

SARVA SHIKSHA ABHIYAN

(SSA)

KERALA

District Elementary Education Plan (DEEP)

2003-2004

WAYANAD

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Introduction

1. Historical Background

The New Stone Age pictures etched on the walls of Edakkal Caves near Ambalavayal are the oldest evidences of human settlement in Wayanad District. Burial pots and stone age instruments have been excavated from many parts of the District. 'Veerakkalhe' (Stone for the brave) associated with the burial sites of heroes abound in Wayanad. Remains of several old Jain settlements and temples are found in this District.

In the eighteenth century, Wayanad was under the rule of the Rajas of Kottayam. They were wise and capable administrators and introduced a settled form of Government into the country which became theirs by conquest. They divided the country into Nads (divisions) and placed them under Nair chieftains for purpose of administration. Tribesmen, the original inhabitants of the district were bought and sold as slaves during this age.

The capital selected by the Rajas of Kottayam was Mananthavady. The Nads at that time were Muthornad, Eloornad, Wayanad, Porumnanur, Kurumbala, Nallurnad, Edanataskur, Pakkam and Veliyambam.

The most memorable ruler of Kottayam dynasty was Kerala Varma Pazhassi Raja who fought against the British East India Company. The Kurichia tribe of Wayanad who are very skilled archers helped the Raja fight a Guerilla war against the British. The brave Raja met with his death in an encounter with the British in 1805.

After the death of Pazhassi Raja, the area came under the rule of the British. They started large plantations of tea, coffee and other cash crops in this hilly district. They laid roads from Kozhikkode and Thalassery to Ooty and Mysore through Wayanad.

Wayanad was a part of Malabar District under the British rule. Migrants from other parts of Kerala began to settle down in Wayanad towards the middle of the 20th century. A portion of the migrants were former soldiers who took part in the World

War II and given free land as a reward. Migrants changed the demographic proportions of the area drastically.

In 1956, when the state of Kerala was formed, South Wayanad was included in Kozhikkode district and North Wayanad was included in Kannur. On the first of November 1980, Wayanad became a district on its own right.

2. Socio-Economic, Cultural & Linguistic characteristics

The percentage of people below poverty line is considerably higher than the other districts of Kerala. A large portion of the people below the poverty line belong to the scheduled tribes. In Wayanad the total number of families below the poverty line is 53759. The total number of ST families is 20678 and the number below the poverty line is 16063. The total number of SC families below the poverty line is 2023.

The figures show that the percentage of families Below Poverty Line among ST is very high. They are under the scourge of serious diseases like TB, sickle cell anemia etc. There are hundreds of unwed mothers among these tribes. The tribal people live in isolated forest areas and each tribe speaks a separate dialect.

The language spoken by the 'Kattunaikkas' is very close to Kannada. Those who are rehabilitated from Ceylon (Sri Lanka) speak Tamil at home. There are five Tamil schools in the district. People who come to Wayanad in search of seasonal jobs constitute a floating population.

Table 1.1 Wayanad at a glance

Population	786627
Male	393397
Female	393230
Area (sq. K.M.)	2131
Forest (sq. K.M.)	787(37%)
Density of population (per sq. KM)	369
Literacy	85.52%
Male Literacy	90.28%
Female Literacy	80.17%
No. Of Blocks	3

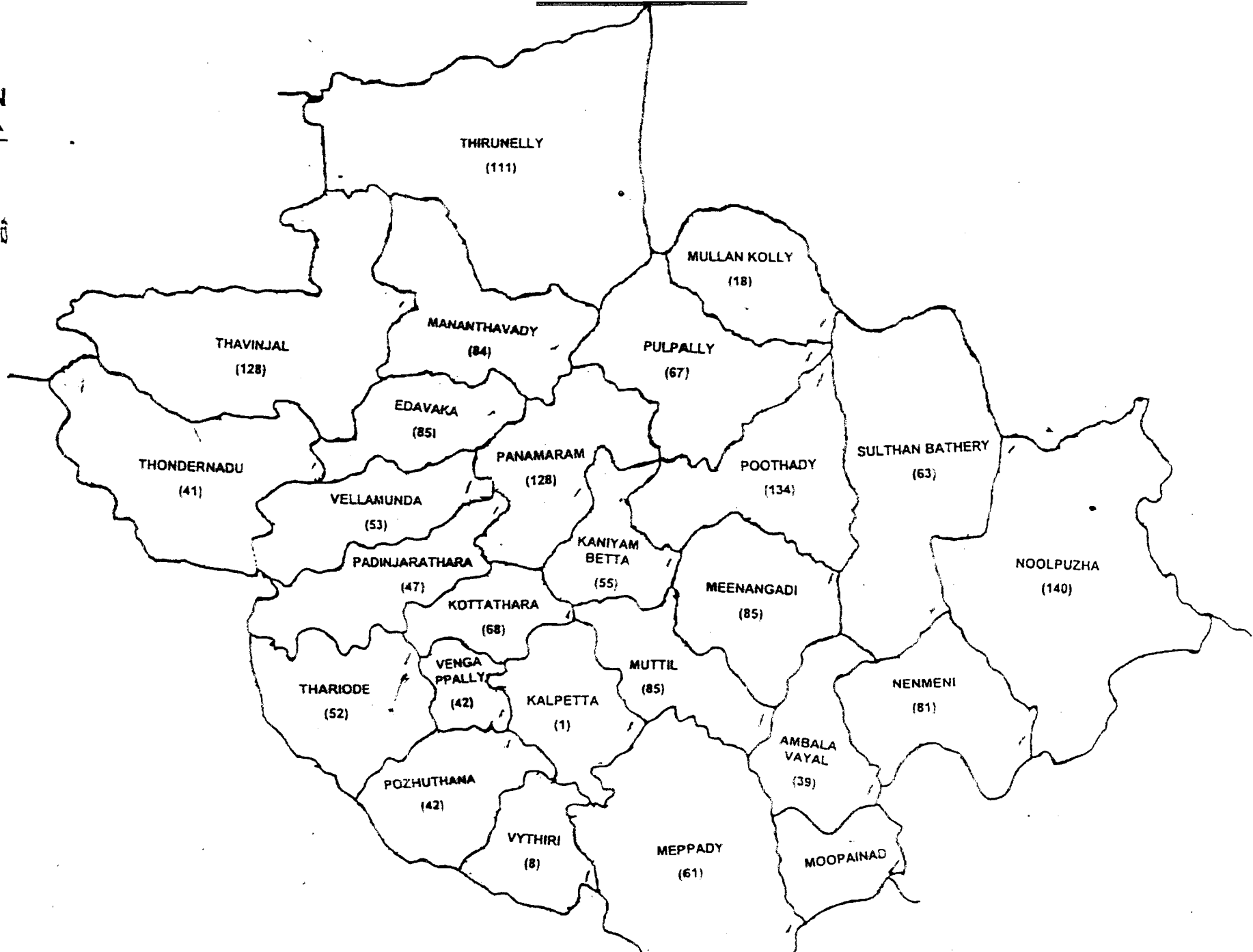


Table 1.2

No. Of Taluks	3
No.Of Panchayaths	25
No. Of Municipality	1
No. of Revenue Villages	49

3. Geographical Conditions

Wayanad is one of the fourteen districts of Kerala, which has special characteristics in respect of topography, ethnic groups, climate, flora and fauna. The district has a geographical area of 2131 Square Kilometers (5.48% of Kerala) in which 78787 hectares is forest. Wayanad is a hilly terrain and is the western edge of the Deccan plateau. It lies between north latitude of 11⁰27' and 15⁰58' and the east longitude of 75⁰47' and 76⁰27'. The district is surrounded by the Nilgiri District of Tamil Nadu, HD Kota and Coorg Districts of Karnataka and Malappuram, Kozhikode and Kannur districts of Kerala. There are three Taluks, forty nine revenue villages, three development blocks, twenty five panchayaths and one Municipality.

The altitude of Wayanad varies from 700 to 2100 meters from sea level. From the highest altitude of the Western Ghats on the western boarder of the district the plateau of Wayanad gradually slopes down eastward. The average yearly percentage of rainfall in Wayanad is 3000 m.m.. The relative humidity of the atmosphere in the season of monsoon is 90%. In summer it comes down to 70%. The maximum temperature during day time is 90.4 F and the minimum 59.0F.

4. Demographic Features

The modern history of Wayanad starts with the settlement of people belonging to various communities from different parts of the state. The settlement got momentum in Nineteen Fifties and reached its saturation in the Sixties. The population of the district according to 2001 census is 786637 of which the male

population is 393397 and female 393230. The density of population in the district is 369 per Sq. KM. This is less than half the density of population in Kerala.

