560	536	4218	3918
		Drop-out	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1
	Vypeen	Enrol	1323	1149	1154	1026	1028	995	1043	919	1115	1049	1140	1088	1334	1245	1272	1263	1461	1280	10870	10014
		Drop-out	0	0	0	1	0	0	2	1	1	2	0	0	4	1	5	1	11	3	23	9
	North Panur	Enrol	1391	1286	1273	1135	1238	1166	1289	1074	1339	1196	1388	1289	1555	1412	1599	1435	1552	1504	12624	11497
		Drop-out	0	0	0	0	0	0	1	0	0	0	0	0	3	1	5	3	13	4	22	8
5	Angamal V	Enrol	2114	1854	1881	1757	1758	1601	1711	1660	1907	1724	1867	1795	2062	1889	2005	1928	2051	2007	17356	16215
		Drop-out	0	0	0	1	2	0	0	0	2	1	4	1	3	2	11	6	0	16	30	27
6	Thrippun Tura	Enrol	1807	1662	1670	1535	1507	1443	1405	1412	1554	1482	1613	1477	1816	1671	1762	1588	1699	1596	14832	13866
		Drop-out	0	0	1	0	0	0	0	1	0	1	1	1	2	1	3	2	9	4	16	10
7	Perumbavoor	Enrol	1629	1534	1555	1356	1539	1378	1519	1389	1621	1473	1644	1484	1752	1694	1766	1629	1888	17645	14913	13702
		Drop-out	1	1	1	2	0	0	2	0	2	1	1	0	2	2	6	3	8	4	23	13
8	Mattanc Hery	Enrol	2180	2051	1990	1861	1964	1725	1745	1704	2032	1707	1953	1779	2105	1944	2195	2010	2074	2017	18238	16818
		Drop-out	1	0	0	0	0	1	1	0	0	0	4	1	1	3	6	3	15	3	28	11
9	Emakul Am	Enrol	2256	2031	2043	1941	1923	1811	1914	1779	2126	1973	2223	2044	2289	2149	2203	2164	1957	1779	18934	17701
		Drop-out	0	0	0	0	0	0	0	0	1	1	1	1	2	2	11	2	6	5	21	13
20		Enrol	20896	19157	19282	17528	18635	17067	17803	16888	19767	17933	19929	18494	21910	20338	21467	20278	22290	20746	183262	168429
		Drop-out	2	1	7	5	7	4	8	3	11	8	19	13	28	15	71	28	113	61	266	138

Source : House to House survey

Gross enrollment ratio

Gross enrollment ratio during 2001-2002 is 102.25%. It is seen from the table that a number of children are still out of the main stream of education. So drop out free attempts will be made to bring all the children back to school as a part of SSA programme.

2.4.5 Details of Children with Special needs

Education for all could be achieved by providing access to free education to every child with a disability until he or she attains the age of 18 years. U.P.E. cannot be achieved until children with special needs are made as an integral part of the regular main streams.

Sl. No.	Name of Institution	Name of Block
1.	Assisi School for Deaf, Moovattupuzha	Moovattupuzha
2.	Blind School, Keezhumadu	Aluwa

Class wise, sex wise and disability wise details of the children with special needs are shown in the table.

Table 10

Block wise details of children with special needs

Sl No	Sub District	VI			III			OH			MR		
		B	G	TOT	B	G	TOT	B	G	TOT	B	G	TOT
1	Kolenchery	28	31	59	20	15	35	25	19	44	18	14	32
2	Koothattukulam	21	15	36	22	20	42	19	17	36	16	15	31
3	Aluwa	88	56	144	38	33	71	72	127	55	61	53	114
4	Piravom	11	18	29	18	15	33	13	10	23	13	10	23
5	Muvattupuzha	39	28	67	18	12	30	28	21	49	19	17	36
6	Kallorkad	17	20	37	24	21	45	15	12	27	11	10	21
7	Vypeen	18	27	45	23	18	41	13	11	24	10	10	20
8	N. Paravoor	29	21	50	22	19	41	21	18	39	17	13	30
9	Ankamaly	81	35	116	34	22	56	76	59	135	63	32	95
10	Perumbavoor	24	28	52	20	16	36	21	15	37	25	10	35
11	Tripunithua	41	30	71	21	15	36	34	20	64	18	8	26
12	Mattancherry	94	73	167	41	31	72	80	60	140	39	28	67
13	Kothamangalam	87	62	149	37	10	47	41	38	79	20	15	35
14	Ernakulam	64	48	112	35	19	54	10	9	19	34	30	64
	TOTAL	612	492	1104	371	276	647	468	364	832	371	265	636
GRAND TOTAL											3249		

Source : House to House survey

It is seen from the table that 3249 students came under the category of children with special needs

Table 11

Class wise details of children with special needs

Std	VI		VII		OH		MR	
	B	G	B	G	B	G	B	G
1	72	53	41	31	51	38	39	33

2	74	54	43	29	53	41	37	21
3	78	48	44	31	54	39	45	28
4	76	56	40	33	56	42	44	32
5	81	61	46	35	56	47	46	33
6	82	67	48	38	58	50	49	39
7	87	75	51	43	63	54	56	40
8	92	78	58	36	77	53	55	39
Total	642	492	371	276	468	364	371	265

Source : School data base

In the table above students are identified as children with special needs. These students are already identified by the teacher as students with special needs and included in this category. There are suspected cases which are not included in this category. They will have to be identified after conducting detection camps in due course. At present children with learning disability are not considered as students with special needs. But these children also need additional help from teachers and experts. So 7% of the student population will be considered as children with special need in the perspective plan.

2.4.6 Details of out of school children (Unenrolled groups)

House to house survey identified the out of school children of the district in the age group of 5 to 14 years. The Age wise / Block wise details of out of school children of the district are shown in the table below.

Table 16

Age wise/ Block wise details of out of school children (5-14 Age group)

	Block	Number of out of school children									TOTAL
		5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	
1.	Kolencherry	3	0	1	29	2	2	2	3	0	43
2	Koothattukulam	1	0	3	9	2	1	3	1	0	20
3	Aluva	5	1	9	84	6	5	4	5	0	119
4	Piravom	0	0	1	7	0	1	0	0	1	10
5	Muvattupuzha	0	1	2	18	0	2	2	1	0	27
6	Kalloorkad	1	1	1	8	0	2	1	5	0	19
7	Vypeen	4	1	2	30	3	9	4	8	0	61
8	N. Paravoor	5	0	4	34	2	3	2	4	1	55
9	Angamaly	8	4	3	61	2	5	9	4	0	96
10	Perumbavoor	3	3	1	82	22	4	7	3	0	125
11	Tripunithura	3	1	0	34	0	1	2	9	1	51
12	Mattancherry	8	1	2	49	0	5	6	6	0	77
13	Kothamangalam	18	6	27	47	98	5	9	56	0	166
14	Ernakulam	1	1	4	70	2	2	1	0	0	81
		56	13	44	645	37	33	39	87	1	955

The total number of out of school children in the district is 1055. Special efforts are to be carried out to bring them back to school and provisions are made in the SSA programme for the district

School Infrastructural facilities

Infrastructural facilities are one of the dimensions of quality education. Better infrastructural facilities should be provided to make school atmosphere more child friendly.

Many equipments and facilities in the school are not adequate to cater to the needs of the children. Many of such facilities require annual repairs and replacement. Some of them which are at present usable need to be repaired in due course. Provision for this has to be placed in the perspective plan. Block wise details of school infrastructural facilities are shown in table 15.

Table 15

Block wise details of school infrastructural facilities

Block – Piravom

Sl. No.	Details of Items	Details of Units		
		Usable	Repairable	Addl. Requirements
1	Library		0	10
	Laboratory		0	26
	Activity Corner		0	26
2	Black Board	189	0	0
3	Computer room	6	0	26
4	Class rooms/Other rooms	79	184	4
5	Separation Wall		10	184
6	Electrification	2	4	22
7	Drinking water	5	3	20
8	Toilet-Girls	4	1	26
9	Toilet-Common	4	2	25
10	Playground	20	1	5
11	Compound wall	7	6	13
12	Apparatus for Music & Arts	0	0	26
13	Equipment for Phys. Education	0	0	26

Block – Mattancherry

Sl. no.	Details of Items	Details of Units		
		Usable	Repairable	Addl. Requirements
1	Library	0	0	24
	Laboratory	0	0	24
	Activity Corner	0	0	24
2	Black Board	156	0	0
3	Computer room	1	0	24
4	Class rooms/Other rooms	125	91	40
5	Separation Wall	80	0	91
6	Electrification	15	0	15
7	Drinking water	15	0	12
8	Toilet-Girls	12	0	12
9	Toilet-Common	14	0	10
10	Playground	11	0	12
11	Compound wall	12	5	7
12	Apparatus for Music & Arts	0	0	60
13	Equipment for Phys. Education	0	0	60

Block – Ernakulam

Sl. no.	Details of Items	Details of Units		
		Usable	Repairable	Addl. Requirements
1	Library	19	0	40
	Laboratory	12	0	47
	Activity Corner	0	0	52
2	Black Board	280	0	0
3	Computer room	10	0	42
4	Class rooms/Other rooms	210	101	120
5	Separation Wall	50	15	125
6	Electrification	20	0	32
7	Drinking water	21	0	28
8	Toilet-Girls	20	0	32
9	Toilet-Common	20	0	35
10	Playground	16	2	15
11	Compound wall	20	4	36
12	Apparatus for Music & Arts	0	0	45
13	Equipment for Phys. Education	0	0	50

Block – Thrupunithura

Sl. no.	Details of Items	Details of Units		
		Usable	Repairable	Addl. Requirements
1	Library	6	0	70
	Laboratory	0	0	49
	Activity Corner	20	0	50
2	Black Board	300	0	0
3	Computer room	0	0	40
4	Class rooms/Other rooms	236	60	70
5	Separation Wall	15	2	70
6	Electrification	64	0	25
7	Drinking water	70	12	12
8	Toilet-Girls	40	11	29
9	Toilet-Common	63	21	20
10	Playground	66	8	13
11	Compound wall	41	6	28
12	Apparatus for Music & Arts	0	0	69
13	Equipment for Phys. Education	0	0	69

Block – Vypeen

Sl. no.	Details of Items	Details of Units		
		Usable	Repairable	Addl. Requirements
1	Library	0	0	55
	Laboratory	3	0	53
	Activity Corner	0	0	55
2	Black Board	533	99	0
3	Computer room	2	0	28
4	Class rooms/Other rooms	821	233	122
5	Separation Wall	0	0	18
6	Electrification	38	8	12
7	Drinking water	34	9	12
8	Toilet-Girls	9	9	37
9	Toilet-Common	41	8	6
10	Playground	35	9	11
11	Compound wall	25	1	29
12	Apparatus for Music & Arts	0	0	55
13	Equipment for Phys. Education	0	0	55

Block – Muvattupuzha

Sl. no.	Details of Items	Details of Units		
		Usable	Repairable	Addl. Requirements
1	Library	0	0	40
	Laboratory	0	0	35
	Activity Corner	0	0	35
2	Black Board	341	154	0
3	Computer room	9	0	19
4	Class rooms/Other rooms	578	168	120
5	Separation Wall	120	200	15
6	Electrification	25	18	3
7	Drinking water	26	18	1
8	Toilet-Girls	16	10	19
9	Toilet-Common	23	18	4
10	Playground	19	12	14
11	Compound wall	14	8	23
12	Apparatus for Music & Arts	0	0	45
13	Equipment for Phys. Education	0	0	45