The population of the Scheduled Tribes in the district is 0.115 million out of which 0.0574 million are females. This comes to 17.1% of the total population of the district. This is 35% of the total tribal population of the whole state.

5. Literacy Scenario

The literacy rate of the district is 85.52% whereas the state percentage is 90.92. The literacy rate of the SC is below 60% and ST below 40%. The literacy rate of males is 90.28% and females is 80.17%.

6. Special Features

Wayanad and Idukki lie at a higher altitude than the other districts of Kerala. Wayanad is on the western edge of the Deccan Plateau. It is the meeting place of Kannada, Tamil and Malayali cultures. The language of the tribes of Wayanad show marked affinity to Kannada and Tannil.

Wayanad is one of the district in Kerala that has been able to retain its pristine nature. Hidden away in the hills of this land are some primitive tribes, mostly untouched by civilization. Wayanad is known for its picturesque mist-clad hill stations, sprawling spice plantations, luxuriant forests and rich cultural traditions.

In spite of the natural beauty, Wayanad is a backward district of Kerala. The decadal growth of population, an indicator of backwardness, is one of the highest in the state here. The percentage of pass in the SSLC examination is one of the lowest in this district. The state average of pass is 63% whereas that of Wayanad is 41.5%. The reason is that a good portion of the pupils are first or second generation learners from the families of plantation labourers and tribesmen. Achieving quality in education on par with the other districts of Kerala will be a tough task for Wayanad.

7. Situational analysis leading to the launching of SSA

Before independence the privilege of education was confined to the higher society. But after independence the goal turned to gain universal primary education. Thus class education has now changed to mass education. Primary education became a constitutional mandate in 1950. In Kerala the period of secondary education was reduced to ten years in 1962.

The Education commission of 1964-66 i.e. The Kothari Commission recommended drastic changes in the school curriculum. Consequently the national curriculum was framed. The State introduced a curriculum on the lines of the national core curriculum. As per the national policy on Education (NPE) 1986/1993 the aim of education changed from the acquisition of knowledge to the allround development of the personality of the child so as to make him a value-added human resource. Modern strategies of curriculum transaction emphasize the need for continuous and comprehensive evaluation (CCE).

The Yespal Committee report and the Unnikrishnan Judgement in 1993 happened to be major causes to think differently about the basic process of education and many other related issues. By 1990 all the districts in the state opened DIETs with an aim to improve the quality of education in primary classes.

It was at this particular juncture that the District Primary Education Programme (DPEP) started in the state. This programme was implemented in educationally backward districts. Wayanad was one of the three phase I districts. This seven year programme was started in 1994 in phase I districts (Kasargod, Wayanad and Malappuram) and in 1996 in phase II districts (Idukki, Thiruvananthapuram and Palakkad.). Separate Managerial Information System was also established under the state level society called Primary Education Development Society, (PEDSK) Kerala

In the field of Primary Education a number of activities have been carried out such as starting of new schools and Alternate schools, faculty improvement programmes, curriculum revision, intensive teacher training, special education to the

disabled children, improving infrastructure facilities and decentralized planning through public participation. Access and Alternate schooling, community mobilization and participation, planning for pedagogical Improvement, Integrated Education for the disabled children, Early childhood care and education, Research and Evaluation and Girls Education are the major interventions under DPEP.

The State Institute of Education (SIE) became State Institute of Educational Research and Training (SCERT) in 1994 with a wider chunk of educational programmes. In Primary classes Minimum Levels of Learning (MLL) scheme was introduced in 1994 and this curriculum was widely accepted all on a sudden. But this outcome based curriculum envisaged the linear growth of children by attaining the well-defined sub competencies, which were watertight compartments. Consequently another revised curriculum initiated by the DPEP came into vogue in 1998-99. This child centered – activity based – process oriented curriculum aims at providing opportunities (learning experiences) for the children which enable them to attain the competencies in a multifarious manner. At present an extended version of this lower primary curriculum is in practice in the state up to Std VIII.

In response to the need of universal elementary education of satisfactory quality, the national committee of education ministers (1999) recommended launching of UEE in a mission mode with a holistic and convergent approach focusing on district as the unit of planning and implementation, bridging all social and gender gaps with active participation of the community. Thus the nucleus for the conceptualization of Sarva Shiksha Abhiyan (SSA) to achieve universal elementary education was formed.

8. Objectives of SSA

The Sarva shiksha Abhiyan (SSA) is a new venture with a new approach to achieve UEE*. As a management strategy, it looks for convergence and synergy of schemes and efforts at all levels to achieve UEE in a time bound manner. The main thrust of the intervention will be through detailed micro planning and school mapping

* UEE – Universal Elementary Education

exercises with clusters as units of planning. It is a response to the demand for quality basic education all over the country. The Government of Kerala took a resolve to activate all the elementary educational programmes by bringing them under one umbrella – SSA.

The SSA programme is also an attempt to provide an opportunity for improving human capabilities to the poorest children through provision of community – owned quality education in a mission mode.

What is Sarva Shiksha Abhiyan ?

- A programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- An effort at effectively involving the Panchayathi Raj Institutions, the school management committees, the Village level education committees, the “Parent Teacher Associations, the Mother Teacher Associations, the School Support Groups and the Tribal Autonomous Councils in the management of elementary schools.
- An expression of political will for universal elementary education at the highest level.
- A partnership between the central, state and the local governments.
- An opportunity for states to develop their own vision of elementary education.
- Sarva Shikha Abhiyan is a framework for implementation and not a guideline in order to allow states to formulate context specific guidelines within the overall framework, to encourage districts in states to reflect local specificity, to encourage local need based planning, based on broad National Policy Norms and to make planning a realistic exercise by adopting broad national norms.

The SSA which can be viewed as a framework and as a programme has two aspects.

1. It provides a wide convergent framework for the implementation of Elementary Education schemes ;
2. It is also a program with budget provision for strengthening vital areas to achieve universalisation of elementary education. While all investments in the elementary

education sector from the state and central plans will reflect as part of SSA framework, they will all merge into the SSA programme within the next few years. As a programme, it reflects the additional resource provision for UEE.

The Sarva Shikha Abhiyan is to provide useful and relevant elementary education for all children in the 6-14 age group by 2010. There is also another goal to bridge social and gender gaps, with the active participation of the community in the management of schools. Usefull and revelevent education signifies a quest for an education system that is not aliemating and that draws on community solidarity. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harvesting of their human potential both spiritually and materially. This quest must also be a process of value based learning that gives children an opportunity to work tfor each others well being rather than to permit mere selfish pursuits.

- To make special efforts towards improving efficiency in planning and management system in education.
- To decentralize the educational planning and management system.
- To develop mechanisms of improvements in community participation in all educational activities.
- To forge partnership between government and non-governmental organizations.

More specifically, the SSA, implemented in a mission mode in a partnership framework between union and state governments will aim at

1. Providing access to all children in the age group of 6-14 years, through Education Guarantee Centers, Alternative schools and back to school camp by 2003.
2. Completion of five years of primary education by all children by 2007.
3. Completion of eight years of elementary education by all children by 2010.
4. Provision of elementary education of satisfactory quality with emphasis on Education for Life by 2010.

5. Bridging gender and social category gaps at primary stage by 2007 and elementary level by 2010 and
6. Universal retention by 2010.

Chapter – II :

A. District Profile

1. Information on demography

Among the 14 districts of Kerala the least populated one is Wayand. As per the 2001 Census the total population of Wayand District is 786627. ie only 2.5% of its total population. (31838619) Total child population (0-6 age) of Wayanad district is 100231 but that of Kerala is 3653578. That means the percentage of child population in Wayanad is 0.24% higher than the percentage of population in Wayanad district. Due to educational backwardness and socio-economic reasons, percentage of decadal growth of population in Wayanad district during 1991-2001 is 17.04, the second highest in Kerala and the percentage of growth in Pathanamthitta district is 3.72. the lowest.

The sex ratio in Kerala is 1058 females for 1000 males while the ratio in Wayanad district is 1000 females for 1000 males.

Table 2.1 Population of the District*

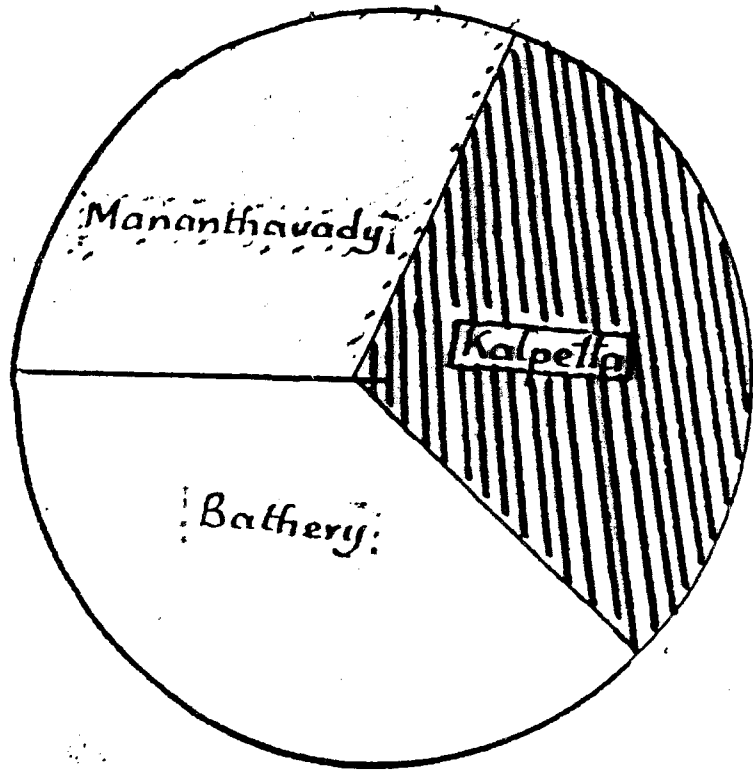
Block	Persons	Male	Female
Mananthavady	241980	121779	120210
Bathery	298335	149319	149016
Vythiri	246303	122299	124004
<i>Total</i>	786627	393397	393230

*Source : Census - 2001

Table 2.2 Growth of Population

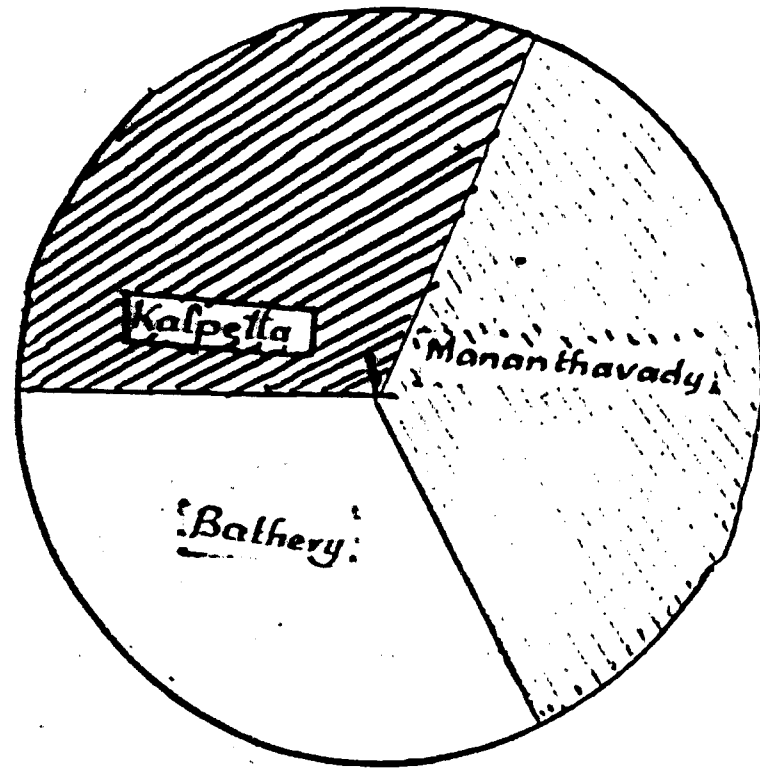
	Percentage of Decadal Growth 1991-2001	Population
Rural	16.61	757025
Urban	29	29602
Total	17.04	786627

Comparative Size of Areas of the Blocks
of Wayanad Dt.



- 747.4 Sq Km
- 616 Sq Km
- 750 Sq Km

Comparative Size of the population
of the Blocks of Wayanad :

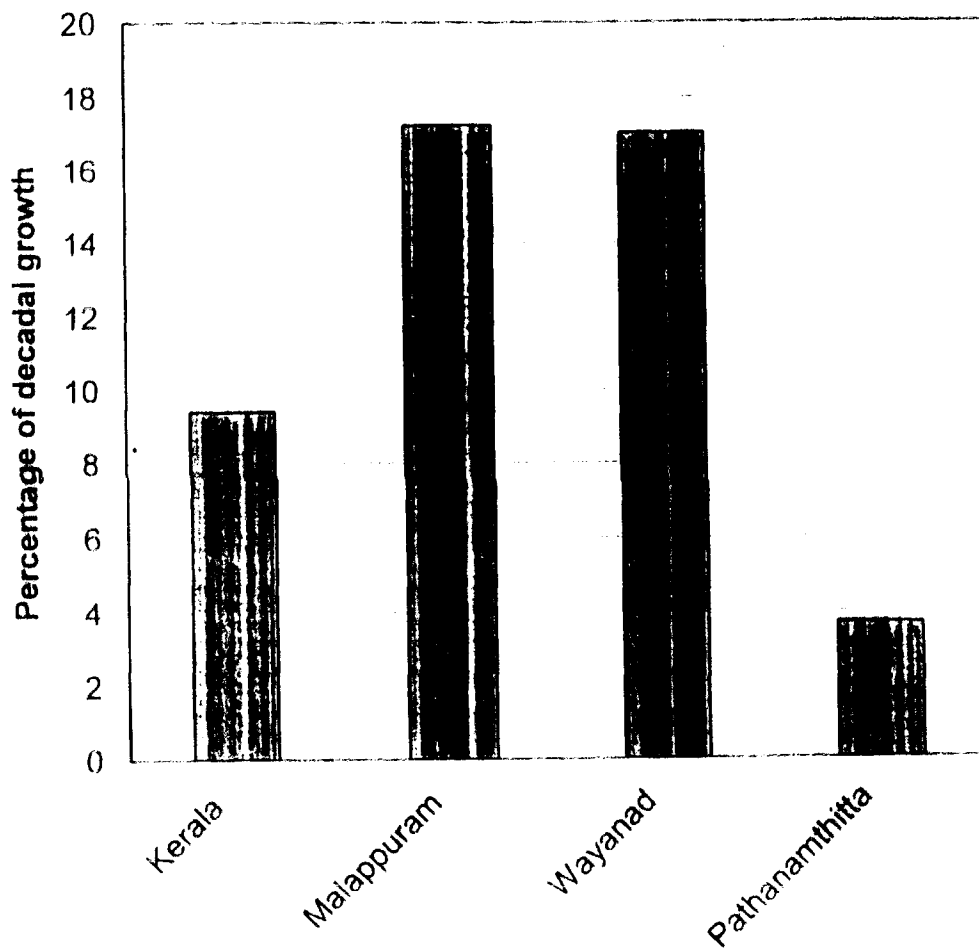


- 298335
- 246303
- 241989

Percentage of decadal growth 1991-2001

The Growth rate of population of Wayanad is 17.04 which is much higher than that of the State.(9.42). The lowest decadal growth rate is in Pathanamthitta District which is 3.7% and the highest is in Malappuram which is 17.2. The second highest is in Wayanad which is 17.04.