Block – Ankamaly

Sl. no.	Details of Items	Details of Units		
		Usable	Repairable	Addl. Requirements
1	Library	5	0	50
	Laboratory	0	0	55
	Activity Corner	0	0	55
2	Black Board	1070	0	0
3	Computer room	4	0	51
4	Class rooms/Other rooms	1049	378	180
5	Separation Wall	320	126	88
6	Electrification	79	0	8
7	Drinking water	87	0	36
8	Toilet-Girls	55	0	32
9	Toilet-Common	81	0	26
10	Playground	67	0	20
11	Compound wall	51	17	19
12	Apparatus for Music & Arts	0	0	55
13	Equipment for Phys. Education	0	0	55

Block – Kothamangalam Govt. Schools

Sl. no.	Details of Items	Details of Units		
		Usable	Repairable	Addl. Requirements
1	Library	5	23	45
	Laboratory	0	0	55
	Activity Corner	0	0	73
2	Black Board	240	0	0
3	Computer room	5	0	23
4	Class rooms/Other rooms	180	12	36
5	Separation Wall	160	16	45
6	Electrification	22	6	27
7	Drinking water	26	0	16
8	Toilet-Girls	20	5	25
9	Toilet-Common	16	0	15
10	Playground	35	5	15
11	Compound wall	36	12	17
12	Apparatus for Music & Arts	0	0	23
13	Equipment for Phys. Education	0	0	23

Block – Kolencherry

Sl. no.	Details of Items	Details of Units		
		Usable	Repairable	Addl. Requirements
1	Library	12	0	47
	Laboratory	12	0	47
	Activity Corner	0	0	23
2	Black Board	130	0	0
3	Computer room	9	0	38
4	Class rooms/Other rooms	118	16	36
5	Separation Wall	125	0	200
6	Electrification	12	2	37
7	Drinking water	22	0	23
8	Toilet-Girls	25	0	31
9	Toilet-Common	22	0	31
10	Playground	30	0	20
11	Compound wall	26	4	16
12	Apparatus for Music & Arts	0	0	23
13	Equipment for Phys. Education	0	0	23

Block – Always

Sl. no.	Details of Items	Details of Units		
		Usable	Repairable	Addl. Requirements
1	Library	10	0	60
	Laboratory	12	0	58
	Activity Corner	0	0	60
2	Black Board	247	0	0
3	Computer room	16	0	44
4	Class rooms/Other rooms	150	12	55
5	Separation Wall	160	20	60
6	Electrification	15	5	45
7	Drinking water	30	0	15
8	Toilet-Girls	35	0	30
9	Toilet-Common	35	0	30
10	Playground	27	9	26
11	Compound wall	30	10	20
12	Apparatus for Music & Arts	0	0	60
13	Equipment for Phys. Education	0	0	60

Block – Koothattukulam

Sl. no.	Details of Items	Details of Units		
		Usable	Repairable	Addl. Requirements
1	Library	2	2	12
	Laboratory	8	0	9
	Activity Corner	0	0	16
2	Black Board	40	0	17
3	Computer room	4	0	15
4	Class rooms/Other rooms	120	119	12
5	Separation Wall	120	80	110
6	Electrification	12	0	16
7	Drinking water	14	0	8
8	Toilet-Girls	16	0	25
9	Toilet-Common	20	0	20
10	Playground	15	4	7
11	Compound wall	12	7	24
12	Apparatus for Music & Arts	0	0	16
13	Equipment for Phys Education	0	0	16

Block – North Parur

Sl. no.	Details of Items	Details of Units		
		Usable	Repairable	Addl. Requirements
1	Library	15	0	25
	Laboratory	15	0	24
	Activity Corner	0	0	25
2	Black Board	180	10	0
3	Computer room	0	0	40
4	Class rooms/Other rooms	120	10	60
5	Separation Wall	120	10	60
6	Electrification	16	2	36
7	Drinking water	22	0	28
8	Toilet-Girls	45	0	15
9	Toilet-Common	45	0	15
10	Playground	26	6	8
11	Compound wall	25	4	31
12	Apparatus for Music & Arts	0	0	40
13	Equipment for Phys Education	0	0	40

Block – Perumbavoor

Sl. no.	Details of Items	Details of Units		
		Usable	Repairable	Addl. Requirements
1	Library	12	0	34
	Laboratory	22	0	16
	Activity Corner	0	0	42
2	Black Board	162	0	0
3	Computer room	12	0	38
4	Class rooms/Other rooms	140	0	25
5	Separation Wall	145	5	40
6	Electrification	24	5	28
7	Drinking water	22	0	12
8	Toilet-Girls	28	6	8
9	Toilet-Common	32	4	8
10	Playground	26	4	12
11	Compound wall	28	2	30
12	Apparatus for Music & Arts	0	0	36
13	Equipment for Phys. Education	0	0	36

Block – Kallorkad

Sl. no.	Details of Items	Details of Units		
		Usable	Repairable	Addl. Requirements
1	Library	10	0	12
	Laboratory	10	0	12
	Activity Corner	0	0	36
2	Black Board	68	0	0
3	Computer room	0	0	16
4	Class rooms/Other rooms	30	25	18
5	Separation Wall	24	2	17
6	Electrification	2	0	22
7	Drinking water	12	0	14
8	Toilet-Girls	4	0	9
9	Toilet-Common	4	0	9
10	Playground	2	4	5
11	Compound wall	8	4	8
12	Apparatus for Music & Arts	0	0	30
13	Equipment for Phys. Education	0	0	30

Source: School data base

It is seen from the table that most of the infrastructural facilities of the schools of the district require maintenance or they are to be supplied with new facilities. Usable items at present also become repairable in due course. Hence the infrastructural facilities of all the schools have to be renovated.

2.5 Pre project activities

The starting point of planning process of SSA is micro planning and house hold surveys to know the educational requirements of each child of each household in a habitation. Detailed school survey was conducted to know the school its performance, its problem and requirements in the Districts. In SSA the Pre-Project phase is meant for intensive planning and mobilization of community leaders and educational functionaries. In broad and generic terms, planning means optimum utilization of available resources, so that the desired objectives can be achieved.

2.5.1 House to House survey

To conduct house to house survey sufficient number of investigators were selected at this block level in consultation with PR functionaries of the block. This investigators were provided with one day orientation with regard to the importance of their mission. Press conference at the district level and publicity through media were carried out to spread the message among the house holds. 1200 investigators were appointed to carry out the task of enumerating nine lakh households of the district.

The data was consolidated habitation/ward wise, Panchayat wise, block wise and district wise.

From the analysis of the house to house survey and school database the following issues and problems were identified with regard to the intervention areas of institutionalization, total enrollment, capacity development and equity assurance programmes. Base line assessment study will be conducted to find out the issues and problems related to quality achievement.

2.6 Issues and Problems identified

2.6.1 Institutionalisation

a. improving infrastructural facilities

The issues and problems identified with regard to infrastructural facilities on the basis of the consolidation of the school database are prioritised and listed below.

Problems/Issues	Reasons Located	Remedial Practices
Use of audio-visual aids are meager in classrooms (tv/Radio/Video/Tape recorder)	Lack of electrification in each classrooms	Provide proper electrification facilities in all schools in the district
Reading habit has not properly developed among the children	Lack of Sufficient books Not sufficient almiraahs to stock library books No reading room in schools	Provide sufficient: Library books with almiraahs Convert one room as reading room
Experiments are not conducted in science classrooms	Lack of laboratory facilities (apparatus and lab room) in the schools	Provide laboratory rooms and lab equipments in all schools
Classrooms of Std I are not child friendly	Lack of activity corners in the classrooms of Std I	Make all rooms of Std I child friendly
Lack of IT awareness among children	Lack of facilities to install computers in the school	Construct computer rooms in all schools
Majority of classrooms and other rooms need minor repair	Annual maintenance of the classrooms and other rooms are not done due to lack of funds	Annual maintenance of the existing classrooms and other rooms
Classes are conducted in a single block	Lack of separation walls in the block	Construct separation walls
Drinking water facilities are not sufficient in schools	Majority of the schools depend on wells for drinking water	Provide tap water facilities for all the schools
Lack of sufficient toilets for girls in schools	Not provided sufficient toilets for girls in schools	Construct toilets for girls in schools
No sufficient common toilets in schools	Lack of funds to construct toilets	Construction of common toilets in schools

Lack of facilities for physical exercises/games/ sports	Lack of playgrounds in schools	Construct playgrounds and procure equipments for sports and games
School campus is not safe and secure. encroachment of school property	Lack of compound walls	Provide compound in schools
Lack of proper development of aesthetic sense among the children	Lack of apparatus for music and arts in schools	Provide musical and arts equipment for schools

The present infrastructural facilities of the school in the district are not sufficient to meet the needs of the present day. So this should be a major intervention in the plan programme

The present infrastructural facilities of the school in the district are not sufficient to meet the needs of the present day. So this should be a major intervention in the plan programme.

2.6.2 Setting up of non school facilities

Non school facilities such as BRCs and CRCs are to be set up in each block (educational sub district) in the district

Purpose

1. Lower level capacity development through training, monitoring and on-site support
2. Interaction between end users
3. Review, problem discussion sharing experiences and quality assurance at lower level

Since there are 14 sub districts, 14 BRCs are to be set up in each of the subdistrict clustering 5-10 schools of a panchayath. Cluster resource centres are to be formed in the district. Cluster resource centres are selected in such a way that it should be attached to a Govt. U.P. school. In those panchayaths where there is no Govt. U. P. schools, CRCs are suggested in Govt. L.P. schools. Number of CRCs to be formed in the district is 121. List of BRCs and CRCs are shown in annexure.

2.6.3 Total Enrollment Drive

(a) In schools

Analysis of school database shows 955 children are still out of the formal school stream. These students are within the age group of 6-14 years. As a part of total enrolment drive to achieve equity urgent intervention is required to bring these students to the mainstream of education.

(b) Access and Alternative Innovative Education

House to House survey shows that 955 students are unenrolled in the district. Most of these children belong to Kothamangalam, and Perumbavoor sub districts. Due to its geographical position they are either hilly regions or remote areas. In these regions students have to walk 2-3 km. to reach the nearest primary school. Hence Education Guarantee/Alternative Innovative Education centres are to be started in these areas to bring them back to schools.

(c) Details of Accessibility

Table below shows the block wise, age wise and sex wise details of out school children due to non accessibility.

Table 18
Block wise, age wise and sex wise details of out school children

Sl No.	Name of Block	Name of Panchayat	No. of out of school children					
			Age Group					
			6-10			10-14		
			B	G	T	B	G	T
1	Kothamangalam	Kuttanpuzha	16	25	41	25	35	60
2	Perumbavoor	Vengoor	6	4	10	6	6	12
Total			22	29	51	31	41	72

Source : House to House Survey

b (1). Category wise details related to out of school children

Blockwise/ sexwise and category wise details of out of school children are given below.

Table 19

Blockwise/ sexwise and category wise details of out of school children

Sl no.	Category wise details of non school children					
		Migrated	Street	Wage earnings		
				Boys	Girls	
1.	Kolencherry	0	0	8	4	12
2	Koothattukulam	0	0	2	0	2
3	Aluva	0	0	7	12	29
4	Piravom	0	0	17	12	29
5	Muvattupuzha	0	0			
6	Kalloorkad	0	0			
7	Vypeen	0	0	15	3	18
8	N Paravoor	0	0			
9	Angamaly	0	0	20	21	41
10	Perumbavoor	0	0	3	1	4
11	Tripunithura	0	0	2	1	3
12	Kothamangalam	0	0	10	4	14
13	Ernakulam	0	0	3	4	7
14	Kolencherry	0	0	3		3
	TOTAL			113	61	174

Wage earning children in the district is 174. Forty-one children belong to Angamaly sub district and 44 children in Thripunithura sub district. It is a general observation that many of the children working in metropolitan areas especially in hotels are below 14 years. But since they are not included in the survey the exact figures are not available. If a learning centre convenient to these children is started in the city areas these children away from the formal stream of education can be brought back to the main stream. Thus free and compulsory education upto 14 years of age as envisaged in the constitution can be achieved.

b (2). Reasons for non enrollment

Reasons for non enrollment (block wise) is shown in table below. Reasons are shown in code numbers.