Histogram showing the decadal growth the population



Source : Census Report 2001

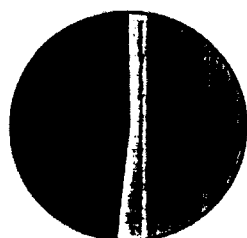
Table 2.4 Sex Ratio*

	Sex-Ratio	Male Population	Female Population
Mananthavady	987:987	121779	120210
Bathery	998:998	149319	149016
Vythiri	1014:1017	122299	124002
Wayanad	1000:1000		

Sex ratio of the State is 1000:1058

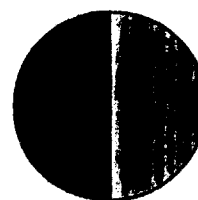
*Source : census 2001

Table 2.5 Sex Ratio



Kerala

Female
Male



Wayanad

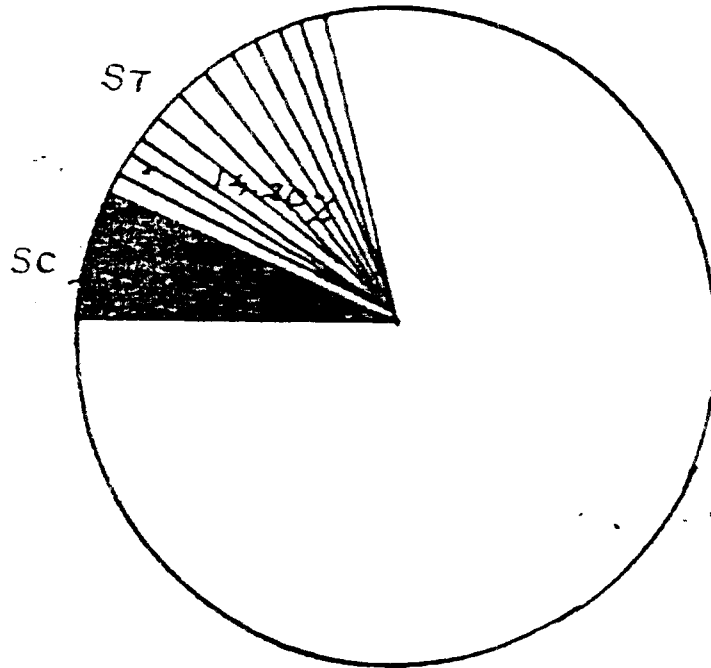
Female
Male



Table 2.6 Tribal Population of the District

1	Paniyan	36560
2	Adiyan	5701
3	Kurichian	13367
4	Kuruman	16086
5	Kattunaikkan	9195
6	Others	33591
	Total	1,14,500

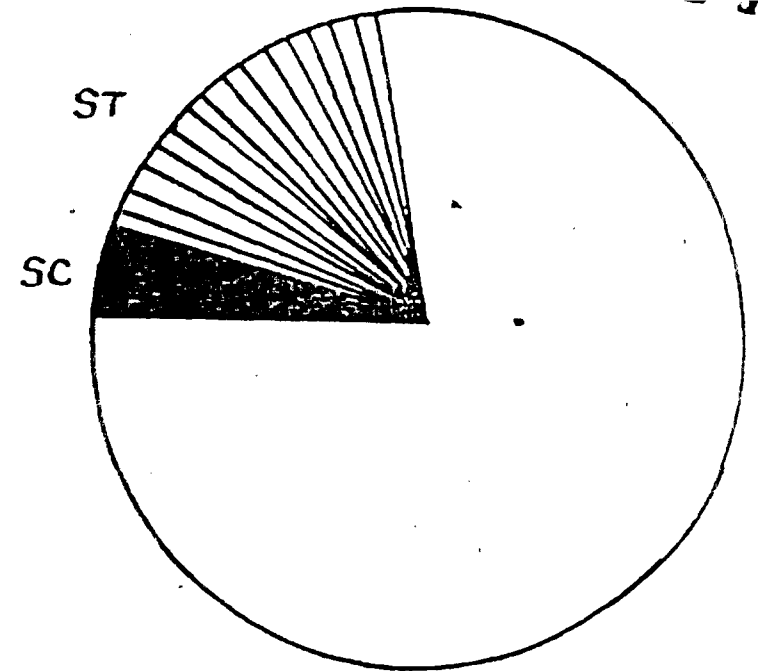
Total Population of Wayanad in 1991 - 6.7 Lakhs (Source 1991 census)



SC & ST Percentage of Kalpetta Block



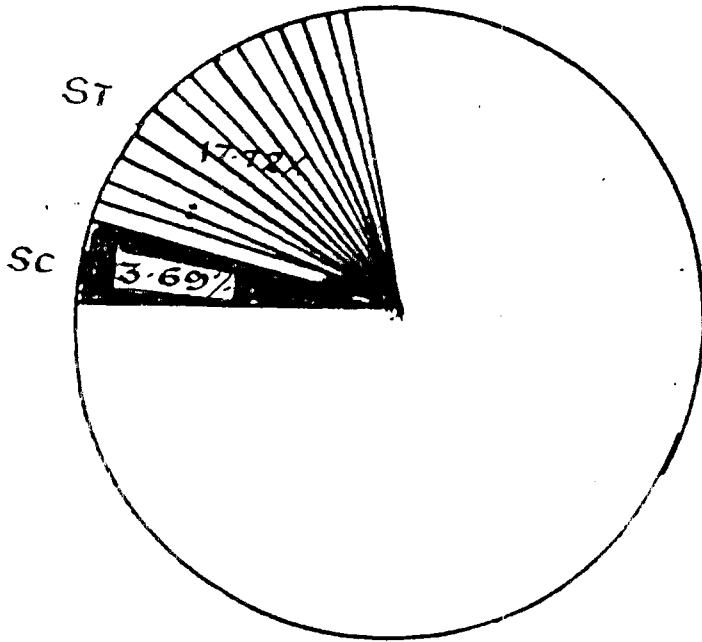
SC  6.11%
ST  14.20%

SC & ST Percentage of Wayanad Dt



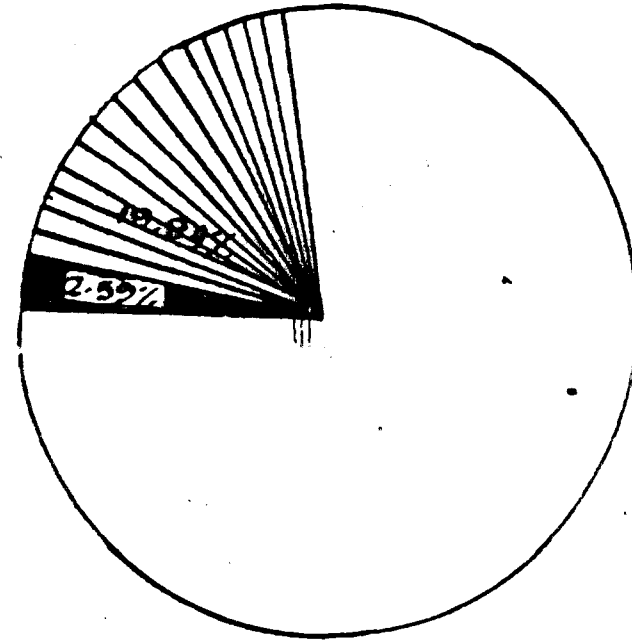
SC  4.06%
ST  17.34%

SCAST Percentage of Bathery Block



■ 3.69%
▨ 17.72%

SCAST Percentage of Mananthavady Block



■ SC 2.59%
▨ ST 19.84%

2. Information on Area

Consisting of lush green hills and picturesque paddy fields, Wayanad is one of the loveliest hill stations of Kerala. The name 'Wayanad' means 'the land of paddy fields'. Wayanad, because of its cash crops and spices, is the biggest foreign exchange earning district of Kerala.

The district has a geographical area of 2131 Sq. K.m out of which 78787 hectares are forest. Some of the finest reserve forests in the state are in the district. Muthanga Wild Life Sanctuary is a National tiger reserve, contiguous with Bandipur National Park in Karnataka and Muthumala forest in Tamil Nadu. Tholpetty Wild Life Sanctuary abounds with wild bison and is contiguous with Nagahole National Park. The Forests of Wayanad are part of the Nilgiris Biosphere Reserve and therefore are of international importance.

Wayanad lies at the altitude of 700 to 2100 meters above sea level. It is the western end of the Deccan plateau.

Wayanad became a district in November 1980. The headquarters is Kalpetta which is the only municipality in the district. There are two other developed towns in Wayanad-Manathavady and Sulthan Bathery. The district has three taluks, 49 villages, 3 development blocks, 25 Panchayaths and one Municipality.

The majority of the people are farmers or agriculture labourers. The tribal population consists mainly of labourers. Some of them collect wild honey and some other forest produces and sell them to others. There are a number of big tea estates which employ thousands of men and women as labourers.

The roads of Wayanad have become motorable of late. But there are many habitations, especially those of tribesmen which are deep inside the forests. Reaching education to these pockets is a formidable task.

3. Information on Literacy

Kerala is called the 'land of letters' due to its high literacy rate. Its literacy rate is 90.92, but that of Wayanad District is 85.52%. A unique feature of Wayanad district is that 35 % of the total tribal population of Kerala is in Wayanad. The literacy rate among SC is below 60% and that of ST is below 40%. The low literacy rate of SC and ST affects the total literacy rate of the district. The literacy rate of women is also very low. This shows that special attention in the field of SC, ST education and girls education is needed.

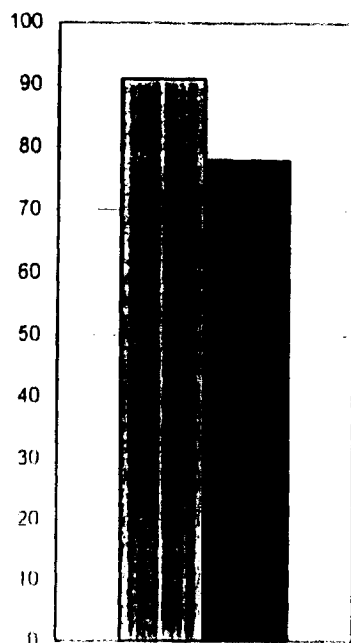
Table 2.7 Block wise Literacy rate

Block	Total	Male	Female
Mananthavady	85.05	89.90	80.17
Bathery	85.95	90.18	81.73
Vythiri	85.47	90.77	80.28
Total	85.52	90.28	80.80

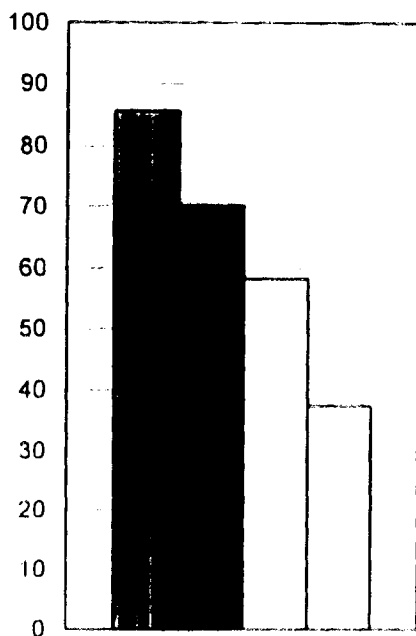
Table 2.8 Literates in the district

Block	Total	Male	Female
Mananthavady	177973	944244	83549
Bathery	225425	117959	107466
Vythiri	183632	96448	87184
Total	587030	308831	278199

Compared Percentage of Literacy of Kerala and Wayanad



Kerala



Wayanad

B. Education Profile

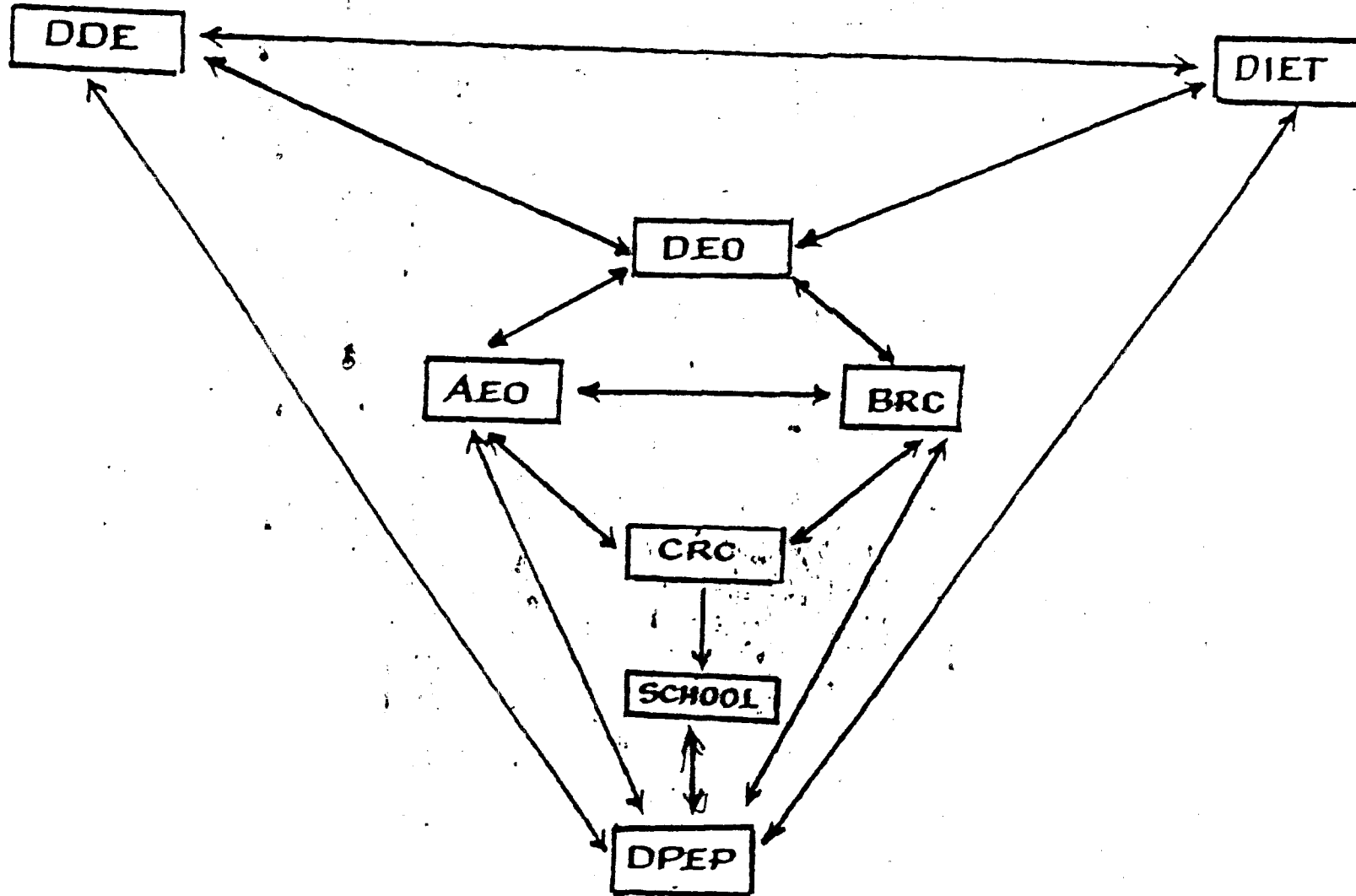
1. Education Administration in the District

The Deputy Director of Education is the Administrative head of the district as far as school education is concerned. Wayanad has one education district and three sub districts. The District Education Officer looks after the academic matters of high schools. The Assistant Education Officers in each educational sub district viz. Sulthan Bathery, Vythiri and Mananthavady are the controlling officers of elementary schools. The headmaster of each school is the administrative officer at school level. The DIET is at Sulthan Bathery and conducts TTC course along with various other faculty wise activities such as in service teacher training. The DPEP Wayanad is at the fag end of its seven year programme which has been extended up to 2003 June. The DPEP structure has 3 BRCs, 38 CRCs and 26 VECs. The Anganwadies are managed by the District Welfare Department.

The Government Arts and Science Colleges are under control of the Higher Education Department which has a Deputy Director at Kozhikode under whose jurisdiction Wayanad comes.

The Dist. Literacy Mission, under the control of its Dist. Co-ordinator runs literacy centers in all parts of the District. There are Nodal Literacy centres which control the other centres in each Development Block. Each Development Block has a Block Literacy Mission which takes care of the literacy centres in the Block.

EDUCATIONAL ADMINISTRATION



2. Educational facilities at various levels

Table 2.9 Educational facilities available at various levels in the District

Category of Institutions	Govt.	Private aided	Private recognised but unaided	Un recognised	Total	Rural	Urban
ECCE/Pre-primary Anganwadi	514			120	634	630	4
Literacy centers	26				26	25	1
LP Schools	92	52	7	-	151	145	6
UP Schools	35	40	3	-	78	73	5
High schools	28	12	4	-	44	41	3
Higher Secondary Schools	12	11	-	-	23	21	2
Arts & Science Colleges	2	4	-	-	6	5	1
Professional Colleges	5	-	-	-	5	5	-
B.Ed Centers	3				3	3	
Poly Techniques	2				2	2	
ITI			2		2	2	
Nursing Schools			2		2	1	1
TTIs (including DIET)	2	1			3	3	
Technical High Schools	2				2	2	

3. State and Centrally Sponsored Schemes implemented in the district

Quality improvement Programme (QIP) has been going on in the district for many years now. A number of teacher training programmes have been conducted under the programme.

Operation Black Board (OBB) is another programme that has benefited all the schools. Tool kits, Science kits and Musical instruments have been supplied to all primary schools that existed at that time. Useful library books were also supplied. Teachers were given training in using the kits supplied properly.

4. Details of externally funded schemes

The notable externally funded education scheme implemented in the District is the District Primary Education Programme (DPEP). Wayanad was included in the first phase of DPEP. The programme started in this District in 1994. This World Bank aided scheme has brought about remarkable improvement in the field of school education.