The issues and reasons related to non-enrollment and remedial measures suggested to ensure total enrollment are discussed below.

b (3). Issues and problems related to non enrollment are discussed below.

Problems	Reasons	Remedies
Non accessibility	Lack of school facilities	EGC/AIS formulation
Disinclination / Motivation / Baby sitting	Lack of parental awareness, Community awareness, etc	Parental awareness camps, orientation to community/parents, conducting seminars, pamphlets, posters, etc.
Socio-cultural backwardness	Socio-cultural and lack of awareness	Use of media, camps, awareness programmes to community
Disability	Physical inability, inadequate infra structural facilities	Modification of institutional facilities, parental guidance, supply of TLM and grants

2.7 Capacity Development

To achieve total enrolment, quality education and equity assurance the ability and efficiency of the functioning at various level are to be posted together and channelised towards that end. A planned and continuous effort to mobilise the resource of the community should be undertaken. Development of professional competence of the functionaries at various levels should be envisioned. This will help to develop a sense of responsibility and accountability towards the community.

Target groups

1. Community leaders
2. Departmental functionaries
3. Professional groups / teachers
4. Learners
4. Various institutions such as ICDS, Social welfare, PRIs

For capacity building various attempts are to be planned in a phased manner. the suggested programme for the district are noted below.

Development and Revision of materials

- a) Learning materials for teachers
- b) Supply for TLM

- c) Materials for community awareness
- d) Materials for community orientation

Training Programmes

- a) Training for teachers
- b) Training for PRIs
- c) Training for Tech response group
- d) Training for community, etc.
- e) Training for parents

Field Practices

- a) Action research
- b) Tryouts, tools, materials etc.

Monitoring and Onside Support

- a) Monitoring and OSS to teachers
- b) Monitoring of school activities
- c) Monitoring by functioning at various levels in school and out of school activities
- d) Development of materials for OSS

Evaluation process

- a) Development of evaluation tools through workshop
- b) Try out of evaluation tools
- c) Research activities, etc

iv. Equity Assurance Programmes

To ensure equity, special drives are to be carried out to solve the problems of deprived groups such as children with special needs, girls, SC and ST

The issues and problems identified with regard to the total enrolment, dropout free attempts and completion of 5- 8 years schooling by 2008 / 2011 and quality elementary education are discussed

below. The issues and remedies related to the education of girls and SC/ST, Children with special educational needs and Early Child Care and Education are discussed below.

iv. (a). Girls / SC / ST

Issues identified	Reasons	Remedies
Socio cultural backwardness of SC/ST	Social system	Seminars Parental awareness Community awareness Publicity
Economic backwardness	Poverty of parents	Free supply of TLM
Gender disparity	Socio cultural factors	Seminars Workshops Community awareness Pamphlets – Printing/publishing Notices, etc

iv. (b). Children with special education needs

Issues and Problems related to the education of Children with special needs are identified and noted below.

Issues and Problems	Reasons located	Remedies
Reluctant to accept the concept of integration by the community	Unaware of the concept of integration and the benefit of integration	Community awareness programme
Parents are not sending their disabled children to common schools	Apprehension about the effectiveness of the programme	Parental education Interaction with experts
Insufficient aids and appliances Lack of technical support	Lack of convergence among various departments	Convergence of various departments
Architectural barriers in school limits the mobility of disabled children	Constraints not considered in the case of orthopeadically handicapped students	Removal of architectural barriers
Common school teachers are not able to transact the curriculum effectively to children with special needs	Lack of proper training Do not get any help from specially trained teachers	Training to teachers Appointment of resource teacher
Low achievement	lack of sufficient TLM	Preparation of TLM Curriculum adaptation

iv. (c). Early Child Care and Education

Issues	Reasons	Remedies proposed
Ineffective functioning of existing centres	Lack of proper convergence among different departments	Training in modern management techniques for the proper administration of anganvadi centres in convergence with various departments
Non enrolment of students in the respective age groups	Lack of community awareness	Community programmes Parental guidance programmes Seminars at region level A parental education programme
Unpsychological treatment of children	Lack of proper training of children	Training of teachers Teacher empowerment programmes Training to anganvadi helpers, anganvadi supervisors
School readiness programmes are not being practiced Sufficient training materials are not available	Pre-primary facilities are not adequate Materials are not prepared and distributed by departments	Set up pre-primary classes Preparation and distribution of HB at district level Preparation of materials for further use Preparation of video clippings Setting up of block level resource centers

The issues and problems are prioritised in line with the facing on implementation as noted in the project. Based on the prioritisation the intervention suggested for the year and their budget proposal is given in Chapter VI

Chapter 3

THE PLANNING PROCESS

One of the most important features of such Planning is the belief that its futures can be modified by making choices or revealing preferences about it. In planning for education, the important issue to be addressed are: who (and at what level) will decide about the goals, objectives are important and frame which are important and essential components of planning. At the systems level these decisions are taken at various

hierarchical unit. under this frame work planning is possible at national, state, district, block/panchayath and village level.

The district where 'Sarvasiksha Abhiyan' is to be launched is expected to develop Elementary Education Plan in order to achieve the goal of UEE in this district. It also lays down rigorous frame work of community monitoring. This will facilitate optional utilization of resources that will be available for the elementary education sector. SSA emphasis institutional reforms in a state create a transparent effective system for making most efficient use of resources.

Environment Creation activities

For effective implementation of the SSA in the district active participation of the community district educational officers, voluntary organizations etc. are inevitable. For this, various activities were arranged in the district. They can be classified under the following heads

- Activities related to capacity building of education and other functionaries
- Community related activities
- School based activities
- Activities related participatory planning exercises.
- Studies and surveys

For this purpose awareness programmes to the parents, Head Masters, PRI's, educational officers were conducted at block level and district level during 2002-2003.

At block level is being conducted

Planning Team at various level

District level

District planning committee is empowered with the task of project activities in the district. A sitting of the district working group was held for the discussion about Annual Plan 2003-2004. The monitoring of whole process of the project is carried out by the District panchayat President

Block level

Block /sub district activities are monitored by Block planning committee. Block level working committee under the chairmanship of Block Standing Committee Chairman was formed in each sub district. AEO and DIET faculty are members of the working committee

Panchayat level

At panchayat level the activities are monitored by the panchayat.

Habitation /block plan preparation exercise/trainings.

Meeting of the block panchayat members were held in each sub district to discuss the strategies for the implementation of SSA programme

Working group was formed at the panchayat level to carry out the project activities of the panchayat MPFA. PFA meetings were conducted and discussed about the projects.

3.3 Participatory exercise

3.3.1 Community awareness Programmes

Active involvement of the community is requested for the effective implementation of SSA programme. To make the parents, MPFA, NGO's, PR functionaries aware of the programme, one-day orientation standing committee chairman is the chairperson of the panchayat working committee. Head Masters in the panchayat, PFA MPFA representatives are members of the working committee

Consultative meetings of PRIs, NGOs and other functionaries.

At the consultative meeting at the PR functionaries, representative of teacher organizations, educational officers, representative of parents and MPFA members are included and District plan and block plan were presented for discussion

Participatory planning process during 2002- 2003

Sl. No	Date	Name of programme	Target group
1	10/02/03	Orientation about SSA	Local body members
2	14/02/03	Orientation about IED survey	Educational officers

3	25/02/03	Orientation about IED survey	All L.P. UP HMs
4	19/03/03	Orientation about school survey	Educational officers
5	22/03/03	Orientation about school survey	All HMs including HS
6	29/03/03	District working group meeting	District working group members
7	1/04/03	Discussion on annual plan	Educational officers and DIET faculties

Studies and surveys

To know the requirements of each child of each house hold in a habitation and also about the requirements of schools in the districts, various studies have to be undertaken. So far we have conducted four such studies. One such study is related to house to house survey and other two related to school database. The last survey is related to the identification of disabled children in the district.

From the house hold survey the following details were collected.

- Age wise student population 0-14 age group.
- Distance of MGLC/Primary School from each habitation.
- Details of accessibility.
- Sex wise details of drop out and reason for non-enrolment.

The details collected from the school data-base are shown below

- Infra structural facilities.
- Standard wise, sex wise, community wise details of school population.
- Sex wise, standard wise details of schoolteachers.
- Enrolment and retention.
- Details of disabled children.

Goals and targets setting

Goals and targets setting (disaggregated targets) the areas of access, enrolment, orientation, universal achievement all gender and social catering gaps

Areas of access:

From house to house survey it is seen that 72 children in Kothamangalam and perumbavoor sub districts are still not enrolled due to the limitations. So it is decided to start EG centers in those areas during 2003-2004 to ensure the enrolment.

Enrolment

It is identified that 174 children are not enrolled in this district. Most of these children belong to urban areas. As they are wage earning children alternative and innovative education facilities are to be provided to ensure total enrollment. So to achieve the goal of universal enrollment opening of EP EGS/AH centers are suggested in the plan.

Retention

It is estimated that 955 students in this district are not enrolled. It is because of various reasons such as socio-cultural, baby sitting, disability, non-accessibility, economic reasons, lack of motivations and disinclination towards education. So to overcome these problems and ensure total retention parental awareness camps, orientation to community leaders and parents, conducting seminars, printing and distribution of pamphlets, use of medias and opening EGS/AH centers are suggested in the plan.

3.5.4 Gender and social category gaps

To ensure equity special drives are suggested to bridge gender and social category gaps. The programmes suggested during this year are free supply of text books to girls and SC/ST children, community awareness programmes, conducting workshops and seminars, counseling and personality development programmes. The target group is 1,58,811 girls and 29,871 SC/ST students.

Chapter 4

Progress Overview

The management structure of the District Projects Office is in progress. The physical and the academic support are on going in all intervention areas. The periodic review at the district and state level provides proper guidelines for the successful implementation of the programme. This would overcome the drawbacks on implementing the programme. Teachers are aware of the relevance of the project in the field of Elementary Education. The parents show keen interest in the development of the SSA. Members of all local bodies and self-government institutions were oriented about the project and they assured whole-hearted co-operation.