The curriculum up to Std IV changed at the state level as part of the programme. Process oriented, activity based, child centered, environment based pedagogy began to be implemented in our schools. Teacher training underwent a sea change. Instead of lectures, participatory discussions began to take the main stage in training programmes. Community for the first time began to be involved in the day to day functioning of schools. Education was taken to the most inaccessible tribal habitations in the form of Alternate Schools. 55 of these were functioning up to 31/03/2003. 24 new primary schools were began under DPEP in remote areas of the District. Three BRCs were set up. Additional buildings, class rooms, toilets, drinking water facilities and electrical connections were provided to hundred of schools. Suitable library books were given to all Primary schools. DPEP has been extended upto June 2003. The total expenditure of DPEP in this District is Fifteen Crore Rupees till now.

5. DIET

The District Institute of Education and Training (DIET) of Wayanad is located at Sulthan Bathery. Wayanad DIET was started in the first phase in 1989. The Institute is in its 14th year of glorious service. DIET Wayanad has a spacious Campus and the buildings are the best among the DIETs of Kerala.

DIET Wayanad has established itself as a center of excellence in the district. It has been conducting in-service courses for teachers, headmasters, educational officers and personnel working in the field of non-formal education since 1989. The faculty of pre-service teacher education has been conducting T.T.C course from that year.

DIET Wayanad has always worked enthusiastically in implementing the new educational programmes of the Government. Programmes like Minimum Levels of Learning and DPEP were implemented vigorously in the district with the leadership of the DIET.

The DIET is still in the forefront of the strive for educational excellence. The Perspective Plan and the annual plans of SSA were and are prepared in the district in workshops conducted in the DIET with the faculty members playing key roles. DIET staff are eagerly implementing the various activities related to SSA too.

6. Block wise number of schools Available For LP, UP, and Std VIII
Table 2.10

Name of the Block	LP Schools	UP Schools	Std VIII	Total
S.Bathery	52	29	37	118
Mananthavady	57	26	21	104
Vythiri	40	21	18	79
Total	149	79	76	301

7. Block wise number of Preprimary/Anganwadis

Table 2.11

Name of Block	No. of Anganwadis
Manathawady	184
S.Bathery	138
Vythri	194
Total	516

8. Block wise access position on Primary & Upper primary education

Physical accessibility is one of the crucial factors, which has a bearing on the ability of the population to avail itself of schooling facility. If schools are so located that they are not within negotiable walking distance from the place of habitation, they cannot effectively serve the population they are meant for. There are places where schools are 2 to 6 km away from children's houses. Due to lack of transport facilities the journey to school and back is very difficult. Many habitations are situated in hilly areas. Now one LP School in an area of 7.659 km is available in Wayanad district.

Table 2.12

Number of House holds having School Accessibility in Wayanad District

Distance	km 0-1	km 1-2	km 2-3	km 3-4	Km Above 4
House Holds	63309	50133	20026	5977	2250

There are 63309 Households having schools within one kilometer. 78386 Households have schools at a distance of above 4 km. Details of out of school children in the age group of 6-10 and 10-14 are given below.

Table 2.13 Details of Accessibility.

Name of Block	No. of Panchayath.	No. of out of School children						Habitations/wards with formal schools/ MGLC available with in (1 km)	Habitations/wards with no formal schools/ MGLC available with in (1 km)	Remarks
		Age Group								
		6-10			11-14					
		B	G	T	B	G	T			
Manatha -vady	07	147	118	265	88	74	162	21088	22744	
Vythiri	10	111	86	197	59	50	109	19450	22326	
Sulthan Bathery	9	112	64	176	80	57	137	22771	33316	

Below 14 years of age, 300 male children and 173 female children are in wage earning group. They are 473 in total. Data of street children and grated children are not available. In may be noted that Wayanad has no coastal belt.

9. No. of habitations in every block and no. of schools/ habitations (Tribal)

There are a total of 2500 tribal habitations in the district. 100 of them are in Mananthavady Block. 850 are in Sulthan Bathery Block and 650 are in Vythiri Block. One hundred tribal habitations have been found to lack schools. 55 Alternate Schools have been started under DPEP. When these are taken into account, 45 tribal habitations still lack schools.

Table 2.13a - Table showing the number of Tribal Habitations and School less habitations.

Name of the Block	Total No. of Tribal Habitations	School less Habitations
Mananthavady	1000	20
Sulthan Bathery	850	15
Vythiri	2500	45
Total	2500	45

10. No. of out of school children and reason for out of school children

: Wayanad is a hilly district with tribal and economically backward population. A House to House Survey was conducted to identify the out of school children. 1046 children are out of school in Wayanad District. Another 1840 children have discontinued education due to reasons shown in the table. Category wise details related to out of school children are noted below.

Details of Out of School Children (31-7-2001)(Unenrolled groups)

Age group : (6-14)

Table 2.14

Sex/Age	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	Total
Boy	165	59	62	42	42	35	44	67	81	597
Girl	124	44	43	34	23	46	35	42	58	449
Total	289	103	105	76	65	81	79	109	139	1046

(Data Source: House to House Survey)

Issues related to total enrolment drive can be analysed using the data obtained from the House to House survey conducted during June 2002. As per the table 5 of the consolidated format we came to know that 1072 children are not enrolled due to various reasons in the age group 5-14.

Table 2.15 No. of out of school children with reasons

Reasons	No. of Children un enrolled	No. of Children who discontinued
Economic reasons	249	462
social reasons	31	44
Baby sitting	32	58
Disableness	356	150
Non accessibility	98	65
Lack of motivation	56	112
Disinclination towards education	195	879
Other reasons	60	70
Total :	1077	1840

The PTA/MPTAs and School Support Grpoups at schools situated in remote tribal areas are not very active. All parents are not involved in the schools activities. This is due to economic reasons as well as, lack of awareness. The survey shows that 1840 children in the age group 6-14 are drop outs. The reasons for non-enrolment and dropping out are economic set back in the agriculture field and poverty. The rate of increase of drop outs is directly proportional to the increase in age.

All these reasons for discontinuing the studies are to be addressed in the back to school programme. Back to school programme and awareness campaign at School level are the remedies for this.

About 473 children below 14 years of age have been found to be working. Apart from convincing the parents about the importance of elementary education, the possibility of evening/night classes for there working children with a flexible timing must be thought of.

11. Block wise details of Alternate Schools/EGS Centres

There are about 2500 tribal hamlets in Wayanad District. Many of the hamlets are in interior areas. Some of them are situated in forests. The regular schools are far away from these hamlets. The number of children is very less to start a school there. In order to give primary education to these children dPEP has started Alternate Schools in these remote areas.

Table 2.16 Details of the Alternate Schools are given below:

Sl.No.	Block	No.of Centres	Boys	Girls	Total	Urban	Rural	Tribal	Coastal
1	Mananthavady	24	195	224	419	-		24	-
2	Sulthan Bathery	19	216	230	446	-		19	-
3	Vythiri	12	136	129	265	-		12	-
	Total	55	547	583	1130			55	-

12. Block wise details of Special Schools

There are ten special schools in Wayanad. A block wise list of the schools is given below.

Sulthan Bathery

1. Mercy Home – S.H. Special School for Mentally Retarded, Anappara..
2. Nirmal Jyothi – S.H. Special School for Mentally Retarded, Sulthan Bathery.
3. Kripalaya – Special School for Mentally Retarded, Pulpally.
4. St:Rosella school for Deaf and Dumb, Poomala, Sulthan Bathery.

Mananthavady

1. Pratheeksha - Special School for Mentally Retarded, Makkiyad.
2. Vellamunda Panchyath School for Mentally Retarded, Vellamunda.
3. Emmavoose Villa – Special School for Mentally Retarded, Tonichal, Mananthavady.
4. Fr Tessa's Training Centre for Mentally Retarded Varambetta.

Vythiri

1. Swasraya Bhavan, Kalpetta
2. Special school for mentally retarded, Arappetta, Meppadi..

All the special schools in Wayanad except one work in the un-aided sector* During the implementation of the DPEP, all possible help was given for the smooth functioning of these institutions. Further help can be extended under SSA. Teaching learning materials can be supplied to these children.

*St. Rosella's school for Deaf & Dumb, Poomala is an aided school

Table 2.17 Block wise number of Special Schools

Block	No. Schools	Schools for MR	Schools for Deaf and Dumb	Others
Manathavady	4	4	-	-
S. Battery	4	3	1	-
Vythri	2	2	-	-
Total	10	9	1	-

13. Details of Teacher Training Institutions

There are six approved teacher training institutions in Wayanad. Three of them are for the training of primary teachers and three are for the training of high school teachers.