The approved budget of 2002-2003 of our district is shown below in table IV (1) major activities, activity description on physical and financial targets are shown in the table

Table 4.1

Sl. No	Maj. Act.	Sub Sl.No	Activity Description	Unit Cost	Firmakulam 2002-03	
					Phy	Fin
1	PFE		Primary			
		1.1	No. of Schools			
		1.2	Salary of new teachers	0.070		
		1.3	Salary of addl. Teachers			
			Total			
2	UPE		Upper Primary			
		2.1	No. of Schools			
		2.2	Salary of new teachers			
		2.3	Salary of addl. teachers			
			Total			
3	PEI+UPE		Primary/Upper primary			
		3.1	School Grant	0.020	924	18.48
		3.2	Teachers grant	0.005	9406	47.03
		3.3	HE grants	0.100	0	0
			Total			65.51
4	AIE	4.1	EGS Centre (PS)	0.00845	400	3.38
		4.2	EGS Centres (BPS)	0.012	160	1.92
			Total			5.3
5	IED	5.1	Education of Disabled	0.017	3249	38.988
			Total			38.988
6	CRC	6.1	Workshops and meetings	0.002	97	2.328
		6.2	Furniture	0.100	0	0
		6.3	Contingency Grant	0.025	97	2.425
		6.4	HEM grant	0.010	97	0.97
			Total	5.732	5.733	
7	BRC	7.1	Furniture	1.000	00	00
		7.2	Contingency Grant	0.125	14	1.75
		7.3	Workshop and meeting	0.005	14	0.84
		7.4	HEM Grants	0.050	14	0.7
		7.5	Honorarium to trainers	0.055	140	38.5
			Total		11.79	
8	R & E	8.1	Research and Evaluation programme	0.014	924	12.936
			Total			12.936
9	CCW	9.1	Construction BRC	6.000	4	24.000
		9.2	Construction of CRCs	2.000	2	4.000
		9.3	New school building	3.500	0	0
		9.4	Addl. classroom	1.500	0	0
		9.5	Drinking water	0.150	50	7.500
		9.6	Toilets	0.200	50	10.00
		9.7	Compound walls	0.400	50	20.00
		9.8	Separation wall	0.100	100	10.00
		9.9	Electrification LP+UP	0.200	80	8.00
			Total		83.5	
10	CCR	10.1	Maintenance and repair grant	0.050	368	18.4
			Total			18.4
11	MGT	11.1	Management cost		1864	17.6696
			Total			17.6696
12	TRG	12.1	Training for trained teacher : 20 days	0.00070	9406	131.684
		12.2	Training for fresh recruits 30 days	0.00070	300	6.3
		12.3	Training for untrained teachers 60 days	0.00070	59	2.478
			Total		140.462	
13	VEC	13.1	Training to VEC members	0.00030	1000	6.3
			Total			6.3
14	INO	14.1	Computer Education		1	15.00

		14.2	Education of Girls			1	15.00
		14.3	Education of SC/ST			1	10.00
		14.4	ECE			1	10.00
			Total				50.00
15	IXI		Free Textbooks				
			Std. II to IV for I.P	0.00050	61131		30 5655
			Std. V to VII for UP	0.00100	70172		70 172
			Std. VIII for HS	0.00150	25710		38 565
			Total				139.3025
			Grant Total				619.8811

The SSA programme in the district has already started and is in its way to the goal. An overview of the progress achieved is necessary. The following table (table 4-2) provides status of the physical and functional targets achieved during the last year.

Table 4-2

Sl. No.	Maj. Act.	Sub Sl. No.	Activity Description	Unit Cost	Ernakulam 2002-03		Progress achieved	
					Phy	Fin	Phy	Fin
1	PPE		Primary					
		1.1	No. of Schools					
		1.2	Salary of new teachers	0.07				
		1.3	Salary of addl Teachers					
			Total					
2	UPE		Upper Primary					
		2.1	No. of Schools					
		2.2	Salary of new teachers					
		2.3	Salary of addl teachers					
			Total					
3	PPE+UPE		Primary+Upper primary					
		3.1	School Grant	0.02	924	18.48	824	16.48
		3.2	Teachers grant	0.005	9406	47.03	8186	16.93
		3.3	TLI grants	0.1	0	0		
			Total		65.51			
4	AIE	4.1	ECS Centres(PS)	0.00845	400	3.38		
		4.2	ECS Centres(UPS)	0.012	160	1.92		
			Total			5.3		
5	IID	5.1	Education of Disabled	0.012	3249	38.988		4.50
			Total			38.988		
6	CRC	6.1	Workshops and meetings	0.002	97	2.328		
		6.2	Furniture	0.1	0	0		
		6.3	Contingency Grant	0.025	97	2.425		

		6.4	TLM grant	0.01	97	0.97		
			Total	5.732		5.723		
7	BRC	7.1	Furniture	1	0	0		
		7.2	Contingency Grant	0.125	14	1.75		
		7.3	Workshop and meeting	0.005	14	0.84		
		7.4	TLM Grants	0.05	14	0.7		
		7.5	Honorarium to trainers	0.055	140	38.5		
			Total			41.79		
8	R & E	8.1	Research and Evaluation programme	0.011	921	12.936		
			Total			12.936		
9	CCW	9.1	Construction BRC		1	24		
		9.2	Construction of CRU			4		
		9.3	New school building			0		
		9.4	Addl classroom			0		
		9.5	Drinking water	0.1	0	7.5		
		9.6	Toilets	0.7	0	10		
		9.7	Compound wall	0.3	0	20		
		9.8	Separation wall	0.1	100	10		
		9.9	Electrification (E.P.U)	0.7	0	8		
			Total			83.5		
10	CCR	10.1	Maintenance and repairs	0.05	368	18.4	368	18.40
			Total			18.4		
11	MGE	11.1	Management cost		1869	17.6696		
			Total			17.6696		
12	TRG	12.1	Training for trained teachers 90 days		9100	131.684		
		12.2	Training for fresh teachers 90 days		300	6.3	180	3.38
		12.3	Training for untrained teachers 60 days		10	2.478	39	
			Total			140.462		
13	MEC	13.1	Training to VEC member	0.003	1000	0.3		
			Total			0.3		
14	INO	14.1	Computer Education		1	15		0.50
		14.2	Education of Girl		1	15		
		14.3	Education of SC/ST		1	10		
		14.4	ICE		3	10		
			Total			30		
15	ITI		Free Feedback					
			Std. II to IV for UP	0.000	11341	30.5655	138087	
			Std. V to VII for UP	0.001	9172	0.172	SC boy 1471	
			Std. VIII for UP	0.003	7410	8.863	SI boy 745	71.61
			Total			39.3025		

		Grant Total		619,881.11	159.20
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Chapter 5

PLAN FOR SPILL OVER ACTIVITIES

Various activities suggested and approved during the year 2002-2003 were not yet completed for various reasons. The activities such as civil works, curriculum revision, activities related to IEDC, utilization of TLM grant etc. were started during the last year. These works have to be continued during the current year. So the amount located under these heads have to be utilized during this year. The various activities and programmes which have started last year and continuing this year are given below

1. MGT - Management system is establishing in the district. Various accessories and furniture and other equipments are to be provided for the centers for its effective functioning. So the amount allotted in this head Rs 17.6696 lakhs may be spilled over in the current year.
2. INO - various innovative programmes such as computer education, education for girls, education for SC/ST and ECCE were prepared for implementation the suggested programmes will be implemented during the current year. An amount of Rs 50.000 has already spent for computer education. So the balance amount under this head Rs 49.5 lakhs will be spill over to the next year.

Table V --1

Table showing the spill over amount.

Sl.No	Category	Sanctioned amount 2002-2003	Utilised	Balance amount
1	MGT	17.6696	-	17.6696
2	INO	50.00	0.5	49.50
	Total			67.1696

Chapter VI

COMPONENT WISE PLANNING FOR 2003-04

Component wise planning for the year 2003-04 is discussed below

6.1. Quality Improvement

Based on the main objectives of SSA such as total enrollment, equity, assurance, quality of Elementary education etc. to be achieved through SSA implementation, a formal phasing of these programmes is required. Acquiring knowledge and unfolding capacities for a better life is the objective of elementary education. In system of education, each child requires individual attention and guidance of teacher in the most effective way. The capacity of teachers is a decisive factor in acquiring the goal of education. So the major component identified to contribute towards quality improvement within schools and classrooms are,

- Curriculum
- Teaching learning materials
- Teacher training
- Teaching learning process
- Monitoring of quality aspects

6.1.1. Curriculum

Curriculum and learning materials are to be developed and renewed once in every 3 years to suit the needs of the children. During 2002-2003, curriculum revision was started for Std. I, II and III. It should be continued for the Standards IV and V during the year 2003-2004. So an amount of Rs.5 Lakhs is proposed during the current year towards this

6.1.2. Teaching learning materials

a) Teacher Grant

To assure quality in Elementary education teachers are to be provided with reference materials and other teaching learning materials. For this, teachers are to be provided with a grant for the preparation of teaching learning materials and for the purchase of learning materials. So an amount of Rs.500 is proposed in this head for each teacher upto Std. VIII. Total amount Rs.47.03 Lakhs is proposed in this plan for 9406 teachers of the District.

b) School Grant

Replacement of damaged school equipments like radio, globe, maps etc., should be done regularly according to the necessity. The School grant is given with a view to meet the expenditure towards these items by which the pupils as well as teachers will be benefited directly. So a Rs.2,000 per year for each school is proposed towards this head. For 910 schools Rs.18.2 Lakhs is proposed.

6.1.3. Teacher Training

The quality of education depends on the quality of the teacher. For the capacity improvement of the teacher, there should be periodical training of the teachers. It should be of induction level and continuing variable regarding the modern trends in education. This will help them to share their experiences, removing doubts on content matters and to equip them to be better teacher. So it is proposed that a five days initial training for all teachers during vacation, a refresher training of 5 days and also proposed 10 one-day cluster programmes. The following programmes are suggested:

a) 5 days Initial Training

Quality of education depends on quality of teacher. For the capacity improvement of teacher there should be periodical training. An initial training for all teachers of Std. I to VIII during vacation is proposed. For this an amount of Rs.32.938 Lakhs is proposed for 9406 teachers @ Rs.70 per day.

b) Refresher Training

The teacher may be given refresher training to sustain the ability to carry out their duties effectively. So a refresher training for 5 days is suggested for all teacher in this plan. For this an amount of Rs.32 928 Lakhs is proposed for 9406 teachers @ Rs.70 per day.

c) Cluster Workshops

To share the experiences of the teachers they should be assembled periodically at CRC level. This will help to discuss about the teaching items, preparation of teaching aids for the lessons ahead etc. So one-day cluster workshop for teachers is suggested in this plan. An amount of Rs 65 856 Lakhs is proposed in this plan.

d) Training of newly recruited teachers and untrained teachers

There are about 249 newly recruited teachers and 59 untrained teachers in the district. It is proposed to give a 30 days training to them. Untrained teachers include special language teachers like Sanskrit, Hindi, Arabic etc. The amount proposed for newly recruited teachers is 5 524 Lakhs and that of untrained teachers is 1.428 Lakhs.

6.1.4. Training to Teacher-trainers

There are 13 Teacher Training Institutions other than DIET in the District. More over there 10 B. Ed colleges here. The teacher-trainers are to be trained periodically to have an acquaintance with curriculum revision and strategies on education. For this, 6 days training is suggested in this plan. For 120 teacher trainers, Rs.0.504 Lakhs is proposed.

e) State Level DRG

For this training Rs.24 lakhs is proposed. This is for 5 days training four times for sixty persons @ Rs.2000/-.

6.1.5. Teaching Learning Process

For effective teaching learning process, the students are provided with necessary learning materials. The education of girls and SC/ST children should be given prominence, as they need special attention. Provision is given to supply of textbooks free of cost to them. An amount of Rs 30.5655 Lakhs for LP

Rs.70.172 Lakhs for UP and Rs 38.565 Lakhs for Std. VIII. Total amount proposed is Rs 139.3025 Lakhs.

6.2.1. Monitoring of Quality Aspects

Quality of education must be assured through a monitoring by an efficient monitoring team. Periodic meeting should be convened to review the programme of monitoring. Monitoring and evaluation is critical in achieving the objectives of any intervention programme in education. Block level monitoring system are to be set up in all blocks and regular monitoring and on site support to be provided to teachers in all schools. So 13 BRC trainers of the block has to carry out 10 days monitoring monthly. So Rs 500 towards TA for each BRC trainer is proposed per month for 10 months. The total amount proposed under this head is Rs 9.1 Lakhs.

6.2.2. Strengthening of BRCs and CRCs

For effective implementation and follow up works of SSA, BRCs and CRCs must be strengthened. Different grants and expenses proposed to BRCs and CRCs are shown below

a) Contingency Grant

The day to day functioning of BRCs and CRCs can be carried out only with allocation of funds for expenditure towards electricity charges, purchase of stationary, postage etc. For contingency charges of each BRC, Rs 17,500 per year is allocated and for CRC, it is Rs 2,500. Totally Rs 1.75 Lakhs for BRCs and Rs 3000 for CRCs are proposed under this head.

b) Workshop and Meeting

For workshop and meeting on BRC level an amount of Rs 500 per BRC is proposed. Total amount is Rs 0.07 Lakhs.

c) TLM Grant for BRCs and CRCs

As BRCs and CRCs are training centres, many teaching materials will be required at these centres during the training period. Hence sufficient books, handbooks and reference materials may be provided to these centres. So an amount of Rs 5000 is proposed for each BRC and Rs 1000 for each CRC. Totally Rs 0.7 Lakhs for BRCs and Rs 1.21 Lakhs for CRCs is proposed under this head.

d) Honorarium to Trainers.

13 trainers are to be posted in each BRC. They will give training to the teachers and will be monitored regularly. An honorarium of Rs.10,000 will be given to each BRC per month. So Rs.1.2 Lskhs is proposed for this. For 14 BRCs Rs.16.8 lakhs is proposed.

e) Meeting and Traveling Allowance

For meeting and travel allowance of CRC members an amount of Rs.200 per month is allocated. So an amount of Rs.2400 is proposed. Totally Rs.2.904 Lakhs is proposed to 121 CRCs.

6.3 Prathibha Sangamam

Talents of the children should be identified and enriched. For this it is decided to conduct Prathibha Sangamam camp in each BRC in this district. The target group is $14 \times 100 = 1400$ children from Std III to VII. cost proposed is $14 \times 50000 = 7$ lakhs

6.4. Special focus groups and Innovative Activities

Segregation is good neither for learners with impairments nor for general learners without impairment. It is essential that learners with special needs be educated alongside other learners in "inclusive schools".

These special children are to be brought into 'inclusive schools' after an assessment of their needs and a planned course of action is chalked out for them in consultation with their parents. Thus teaching becomes learner centered. Besides, group learning and peer tutoring can be encouraged in inclusive schools which enables learners with special needs to participate in mainstream activities and also creates a positive attitude among learners without impairment thus fostering skill and leaning without complaints.

Objectives of IEDC

- To integrate the mild and moderate disabled children in the mainstream of general education
- Identification of disabled children
- Convergence of various departments for effective implementation of IEDC programme

- Community mobilization for the effective implementation of IEDC.

6.4.1 Target

The children with special education needs are the target group. The total number of students under this group may come upto 10% of the total student population of Std I to VIII if all the disabled children including the LD is considered.

6.4.2 Detection Camps

In the district, as per the directions of the state project office, lay screening and detection camps were conducted at block level. Lay screening was conducted by the teachers with the help of a checklist. They found out the suspected case of disability and these students were sent to the detection camps organized at block level by Education department, in co-operation with NGOs. Physicians, Psychologists, LD experts made assessment. Since the prevalence in Kerala is 10% as found in a study conducted by SCTIMS Trivandrum, teachers took keen interest to find out the doubtful cases about 1/3 of the suspected cases were found to be learning disabled with varying degree of disability.

A total 7450 are to be taken as children with special education needs in the districts.

- The programmes under IEDC can be divided into 5 major heads.
- Community awareness programme
- Parental Education programme
- Teacher empowerment programme
- Learner achievement programme
- Facilities improvement programme

6.4.2 Community awareness programme

1. Training to district officials

- The need for convergence in effective implementation of IED programme and incidence of a large number of students with hidden handicap (learning disability) made aware of to the district

officials. Programme at district level will be conducted for this. An amount of Rs.31,500 is proposed for the programme.

2. Community awareness programme at block level

The use of integrated education for the disabled children and how it is benefited to the society is to be propagated in the community. Seminars at block level are to be conducted. A cost of Rs.4,41,000 for 14 BRC s is recommended.

3. Preparation of slides

For the better awareness about the disability, studies are to be conducted. Slides are to be prepared which will show the causes, prevention and remedial measures of disability. An amount of Rs.15,000/- is proposed for preparation, distribution and dissemination of the slides.

4. Film Show

Block level film show for public have to be arranged for awareness. Rs.6,000/- per BRC is proposed for this. Total of Rs.1,68,000/- is proposed for two shows a year.

5. Seminars

Seminars are to be conducted with participation of experts at block level and district / DIET level

BRC level:	14 x 50 x 30	21,000
	RP 14 x 3 x 300	12,600
	Total 2 times a year	Rs.67,200
District level:	50 x 30	1500
	RP 3 x 300	900
	Total 2 times	Rs.4,800

6) Poster, Sticker development camps

A camp for poster, sticker development will be arranged in each sub districts - students, teachers and community member may be invited to participate the camps. Creative work will be rewarded. One day - two times in a year are to be conducted.

Materials and refreshment will be provided. Rs.84,000/- is proposed

7) Printing of materials related to IEDC.

Pamphlets, Brochures, Posters etc. related to IEDC are to be printed and circulated. Rs.1,00,000 is proposed for this.

6.4.3 Parent Education Programme

Purpose

- To make the parents aware of the limits and possibilities of these disabled children
- To impart guidance and counseling to the parents based on the disabilities of the children

Target Group

- Parents of disabled children

Programmes

1. Printing of Booklets

For parental education programme booklets have to be printed and circulated among the parents of disabled children of the district. Rs 1,00,000/- is proposed in the plan.

2. Orientation

Parental orientation programmes may be conducted at Block level twice in a year. For two such one day programmes Rs 6.46 lakhs is proposed for this programme.

3. Guidance and Counseling

Guidance and counseling may be conducted to parents at Block level and district level on IEDC. One camp per year. Rs 28,500 is proposed.

4. Home – school convergence programme

Home visits are to be conducted by the teachers and for providing proper guidance for parents. Resource of parents may be invited to give guidance to other parents.

Rs 57,000 is proposed to this.

5. Medical Guidance Camps

Medical guidance camps are to be arranged block wise once in a year. Physicians and professional are to be incorporated. Rs.35,000/- is proposed for the expense of expertise.

6. Camps for Legal and Technical Guidance and Counseling

Legal and Technical guidance pertaining to legal problems arised on the rights of the disabled are to be conducted block wise. Rs.42,000 is proposed for this programme for twice a year.

7. Video and Tele conferencing

Video exhibitions are to be conducted block level. Tele conferencing is to be conducted at District level

Rs.1,00,000 is proposed for these programmes.

6.4.4. Teacher Empowerment Programme (TEP)

1. Short term In-service Programme

A 3 days training on IEDC should be conducted for all teachers from Std. I to VIII. Rs.20,93,910/- is proposed for this programme.

2. Innovation camps for classroom strategies.

Innovative teachers are convinced at Block level camps to prepare novel classroom strategies for remedial teaching. Expertise also should be provided. For 4 days camp an amount of Rs.20,776/- is proposed for this programme.

3. Courses for monitoring and on site support

CRC level monitoring and on site support should be provided. Monthly Rs.500/- team for 10 months.

4. Exposure Trips.

Exposure trips to inclusive schools, special schools etc. may be conducted for getting skill in dealing the disabled students. Rs.49,000/- is proposed.

6.4.5 Printing of Local resources; Manuals

The available material resources may be traced and printed and distributed. Rs.2000 x 15 = 30,000/- is proposed for this.

6.4.6 Supply of Resource kit

Resource kit should be given 1 per schools. Rs.1000/- per kit a total of Rs.4.55 lakhs is proposed for this. Preparation of this kit will be done at District – DDE level.

6.4.7. Leaner Achievement Programme

1. Behaviour Modification Course

1 day Behaviour modification course to be conducted for students with behavioural problems. For such one day training Rs.50,000/- is proposed for this.

2. Course on Peer tutoring techniques for class room practices

This is a two days non-residential programme equipping non-disabled peers to assists their disabled co-learners in the class room learning.

300 schools x 8 students x 8 classes x Rs.50 x 2 days = 9,60,000 is proposed

3. Readiness activities for class room practices.

This is a 4 days programme imparting the prerequisites for the children with special needs which will help them for the next year.

3 CRC x 14 BRC x 50 x 2 x Rs.30	= 1,26,000
Expertise 3 x 14 x 3 200	= 25,200
	1,51,200

4. Courses on Familiarization of Technical Appliances (FTA courses)

This is a one day programme 5 times in a year on Block level comprising of 50 students.

1 x 14 x 50 x Rs.30	= Rs.21,000
Expertise 14 x 3 x 200	= 1.470 lakhs

5. Printing of Peer Groups - Manual

This may be printed and circulated among the peers of disabled children as it will give guidance for the peer in helping the disabled children.

$$14 \times 50 \times 15 = 10,500$$

$$\text{Total} = \text{Rs.16,500/-}$$

6.4.8. Facilities Improvement Programmes

1. Printing of Assessment Tools

The progress of the students with special needs have to be assessed periodically. Separate assessment tools must be prepared, printed and distributed.

Preparation Workshop 15 x 2 days x 100	3000
Printing and distribution 17,000 x 10	1,70,000
	1,73,000

2. Data collection / Analysis and Consolidation

The data about the disability must be collected, analysed and consolidated. Training for two days must be conducted by DIET. 10 participants from each Block.

10 x 14 x 2 x 70	=	Rs 19600
2 x 3 x 100 x 3 batches	=	Rs 1800
Total	=	Rs 21,400

3. Medical detection Camps

Experts from various fields of disability must be incorporated at Block level and conduct a medical detection camp to detect the disability and its percentage.

5 experts x 500 x 1 day x 14 Bloc		Rs 35,000
Rs 20 per students for 1A and refreshment	Rs 17,000 x 10	Rs 1,70,000
Total		Rs.2,05,000

4. Early Identification Programme

The disability among children can be identified even before schooling. It can be identified before the age of 5 years. For this parents of children with age below 5 years are given a 3 day awareness course on Bloc wise. 50 participants may constitute one batch in each BRC. Experts from Medical field, Psychologists and other experts may be invited to impart the awareness.

50 participants x Rs 30 x 14 BRC		21,000
5 expts x 300 x 14	=	21,000

Rs 42,000 is proposed for this.

5. Supply of aids and appliances

Some of the physically handicapped children need wheel chairs. Hearing aids for hearing impaired students, talking books and reading glass for visually impaired are necessary. An amount of Rs.1,000/- each for 2000 students is proposed in this plan. Total amount is 10,00,000.

6. Setting up of Resource centers.

Resource centers are to be opened in every BRCs. These centers will be provided with various materials and appliances. A resource teacher will be in-charge of this center

14 BRCs x Rs.50,000 = 7 lakhs is proposed for this.

7. Provision for infrastructure facilities

1. Construction of ramps and removal of architectural barriers.

5 schools in each BRC costing Rs.1,000/- each Total Rs 7,00,000/-

2. Toilets

Physically handicapped and visually handicapped children need suitable toilet facility. Existing toilets are not exist able to these children. So suitable toilets may be constructed. 2 schools in each BRCs must be given toilets.