The DIET is the most important teacher training institutions in the district. It conducts both in-service and pre-service teacher training. The trainings it conducts are for primary teachers.

Government Teacher Training Institute at Panamaram and St. Joseph's T.T.I at Manathavady are the other two institutions that conduct pre-service training for teachers. The pre-service training given by the DIET and TTIs is the T.T.C course which is of two years duration.

There are three teacher education centers in the district which conduct one year B.Ed course. The Teacher Education Centres at Sulthan Bathery and Kaniyambetta are run by Calicut University and the one at Manathavady is run by Kannur University.

14. Distribution system of textbooks

The textbooks are printed at the State level. The State Textbook Depot takes delivery of the books from the press and distributes them to the textbooks depots which are available in all the education districts of the state. The district textbook depot supplies books to the co-operative societies in the schools who sell the books to children. The Textbooks Depot of Wayanad is located at Sulthan Bathery.

Text books were supplied free of cost to all girls and SC/ST children under SSA in the year 2002 -2003. 31717 children were given free text books for which an amount of Rs. 2149656 was spent.

15. Block wise number of teachers at Primary and Upper Primary - Category wise

Teachers play a pivotal role in the transaction of curriculum and therefore are responsible for improvement of quality within the classroom. When compared to the other districts of Kerala, Wayanad has its own problems in this respect. Inter district transfer of teachers during the academic year is a reason for on educational backwardness. Most of the teachers are trained. Yet a minority of the teachers still remain untrained though DPEP gave intensive training to LP School teachers. The training given to the teachers of the UP and High School is not satisfactory. The teacher pupil ratio is different from school to school. The status of the teachers as on 31-7-2002 is given below;

Table 2.18 Block wise number of Teachers in LP, U.P. and Std VIII.

Block	Trained Trs.	Un Trained Trs.	Male Trs.	Female Trs.	SC/ST	No. of Posts Sanctioned	No.of Posts Vaccant.	No.of Protected Trs.
Manathav -ady	1290	6	634	662	94	1296	26	17
Vythiri	1331	7	765	573	86	1338	22	16
S.Bathery	1163	5	506	662	135	1225	27	20
Total	3784	18	1905	1897	315	3859	75	53

The teacher pupil ratio in Wayanad is 1:30

16. Block wise Standard Wise Enrolment – Std I to VIII

Table 2.19 S.Bathery Block – Grade wise enrolment

Std	Boys	Girls	SC	ST	General
I	2476	2435	281	1572	3058
II	2402	2268	259	1194	3217
III	2213	2049	251	948	3063
IV	2141	2102	225	958	3060
V	2458	2231	253	1035	3401
VI	2556	2347	276	980	3657
VII	2782	2457	213	862	4164
VIII	2656	2422	275	715	4088
Total	19684	18311	2033	8264	27708

Table 2.20 Manathavady Block - Grade wise Enrolment

Std	Boys	Girls	SC	ST	General
I	2662	2463	189	1419	3417
II	2518	2385	198	1204	3501
III	2188	2105	161	941	3191
IV	2258	2135	159	1008	3220
V	2380	2179	165	998	3396
VI	2308	2260	160	911	3497
VII	2484	2371	184	853	3818
VIII	2403	2224	199	690	3738
Total	19201	18122	1415	8024	27778

Table 2.21 Vythiri Block - Grade Wise Enrolment

Std	Boys	Girls	SC	ST	General
I	2030	1954	281	714	2989
II	2036	1838	259	619	2996
III	1783	1689	251	793	2728
IV	1755	1647	225	535	2642
V	1740	1699	253	464	2722
VI	1886	1774	276	401	2983
VII	2085	1928	313	474	3226
VIII	2255	2180	275	381	3679
Total	15570	19909	2133	4381	23965

Table 2.22 Block Wise Category Wise Enrolment

Block	Boys	Girls	SC	ST	General
S.Bathery	19684	18311	2033	8264	27708
Mananthavady	19201	18122	1415	1824	27778
Vythiri	15570	19909	2133	4381	23965
Total	54455	56342	5581	14469	79451

Gross and net Enrolment Ratio 2002-03

The Gross Enrolment Ratio (GER) in the lower primary section (Std I-IV) in Wayanad is 104.8 %. The Net Enrolment Ratio (NER) for LP section is 94.3%.

The GER for Upper Primary Section (Standard V-VII) is 91.7 %,whereas the NER is 82.6 % .The GER for Std.VIII is 88.8 % and the NER is 79.9% .

The GER of boys of the district from Std.I-VIII is 97%.The NER for boys is 87.4%. The GER for girls is 90.2% and the NER for girls 79%.The Ger for both the sexes taken together for the district is 93 % and the total NER is 83.2 % .

Data regarding children with special needs.

One of the major interventions of DPEP is integrated education for disabled children. Various activities such as medical camps, distribution of aids and appliances, distribution of learning kits, preparing of learning materials have been undertaken. Handbooks have created a good impression in the community. As per the PWD act the disabled children get a lot of incentives from the government. There are still unenrolled children due to different kinds of disabilities. The disabilities can be classified into blind, deaf, dump, orthopedic, mentally retarded and LD.

The status of the children with special needs. is given below;

Table 2.23 Details of children with special needs

Class	No. of Disabled children		
	Boys	Girls	Total
I	93	64	157
II	111	101	212
III	194	142	336
IV	196	167	363
V	120	132	252
VI	134	150	284
VII	113	125	238
VIII	106	109	215
Total	1067	990	2057

Table 2.24 Details of children belonging to VI,HI,OH,MR and LD are given below

Disability	Std I	Std II	Std III	Std IV	Std V	Std VI	Std VII	Std VIII	Total
VI	33	51	57	83	73	88	57	70	512
HI	51	53	54	63	63	68	52	50	454
OH	22	25	32	36	27	24	40	35	241
MR	29	33	53	58	27	27	22	21	271
LD	22	50	140	123	62	77	67	38	579

17. Block wise Dropout, Repetition and Transition rates at Primary and UP levels

Table 2.25

Std	All communities			Scheduled Caste			Scheduled Tribe		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	-	-	-	-	-	-	-	-	-
II	503	611	1114	10	25	35	79	123	202
III	157	177	334	7	18	25	28	17	45
IV	24	46	70	9	1	10	43	77	120
V	131	194	325	14	13	27	72	115	187
VI	140	138	278	15	17	32	174	170	344
VII	154	148	302	22	7	29	10	23	33
VIII	73	66	139	15	21	36	77	104	181
Total	1182	1380	2562	92	102	194	483	629	1112

Table 2.26 Repeaters 2002-03

Std	All communities			Scheduled Caste			Scheduled Tribe		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	-	-	-	-	-	-	-	-	-
II	695	649	1344	39	37	76	152	149	301
III	618	584	1202	36	33	69	119	118	237
IV	614	588	1202	34	33	67	126	123	249
V	655	610	1265	37	32	49	130	119	249
VI	1012	1007	2019	47	49	96	179	164	343
VII	1102	1012	2114	66	49	115	173	204	377
VIII	1096	1023	2119	67	52	119	145	121	266
Total	5792	5473	11265	326	285	591	1024	998	2022

and infrastructure

18. Block wise position of buildings of Primary and upper primary schools

Table 2.27 Sulthan Bathery Block

Sl.No.	Item	Usable (Nos)	Details of Units		Remarks
			Repairable (Nos.)	Addl.requirements (Nos.)	
1	Class room	650	35	300	No. of schools are noted against item 2(c) onwards in the column addl. requirements.
2	Furniture	1800	474	2140	
	a. Desk				
	b. Bench	7100	705	2140	
	c. Table	630	88	220	
	d. Chair	700	137	182	
	e. Shelf	88		52	
3.	Lab.			45	
4	Library Room	89		45	
5.	Reading room			50	
6.	Toilet (Common)	64		50	
	Girls toilet	29		40	
7	Drinking water	80		40	
8	Electrification	91		55	
9	Compound wall	27		60	
10	Staff Quarters			42	
11	Public Address system			29	
12	Musical Instruments			37	37 high schools
13	Computer /T.V.	8		52	
14	Separation walls			35	
15	Play ground	56		26	
16	Kitchen (Size)			27	
17	Repair works			12	