1 toilet x 2 schools x 14 BRC Rs 20,000 = Rs 2.8 lakhs is proposed

8. Meeting of DRG/BRG/Advisory group

To monitor and assess the implementation of various programmes of IEDC, meeting at various level have to be conducted. In the sub district level BRG meeting is suggested. At district level DRG meeting and District Advisory Board Meetings are suggested. An amount of Rupees

BRC level - Rs 12,740

DRG level - Rs.21000

Advisory board - Rs 3000

Total = 17,840 is proposed for this programme

9. Setting up of reading corners

One reading corner are to be set up in each school. This corner should help the disabled students to acquire knowledge through extra reading. Rs.2000 per school is proposed in this plan.

Total Rs.4 lakhs is proposed.

6.5 Girls Education

SSA's commitment to universalise primary education necessarily implies equal and universal participation of all children regardless of religion, caste, sex, etc. Thus, special attention to certain disadvantaged groups of children would be imperative if the goal of UPE is to be achieved. Girls, who comprise almost one half of the eligible child population, fall into this category of children requiring special attention as their participation in primary education has been far from the desirable. In this context it must be recognized that their participation levels tend to decline in the case of particular social groups such as SCs, STs, minorities, OBCs, etc. Data has clearly indicated that girls enrolment and retention have been low as compared to boys and this has widened the gender gap which SSA seeks to reduce.

Given this overall situation and SSA's thrust on area specific contextual planning, the deterrents to girl's education in general and in particular (among social groups and in geographic locations) must be addressed. These deterrents are rooted in their homes and society. Educating girls is commonly perceived as unnecessary mainly on account of the role they have been assigned in running the house (which often has economic implications for the family) and also because they will eventually leave their parental homes after marriage where their skills in household chores will hold them in better stead. Girls who reach the schools are likely to face non-supportive environment in the classroom and schools as these are mere extensions of their own social moorings, serviced and managed by those who are a part of the very social order to which they belong.

The specific situations of girls may vary across districts, blocks and clusters. There is a need to focus on special problems in specific areas, which could vary considerably. These variations will have to be taken into account while planning in order to duly address them through different strategies. Thus while there would be a generic strategy applicable to all girls in the district, there would have to be certain specific strategies to counter the acute situations gave by girls in certain pockets. The Programmes suggested for the year are given below

Activities

1. School level counseling and guidance

Girls may be given counseling for their better personality development. So counseling programme is suggested at DEO/AEO level. Every Up. Up attached HS. VIII Std of HS & HSS school a general awareness about the problem and solution should be presented by an expert twice in a year.

600 Schools x Rs.500 for RP x 2 times = 6,00,000/-

2. Counseling centres at AEO level

14 Counseling Centres will be opened at AEO level and solve problem of girls and give proper guidance.

14 Centre x RP Rs.500(Dr. experts) x 5 Programmes = 35,000/-

14 centre pupil x escort-100(50+50)refreshment @ Rs.15 = 21,000/-

3. Training for teachers on counseling

Some of the problems can be by the intervention of teachers. So teacher training is suggested. Every teacher should be equipped in counseling and guidance. 3 days training in Counseling is very necessary.

Teacher 600 x 3 x 70 = 1,26,000/-

(R.P)12 batch x 3days x 300Rs Doctor's remuneration = 10,800/-

Total = 1,36,800/-

4. Training for talented girls

In the previous year some selected items of Yuvajanolsavani have taken and training introduced. This programme needs proper continuity. For this 5 existing centres will continue to sustain the progress already achieved.

6 selected item x 500 Rs RPS remuneration x 20 days = 2,40,000/-

480 x 2 (Student & escort) x 10 Refreshment charge x 20 days = 1,92,000/-

Total = 4.32 lakhs

5. M.T.A. meeting

Most of the problems faced by girls are reasoned by the lack of awareness among parents-mothers. MPTA awareness programmes have an important roll in solving the above problem. The girl child need guidance from family itself.

MPTA awareness programme

600 schools x programme x @Rs 300 x expert = 1,80,000/-

Printed material for Parents

600 school x 200 parents x 5 Rs. 60,000/-

Cash Award for the highest score in maths and science Std wise - 36,000/-

Total 15,00,000/-

6.6 Special Coaching To S.C/S.T Students

Since the majority of students come from racially and economically backward area. They need additional support for better education generally they are low achievers. In the previous year special coaching classes are conducted at school. Almost the coaching classes were failure due to the low attendance. This year the special coaching classes will be conducted at S.C, S.T colony at four centers each BRC additional remuneration will be given to R.P. (teacher) and refreshment for students

Teacher: 56 x 3 (Trs) x 35 Saturdays x 70 = 441,600

(x 3 (Std V, VI, VII)

Pupil: 56 x 10 students x 3 x 35 days x 7 Rupees = 371,000

Encouragement of Folk arts

S.C, S.T. community have a good cultural heritage in Dravidian folk arts. We should encourage their Folk arts for this given chances to perform traditional folk art items of the community at BRC level twice in year. BRC: 14 x 2 chances x 8100 = Rs 226800/-

6.7 Early Childhood Care And Education (ECCE)

Early Childhood is the most significant period in human life. During this period the foundations are laid for cognitive psycho motor and social development of child. This is an ample opportunity where even small positive inputs generate long-term social benefits. So ECCE has to be assumed priority in the SSA.

The first six years life are critical and it is necessary to optimize development at this stage. ECCE has assumed priority in the Sarva Shiksha Abhiyan (SSA) programme primarily as a vital input for preparing children particularly first generation learners for school facilitating participation of girls in primary schools.

ECCE aims and objectives

To help children develop necessary readiness social and academic for meeting the demands of primary level curriculum.

To ensure enrollment and retention of children in primary classes.

To facilitate participation of girls in primary education.

ICDS Angavadies working under Social Welfare Department is the largest ECCE programme attached to primary schools private nursery schools - Balawadies - Day Care centers and English medium pre-schools. Based on the over all strategy for ECCE in SSA has to focus on.

For achieving the above objectives the following programme suggested under ECCE

1. Work shop for preparation of Teaching Learning materials.

Teaching learning materials are not sufficient for Pre - primary centers at present. The teachers are to be trained to prepare teaching learning materials, toys, dolls etc. A workshop will be conducted for three days for all the Anganavadi teachers. An amount of Rs.4 lakhs is proposed in the plan - a Rs.70/- for three days 2237 teachers.

2. Refresher course for Pre School teachers

At present 237 Pre-Primary teachers are working in the district. They have already trained in 2001-2002. They need a three day refresher/Booster/training for better equipment an amount of Rs.4.8 lakhs is proposed. @ Rs.70 for three days 237 teachers.

3. Printing and distribution of materials

Per-Primary teachers are equipped with continuous training. So they need modern Teaching, learning material. The developed TLM be printed and distributed among the Anganawadi Teachers Rs.40,000/- $2,000 \times 20 = 40,000$

Total amount Rs.10 lakhs.

6.8 Computer Education

During the last year one district centre and 10 schools near to the centre are selected for computer education in the district. This programme should be extended to the other schools also. So this year one centre and 5 schools near to it are to be selected for this programme. So an amount of Rs 15 lakhs is proposed in the plan.

6.9 Education Guarantee Scheme and Alternative Innovative Education

Centres

The total enrollment up to the age of 14 could be achieved only if all the children up to the age 14 can be brought to school. It is found that 0.1% of the student population is out of the main stream. Most of these students belong to the hilly areas where the accessibility to school is low. Moreover the data base of working children, street children etc. who are not enrolled in schools at present are not available because of the house to house survey do not cover these groups. So alternative school facilities changing the school time may be provided in city areas of the district to bring those children to the main stream of education.

a) Community awareness programme

The parents and community have to be enlightened with regard to the education of these groups. A joint venture of District Plan Committee, District Panchayat, District Fisheries Dept. and Dist.

Social Welfare Dept. is required to bring those children to school. A series of awareness programme are required for this purpose. So in the plan an amount of Rs 15000 per year is proposed towards awareness of 500 parents and community leaders @ Rs.30 per participants. The total amount proposed in the plan is of Rs.1.15 Lakhs.

b) Seminars for parents and community leaders

Another programme suggested for the education guarantee scheme and alternative innovative education is the seminar for the parents and community leaders. Two seminars yearly for 100 participants @ Rs 30 are envisaged in the Ist and IInd phase of the plan period. An amount of Rs .0.06 lakh is proposed in the plan.

c) Capacity development programme

Orientations and workshops for improving the quality of teachers who are working in these centers is very essential to impart better education. Teachers are to be trained to handle these multigrade learning centers. Students are to be provided with opportunities for the exposure of their talents. An amount of Rs 0.033 Lakhs are proposed in the plan for the capacity development of these teachers.

d). Work shop for development teaching learning materials

Workshop for the development of teaching learning materials is another activity suggested in the plan for providing quality education in these centers. Text books, hand books and guidance materials are to be prepared, printed and supplied for teachers, learners category to their needs. 0.25 lakh are proposed for this in the plan.

e) Formulation of EGC & AIS Centers

Establishment of EG centers are proposed in the plan. A class room is constructed to impart education to these children. Institutionalization is required if these centers have to function regularly. For 12 such centers @ Rs 2500 an amount of 3 lakh is proposed in the plan.

f) Placement of academic Staff

Efficient academic staff have to be appointed to impart quality education for the children of EGC and AIS centers

Teachers are to be appointed on contract basis. They are to be provided with a lump sum amount monthly towards their salary. An amount of Rs 3000 per month is suggested for 10 months for 12 teachers of these centers. The total amount proposed in the plan period is Rs 3.6 lakh.

g) **TLE Grant**

The AIE, FGS Centers may provided with teaching learning equipment as these centers are started in the current year as an innovative programme towards the education of the out of school children in the remote areas. These centers lack sufficient teaching learning equipments. So for the effective functioning and quality education the centers may be provided with grants for the equipments. Hence a Rs 1000/- per year may be given to 12 such centers. The total amount proposal in the plan is Rs 12000/-.

h) **Self learning materials**

AIE and FGS centers may be provided with an amount of Rs 10,000 for the development of self learning materials for this an amount of Rs 12000/- lakh is proposed in the plan.

i) **Furniture**

AIE centers may be provided with sufficient furniture. So a Rs 25,000/- per center an amount of Rs 3 lakh is proposed in the plan.

6.10. **Research/Evaluation - Supervision & Monitoring**

Monitoring and evaluation is crucial in achieving the objectives of any intervention programme in education. Evaluation practices can be broadly classified into

1. Internal assessment practices
2. External assessment practices

Internal assessment practices include

1. Action research studies
2. Internal academic review missions
3. District level studies
4. Studies on process analysis of various interventions

5. **Studies on evaluation of learners/teachers**

External assessment practices are to be done by the external agencies such as state project office. It should include

1. **Studies on evaluation programmes**
2. **Impact assessment practices**
3. **Disruptive studies**
4. **Studies on comparative assessment of achievements**

To assess the progress of programmes continuous monitoring could be done at various levels. For effective monitoring and supervision monitoring teams have to be set up at various levels. Such as at school/CFC/Block and Dist. Levels.

For effective monitoring and evaluation the following activities are proposed in the plan

1. **Action research studies**

- Action research have to be carried out to find out the improvement on promoting achievements of separate focus of groups
- Class room problems related to various subjects
- Use of library facilities

An amount of Rs.1,29,300/- is proposed in the plan.

2. **Internal Academic Review Mission**

Internal academic review mission 2 times in an year is proposed in the plan. An amount of Rs.1,94,400/- is proposed during the plan

3. **District Level Studies**

It is another activity suggested for better monitoring 10 annual studies are proposed in the plan Rs.1,29,300/- is proposed towards this head.

4. **District officials meeting**

District officials meeting is inevitable to assess the progress of the activities in the district. 2 such settings are proposed in the plan. An amount of Rs 43,100 is allocated towards this.

5. Course on educational Research and Innovation Practices

Courses on research methodology and preparation of reports of innovative practices are to be given to teachers. Since the teachers are not trained in this aspect during their performed course. An amount of Rs 1,94,000/- is proposed in this plan.

6. Course on monitoring and on site support

Monitoring and on site support is essential for the assessment of the programme. An amount of Rs 1,94,400/- is proposed in this plan.

7. Periodic meetings of monitoring teams at various levels

Periodic meeting to review the programme of monitoring is to be done. An amount of Rs 64,600/- is proposed in this plan.

8. Dissemination of Study Findings

The findings of the academic mission is to be promptly informed to the academic community. An amount of Rs 1,501 is proposed in the plan.

9. Publication of research bulletin

Research bulletin enlisting the title of studies conducted and the studies in progress is to be published. So other teachers can undertake that similar studies. An amount of Rs.1,94,400/- is proposed in this plan.

11 Management Structure & Institutional Capacity Building

For the effective implementation of SSA the management structure of SSA should be strengthened and capacity building programs may be undertaken time to time. The following activities are suggest for this.

1. Providing Fax, Telephone, Photo copier etc.

The first level office may be strengthened by providing fax, telephone, photocopier etc. This will increase the efficiency of the office. So an amount of Rs.1.25 lakh is proposed in the plan.

2. Vehicle hiring

To increase the mobility of the administrative offices provision has to be made for hiring of vehicles. This will help for better monitoring of the programme implementation in the district. For this an amount of Rs.0.2 lakh is proposed in the plan.

3. Administration expenditure

To meet the expenditure towards telephone, bill, water charges etc. the office may be provided an amount towards administration expenditure. So Rs.0.5 lakh is proposed towards this head.

4. Capacity building of Identified agency

The agency such as DIET, BRG, DRG, BRC, VEC etc. should be equipped to discharge their duties efficiently to carry out the programmes of SSA in the District. So, they may be given training for the one day orientation of 140 members. Amount of Rs.0.1 lakh is proposed in the plan.

5. Equipment for BRC/CRS

BRC's may be provided with Tape recorder, radio, projector etc. For this an amount of Rs.0.1 lakh is proposed for BRC and Rs.0.05 lakh is proposed for CRC.

6. Professional / Operational support team visit

The visits of professional/experts etc. will provide sufficient on site support to the management structure. For such visits and site support an amount of Rs 0.2 lakh is proposed in the plan.

Salary - DPO Office	-	6.84
Office Stationary	-	0.25
TA for BRC	-	0.84
Remuneration for experts	-	0.25
Remuneration for BRC (14 BRC x 14 persons)	-	10.56
TA for BRC	-	2.904

7. Community Mobilization

The SSA assigns the greatest importance to systematic mobilization of the community and creation of an effective system of decentralized decision making as part of preparatory activities. Decentralization of powers to VEC/Panchayats/urban, Local bodies etc. are part of implementation strategy of SSA.

One of the main intervention is community mobilization, the contribution of which is very important. For the successful implementation of the programme the importance of community mobilization has been visioned in the plan, to enable the community to take ownership in the process of SSA.

- 1. Training of community leaders:-** In order to build the capacity of VEC members on different issues pertaining to enrolment retention quality education etc. training programmes arranged for them. So far 500 members 2 day training is proposed. Rs. 60,000 is propose for this.
- 2. Micro planning and school mapping -** A data base by introducing child registers and school maps at grama panchayath in collaboration with local community and representatives of PR/ are to be prepared. A workshop will be conducted in all the 121 CRC'S. Rs.1,21,000/- is proposed towards this.

3. **Construction of core planning team for school based planning:-** A core planning is to be constructed in each village including VEC S, selected community leaders, NGOs, Head masters, PTA members etc. Rs.1,08,900/- is proposed for this
4. **Community based preparation activities:-** Kalajathas/Balamelas in every village can be conducted under the auspicious of every CRCs. For 121 CRCs, @ Rs.30 per person, Rs.60,500/- is proposed for this programme

10. Media and Documentation

The media intervention of SSA has a very important role to play towards the successful completion of the programme. Only through the media intervention enough awareness can be generated about SSA. Being a new programme adequate publicity has to be assured for gaining public acceptance which is the corner stone of success of any new endeavours. Through the formulation of effective strategies, enough transparency can be provided to all major interventions. The target group of media intervention are

1. General / public
2. The opinion makers of the society
3. Teachers
4. Students

Activities

1. Formation of District level media Advisory committee.

The goal of SSA is realized only if the whole programme in the field of education is made acceptable to the society. Setting up of District level media resource group in to assure the media support in this regard. The members include representations from information centers, journalists, editors from local news print media, AIR officials and officials from TV channels. A cost of Rs.0.25 lakh is proposed for this.

2. Press Meeting

Periodic press meets to be conducted to disseminate **this achievements of SSA programmes at district level**. An amount of Rs 0.25 lakh is proposed for **this purpose**.

3. Pamphlets and Broachers

Printing of Pamphlets and Broachers showing the activities carried out in schools under the SSA programme may be circulated in the academic field and also to the public. An amount of Rs.0.75 lakh is proposed to be in the plan

4. Magazine and Newsletters

Magazines/News letters at block level and at district level can carry this information's about the programmes already conducted and proposed to be conducted may be published annually. An amount of Rs 0.75 Lakh is proposed for this in the plan

5. Preparation of Annual Report

Annual report of the SSA programme implement in the **district and at block level** as to be prepared for which an amount of 0.5 lakh is proposed in the plan

7. Civil Works

Facilities like rooms, toilets, drinking water electrification, **boundary walls and separation walls** in each school have impact on the quality of education and the schools of the district may be provided with better infrastructure facilities for their effective function. **These infrastructure facilities form an important component of institutionalization that provides accessibility to all children to school.** The major interventions proposed under the heads are

- a. Toilet facilities
- b. Drinking water facilities
- c. Compound wall
- d. Separation walls
- e. Electrifications
- f. Repairs
- g. EG centre

- h. Construction of additional classroom
- i. Construction of school building
- j. Construction of cluster resource center-CRC
- k. Construction of block resource center – BRC

a) Toilet Facilities

The need for separate toilets for boys and girls is yet to be satisfied in number schools in the district. Clean and hygienic school premises require neat and tidy toilet facilities. Most of the existing toilets in the schools require major repairs and the rest of the schools need new toilets. So an amount of Rs 20,000 is proposed per school for major repairs and construction of new ones. 50 units are required for 50 schools. For this the total amount proposed in the plan is Rs.10 lakhs

b) Drinking Water Facilities

Existing drinking water facilities in several schools are not efficient for want of running water or digging a new well or setting a pump set. Construction of a storage tank for pure water may be the demand of some other schools. Almost all the schools of the district face either one or the other of the problems mentioned above. So 50 Govt. schools were identified as schools to be provided with drinking water facilities. So an amount @ Rs.15,000/- per school proposed in the plan. The total amount proposed under this head is Rs.7.5 lakhs

c) Compound Walls

Compound walls give protection to school buildings and create a feeling of security to the children while they move or play in the school ground. The feelings of insecurity among the children reflect in their learning readiness that in turn affect the quality of education. Proper use of playground in the school cannot be realized without compound wall. So @ Rs 50,000 is proposed in the plan per school for 36 numbers. The total amount proposed is 18 lakhs.

d) Separation Wall

Separate walls for each room is necessitated in the schools for want of storage facilities for learning materials, to maintain an environment for proper interaction between the pupil and the teacher. The

organization of group activities and arrangements for reading corner in the classroom are not possible without separation walls. 50 units of separation walls in schools in the district are in need of the facility to achieve the above objectives. So (at Rs.10,000 /-per unit is proposed in the plan. So for 50 units Rs.5 lakhs is proposed in the plan.

e) Electrification

The use of electric and electronic media in teaching learning processes has increased in the schools recently, which has made the curriculum transaction more effective and child friendly. The use of radio, tape recorder and film projector is not possible in the classes for want of electricity. Moreover, the proposed computer installations in elementary schools cannot be satisfied without sufficient electrical facilities in schools. Almost all the classrooms require electric connections. Though some of the schools are electrified but it is limited to the office room only. For the effective use of Audio Visual aids class rooms have to be furnished with sufficient electrical facilities. So for 20 LP schools (at Rs.25,000/-) and for 20 UP schools (at Rs 50,000/-) an amount Rs.15 lakhs is proposed.

f) Construction of Cluster Resource Center - CRC

Capacity building of teachers for qualities curriculum transactions is a continuous process. The centers provide professional support to teachers in planning of teaching and evaluation activities and the assessment of the effectiveness of teaching strategies in placement. So they have to provide resource support of the cluster level. More over these centers should be a periodical meeting place for the teachers at the cluster level. So it is proposed an amount of Rs.2,00,000 for the construction of 2 cluster resource centers in the district. The total amount proposed under this head is Rs 4 lakhs.

g) Construction of Block Resource Centres - BRC

BRCs are the next higher strata in the organization of schools for a qualitative intervention in elementary education. BRCs undertake the responsibility of spreading innovations, arranging teacher trainings and implementing monitoring of teaching learning activities effectively in a block. As the district had no such interventions earlier, new buildings should be constructed with a view to provide rooms for conferences, basic amenities and an office room for administration. An amount of Rs.24 lakhs is proposed in the plan for the construction of 4 BRCs in the district.

h) Repairs and maintenance

Minor repairs and maintenance of school buildings consist of repairing cracks on the walls, plastering the holes on walls and the floor. Due to non-availability of funds in the previous years the school authorities could not do the repair works annually. So every government school may be provided with a fund for its annual repair and maintenance. So at Rs.5000 per unit Rs.172.15 lakhs is proposed in the plan.

Chapter 7

COSTING TABLES

Table - A

Physical and Financial Target Achieved during 2002-03

Sl. No.	Maj. Act.	Sub SE No.	Activity Description	Unit Cost	Ennakulam 2002-03 Progress achieved			
					Phy	Fin	Phy	Fin
			Primary					
		1.1	No. of Schools					
		1.2	Salary of new teachers	0.07				
		1.3	Salary of addl. Teachers					
			Total					
			Upper Primary					
		2.1	No. of Schools					
		2.2	Salary of new teachers					
		2.3	Salary of addl. teachers					
			Total					
			Primary-Upper primary					
		3.1	School Grant	0.02	924	18.48	324	16.45
		3.2	Teachers grant	0.005	9406	47.03	8186	40.93
		3.3	TLE grants	0.1	0	0		
			Total			65.51		
			EGS Centres(PS)	0.00845	400	3.38		
			EGS Centres(UPS)	0.012	160	1.92		
			Total			5.3		
			Education of Disabled	0.012	3249	38.988		1.50
			Total			38.988		
			Workshops and meetings	0.002	97	2.328		
			Furniture	0.1	0	0		
			Contingency Grant	0.025	97	2.425		
			TLM grant	0.01	97	0.97		
			Total		5.732	5.723		
			Furniture	1	0	0		
			Contingency Grant	0.125	14	1.75		
			Workshop and meeting	0.005	14	0.84		
			TLM Grants	0.05	14	0.7		
			Honorarium to trainers	0.055	140	38.5		
			Total			41.79		

Sl. No.	Maj. Act.	Sub Sl. No.	Activity Description	Unit Cost	Ernakulam 2002-03		Progress achieved	
8	R & E	8.1	Research and Evaluation programme	0.014	924	12.936		
			Total			12.936		
9	OCW	9.1	Construction BRC	6	4	24		
		9.2	Construction of CRCs	2	2	4		
		9.3	New school building	3.5	0	0		
		9.4	Addl. classroom	1.5	0	0		
		9.5	Drinking water	0.15	50	7.5		
		9.6	Toilets	0.2	50	10		
		9.7	Compound walls	0.4	50	20		
		9.8	Separation wall	0.1	100	10		
		9.9	Electrification LP+UP	0.2	80	8		
			Total			83.5		
10	CCR	10.1	Maintenance and repair grant	0.05	368	18.4	368	18.40
			Total			18.4		
11	MGT	11.1	Management cost		1864	17.6696		
			Total			17.6696		
12	TRG	12.1	Training for trained teachers 20 days	0.0007	9406	131.684		
		12.2	Training for fresh recruits 30 days	0.0007	300	6.3	180	3.78
		12.3	Training for untrained teachers 60 days	0.0007	59	2.478	59	
			Total			140.462		
13	VEC	13.1	Training to VEC members	0.0003	1000	0.3		
			Total			0.3		
14	INO	14.1	Computer Education		1	15		0.50
		14.2	Education of Girls		1	15		
		14.3	Education of SC/ST		1	10		
		14.4	ECE		1	10		
			Total			50		
15	TXT		Free Textbooks					
			Std. II to IV for LP	0.0005	611311	30.5655	138087	
			Std. V to VII for UP	0.001	70172	70.172	SC boy 14771	
			Std. VIII for IIS	0.0015	25710	38.565	ST boy 745	74.61
			Total			139.3025		
			Grant Total			619.8811		159.20

Table B : Showing the spill over amount.

Sl.No	Category	Sanctioned amount 2002-2003	Utilised	Balance amount
1	MGT	17.6696	--	17.6696
2	INO	50.00	0.5	49.50
	Total			67.1696

Table C

Annual work plan & budget for the year 2003-2004

1. Teacher Training and Quality Improvement

Rs. In lakhs

Sl. no.	Grand	Coverage	Phys target Nos	Unit Cost	2003-2004
1	Free Text Book for Girls and SC/ST Boys	II to IV	61131	50/75	30.565
		V to VII	70172	100/125	70.172
		VIII	25710	150/200	38.565
2	TLM	a. School Grant	All IP, UP	2000	18.20
		b. Teacher Grant	IP & UP Std. VIII	500	47.030
3	Curriculum revision	Std III, IV, V			5.0
4	Teacher Training 5 days	IP UP, HS	9406	70	32.928
5	Teacher Training 5 days	IP UP, HS	9406	70	32.928
6	Training for untrained teachers	Teachers, IP, UP	59	70	4.178
7	Training for newly appointed teachers	Teachers, IP, UP	249	70	5.524
8	Cluster training 10 days	IP UP, HS	9406	70	65.856
9	Trg. Of teacher trainers 6days	TTB, I d College	120	70	0.804
10	State level DRG 20 days Trg	IP UP, HS	60	2000	24.0
11	Developing teacher support materials	IP UP, HS	9406		5.0
12	Monitoring of quality aspects	IP UP, HS			0.646

Sl. no.	Grand	Coverage	Phys target Nos	Unit Cost	2003-2004
13	TA for BRC trainers	BRC trainers	182	500	9.1
14	Workshop and meeting BRC	BRC		500	0.07
15	Contingency BRC	BRCs	14	12500	1.750
16	Contingency CRC	CRCs	121	2500	3.025
17	TLM BRC	BRCs	14	5000	0.700
18	TLM CRC	CRCs	121	1000	1.210
19	Honorarium BRC trainers	BRC		10000	16.80
20	Meeting and TA at CRC level	CRC		200	2.904
21	Prathibha Samgamam	LP,UP	14	5000	7.0
Total					421.875

2 Special focus group

Sl.No	Activity	Coverage	Phy. Target	Unit cost	Rs.in lakhs
					2003-2004
1.	Training of Dist Officials	District Officials			0.315
2.	Block level community awareness Programme	Community		30	4.41
3.	Preparation of slides	"	1	15000	0.15
4.	Film Show	"	1	6000	1.68
5.	a) Seminars Block level b) -do- District level 2 times a year	"		30	0.672
6.	Poster, sticker development	"		30	0.048
7.	Printing of Materials	"		6000	0.84
8.	Printing of Booklets	Parents		1 lakh	1.00
9.	Orientation Programme	"		2 lakhs	1.00
10.	Guidance and Counseling	"			6.46
11.	Home school convergence programme	"			0.285
12.	Medical guidance camp	"			0.570
13.	Camps for legal and technical guidance and Counseling	"			0.350
14.	Video and Teleconferencing	"			0.420
15.	Short term in-service training	All teachers(1-8)	9406	70	1.0
					20.939

Sl.No	Activity	Coverage	Phy. Target	Unit cost	2003-2004
16.	Capacity devt	“	9406	70	2.0776
17.	Innovation camps	“	9406	70	2.0776
18.	Courses for monitoring & on site support	Monitoring team CRC		500	2.1
19.	Exposure	Teacher			0.49
20.	Printing of local resource		2000	15	0.30
21.	Supply of Resource kit		455	1000	4.55
22.	Behaviour modification (one day 3 times) Course	Students			1.5
23.	Courses on peer tutoring		16000	30	9.6
24.	Readiness activity for class room Practices 4 day	BRC & CRC level	50		3.024
25.	Course on familiarisation of technical Appliances 5 days	students	50		1.470
26.	Printing of peer group manual		1000	105	0.105
27.	Printing of assessment tools		17000		1.73
28.	Data Collection & analysis		140		0.214
29.	Medical detection camp	Disabled Students			2.05
30.	Early identification programme	Parents			0.42
31.	Supply of Aids & apphances	Students			10.0
32.	Setting up of resource center		14		
33.	Provision of Infra structure facilities		70		7.0
34.	Toilet		28		2.8
35.	Meeting of BRG & DRG personnel		30		0.18
36.	Setting up of reading corner		200		1
	Total				104.0

3. Innovative activities for Girls, ECCE, SC/ST & Computer Education

Sl.No	Interventions	Coverage	Phy.target	Unit cost	2003-2004
1.	Girls education *				15.0
2.	ECCE*	Preprimary and Anganvady	2237		10.00
3.	Education of SC/ST *	All SC/ST students			10.00
4.	Computer education	Selected schools	100	1.5	15.00
Total					50.00

*Girls Education

Sl.No	Interventions	Coverage	Phy.target	Unit cost	2003-2004
1.	a. School level counseling		600X2	500	6.0
	b. AEO level counseling		14X50	30	.56
2.	Training for teachers		600	70	1.368
3.	Training for talents		480		4.32
4.	MPTA meeting		600		1.8
5.	Printing etc.		600		.36
Total					15.0

* SC/ST

Sl.No	Interventions	Coverage	Phy.target	Unit cost	2003-2004
1.	Special coaching		56X3	70	4.116
2.	Refreshment		56X10X3		3.716
3.	Folk arts		14X2	8100	2.268
Total					10.0

***ECCE**

Sl.No	Interventions	Coverage	Phy.target	Unit cost	2003-2004
1.	Workshop TLM		2237	70	4.8
2.	Refresher course pre-school teachers		2237	70	4.8
3.	Printing and distribution of materials		2000	20	0.4
	Total				10.0

4. EGS & AIE

SIN o	Interventions	Coverage	Phy.target	Unit cost	2003-2004
1.	Community awareness programme	Community leaders	500	30	.15
2.	Seminars for parents and community leaders	community leaders and parents		30	.06
3.	Capacity development programme	Teachers		12	.033
4.	Workshop for teaching learning materials and printing	Teachers			.25
5.	Formulation of EGC & HEC centers	AIS centers	12	.25	3.6
6.	Placement of academic staff	Teachers	12 X10	3000	3.6
7.	IEE grant	ALS	12	1000	.12
8.	SLM	ALS	12	01	.12
9.	Furniture	EGS	12	25000	3.0
	Total				10.933

5. Research evaluation, supervision and monitoring

Sl No.	Interventions	Coverage	Phy.target	Unit cost	2003-2004
1.	Action research	Schools	25		0.25
2	Internal academic review	District	2		0.25
3.	District level studies	District	10		0.20
4.	Officials meeting	Officials	2		0.95
5.	Educational research	Teachers	2		0.15
6.	Monitoring and OSS	RPs			0.2
7.	Meeting of monitoring team	Monitoring team			0.1
8.	Dissemination of study	District			1.2
9.	Publication	District	3		0.45
10.	State Share	State			1.82
11.	Setting MIS	BRC	14	10000	1.4
12.	Setting up of DISF				0.5
13.	Analysis and Report				1.10
14.	Software				1.003
	Total				6.643

6. Community Mobilization Rs.in lakh

Sl. No	Interventions	Coverage	Phy.target	Unit cost	2003-2004
1.	Training of community leaders	Community leaders	1000	30x2	.6
2.	School mapping	CRCs	121	1000	1.21
3.	Formation of core planning period	Teachers and community leaders	121x10x3	30	1.089
4.	Preparatory activities	Students	121	5000	.605
Total					3.504

7. Management Structure

Sl. No	Interventions	Coverage	Phy target	Unit cost	2003-2004
1.	Fax, telephone photocopier, consumables, postage				1.25
2.	Capacity building of identified agencies	Teachers, BRC, DRG, VFC, SM C etc.			0.35
3.	Capacity building exposure visit				0.1
4.	Administration expenditure				0.5
5.	Vehicle hiring				0.2
6.	Equipment BRC, CRC				0.24
7.	Professional support				0.106
8.	Salary DPO				12.00
9.	Office stationary				0.25
10.	TA BRC				0.84
11.	Remuneration experts				0.25
12.	Remuneration BRC				70.56
13.	TA CRC				2.904
Total					86.746

8. Media and documentation

Rs. in lakhs

Sl.No	Interventions	Coverage	Phy.target	Unit cost	2003-2004
1.	Department of media advisory committee	Departmental functionaries			.25
2.	Press Meeting	Media persons			0.25
3.	Pamphlets and brochures				.75
4.	Magazines and newsletters	Public			.75
5.	Preparation of annual report and documentation	Public			0.5
Total					2.5

9. CIVIL WORKS

Sl. no.	Grant	Coverage	Phys target Nos	Unit Cost	2003-2004
1	Toilet facilities	Govt LP, UP, HS	50	.20	10.0
2	Drinking water facilities	Govt LP, UP, HS	50	.15	7.5
3	Compound wall	Govt LP, UP, HS	36	.5	18
4	Separation wall	Govt LP, UP, HS	50	.1	5.0
5	Electrification	Govt LP,	20	25000	5.00
	Electrification	UP	20	50000	10
6	Construction of CRC	CRC	2	2.0	4.00
7	Construction BRC	BRC	4	6.0	24.00
Total					83.50
8	Repair and maintenance	Govt LP, UP, HS	368	.05	18.4
	Grand Total				101.90

Abstract 2003-2004

Table 1

Rs. In Lakhs

Sl.No.	Programmes	Total
1.	Quality improvement	421.8750
2.	IED	102.8252
3.	Special focus group	50.0000
4.	EGS/AIE	10.9330
5.	R&E and MIS	6.6430
6.	Community mobilization	3.5040
7.	Civil works	101.9000
8.	Management structure	86.7460
10.	Media & documentation	2.5000
	Total	786.9262