Table 2.28 Manathavady Block

Sl.No.	Item	Usable (Nos.)	Details of units		Remarks
			Repairable	Addl.require- ments	
1	Class room	430	65	130	
2	Furniture	1800	300	1930	
	a. Desk				
	b. Bench	7460	550	1930	
	c. Table	400	150	200	
	d. Chair	460	200	200	
	e. Shelf	89		55	
3	Laboratory			76	
	Library Room	89		Library room 15	
	Reading room			76	
4	Toilet : (common) Toilet: (Girls)			30	
5	Drinking water	82		92	
6	Electrification	92		92	
7	Compound wall	29		86	
8	Staff Quarters			67	
9	Public Address system			84	
10	Musical Instruments			21	
11	Computer	6		86	
12	T.V.			88	
13	Play ground	64		28	

Table 2.29 Vythiri Block

Sl.No.	Item	Usable (Nos.)	Details of units		Remarks
			Repairable	Addl. Requirements	
1	Class room	440	20	220	
2	Furniture				
	a. Desk	1600	350	1300	
	b. Bench	5340	424	1300	
	c. Table	405	125	93	
	d. Chair	480	230	93	
	e .Shelf	70		57	
3	Laboratory			39	
4	Library			50	
5	Reading room			42	
6	Toilet: (Common)	51		46	
	Toilet: (Girls)	26		20	
7	Drinking water	51		30	
8	Electrification	72		35	
9	Compound wall	25		48	
10	Staff Quarters			33	
11	Public Address system			35	
12	Musical Instruments			18	
13	Computer & T.V	3		46	
14	Playground	28		37	
15	Stage & Auditorium			29	
16	Repair & Maintenance			24	

19. Block wise school facilities at Primary and Upper primary levels of schools

Table 2.30 a

BLOCK	Instructional rooms		Black board		Play ground		Toilet common	
	Available	Required	Ava:	Req:	Ava:	Req:	Ava:	Req:
S.Bathery	650	340	650	34	56	26	64	50
Mananthavady	430	165	430	16	64	28	52	92
Vythiri	440	267	440	26	28	37	51	46
Total	1520	772	1520	77	148	91	167	188

Table 2.30b

BLOCK	TOILET GIRLS			Compound walls		Electricity		TLM materials
	Ava:	Req:	Ava:	Req:	Ava:	Red:	Ava:	Req:
S.Bathery	29	5	27	60	91	60		
Mananthavady	60	4	29	86	92	92	Not	Available
Vythiri	26	3	25	48	72	45		
Total	115	12	81	194	255	197		

20. Problems and issues of elementary education in the district.

Access is still a problem in this hilly district. Tea plantations are spread over inaccessible mountain sides. It is not practicable to provide schools within one kilometer from the house of each child. As a result attendance is not regular in schools located in remote areas. Teacher absenteeism is also a big problem in these places as regular monitoring is very difficult due to inaccessibility.

Quality is another problem in the district. A good number of our pupils are first and second generation learners belonging to two uneducated sections – plantation workers and tribesmen. DPEP has brought about positive changes but strategies for improving the quality of education of all children in our schools have to be developed.

Tribal children have an additional hurdle to overcome when they come to school. The language they talk at home and the language of instruction at school are different. Children who speak only a tribal language and have not mixed much with non-tribal children may not comprehend a word of what the teacher says in the class. Only a small percentage of teachers working in tribal areas know tribal languages. When tribal children do not respond to their questions, many teachers assume that the children are morons.

Seasonal child labour is another problem in Wayanad. During the seasons of pepper and coffee harvesting many children absent themselves from school. They take part in the harvesting to earn a little money.

Seasonal migration is also seen in Wayanad. Families from Tamil Nadu and Karnataka migrate to Wayanad in some seasons in search of labour. The same way, families from Wayanad go to Koorg in Karnataka to work in ginger cultivations.

Financial backwardness of the parents is another problem. Many parents find it difficult to provide their children uniforms and learning materials. Many children do not get enough food at home. In some cases, noon meal is the main attraction in the school.

Chapter III

The Planning Process

1. Environment creation activities

The Process of preparing the District Elementary Education plan for 2003-04 was begun in our district in January 2003. Block level meetings of headmasters, education officers, BRC co-ordinators, BRC trainers and SSA functionaries were convened. A total of 330 persons took part in the meetings and contributed their views.

A press conference was conducted at the district headquarters. The objectives of SSA were discussed with the press personnel and their ideas were invited. All newspapers gave good coverage to the press conference and the various programmes to be taken up under SSA were given in detail.

2. Participatory Exercise

A meeting of all the presidents of local self government institutions was called at the district level. A brain storming session was held under the leadership of the District Panchayat President.

Another meeting was held in the chamber of the District Panchayat President in which the Chairperson, Dist. Panchayat standing committee on Education, the Deputy Director of Education, the District Project Co-ordinator DPEP, the Principal DIET and the District Project Officer SSA and the Programme Officers participated. The broad aims of education and the immediate objectives of SSA were discussed.

3. Goal Setting

Access to all has been taken as a priority area. Strengthening existing Alternate Schools and starting new ones in unserved habitations will be undertaken. Efforts to enroll all children in the age group of Std 6-14 in schools will be made. Steps to ensure universal retention by making schools attractive to children and through persuasion with community participation will be undertaken. Various programmes aimed at universal achievement will be undertaken. Efforts to plug gender and social category gaps will be made. Interventions in the fields of Quality

Improvement, Inclusive Education, Girls Education, SC & ST children, Early childhood Care and Education, Computer Education, Alternate Education, Research, Evaluation and Supervision, Management and Institutional Capacity Building, Community Mobilization, Media & Documentaion and Civil Works have been planned.

Chapter – IV

Progress Overview

1. Approved Budget 2002-03

The approved budget for 2002-03 is Rs. 211.667 lakhs. Out of this 2.760 is for school grant. School grant has been given to 138 schools and the whole amount has been utilized. 43 UP Schools have been given school grant from the spill over fund of 2001-02 as per the special order.

Teacher grant of Rs. 7.250 has been sanctioned for 1450 teachers. 1262 teachers were given grant and 6.310 lakh Rupees was spent on this item . Rs. 12 lakhs has been allotted for 1000 disabled children. Rs. 42000 has been spent for this. Rs. 30 lakhs has been allotted for additional classrooms out of which 24 lakhs has been spent. Rs. 11.550 has been sanctioned for drinking water facilities out of which Rs. 5.575 has been spent. 17.6 lakhs was costed for 88 Toilets out of which 8.7 lakhs has been spent for 52 Toilet. 2 lakhs has been allotted to compound walls and 1.6 lakhs has been spent. 4.9 lakh Rupees has been allotted to electrification out of which 1.4 lakhs has been spent for 15 schools, Maintenance and repair grant of 3.75 laksh has been allotted and 3.6 lakhs has been spent. Out of the 16 lakh Rs. Allotted for management cost, Rs. 30384 has been spent. Rs. 23.674 Lakhs has been approved for training out of which Rs. 1.4932 lakh has been spent for training 2012 teachers. Out of the 15 lakh Rupees allotted for computer education 1.15 lakhs has been spent for 7 computer centers. Rs. 3.36 lakhs has been spent allotted for supply of free text books to girls and SC/ST students from STD V to VIII. But the actual expenditure exceeded the allotment. Rs. 2149656 was spent on this account. Total expenditure for 2002-03 including spill over of 2001-02 is Rs. 79.27122 Lakhs. Apart from this an amount of Rs. 86000/- has been spent from the spill over school grant of 2001-02 on special order.

2. Progress Achieved - financial and physical in different interventions

Progress Achieved - Financial and Physical for 2002-03 Wayanad

Approved Budget 2002-03

Progress Achieved

Sl. No.	Maj. Act	Sub. SI.No.	Activity	Unit Cost	Target	Budget	Physical	Financial	Savin
1	PFE		Primary Salary of new teachers		0	0.000		0.000	0
2	UPE		Upper Primary - Salary of new Teachers		0	0.000		0.000	0
3	PFE+UPE		Primary + Upper Primary		0	0.000		0.000	0
		3.1	School grant	0.020	138	2.760	138	2.760	
		3.2	Teacher grants	0.005	1450	7.250	1262	6.310	0
		3.3	TLE Grants	0.500	0	0.000		0.000	0
		Total				10.010		9.070	0
4	AIE	4.1	EGS Centers (PS)	0.00845	0	0.000		0.000	0
		4.2	EGS Centers (UPS)	0.012	408	4.896		0.000	4
		Total				4.896		0.000	4
5	IED	5.1	Education of Disabled	0.012	1000	12.000	1000	0.422	11
		Total			1000	12.000		0.422	11
6	CRC	6.1	Workshops and meetings	0.002	0	0.000		0.000	0
		6.2	Furniture	0.100	0	0.000		0.000	0
		6.3	Contingency Grant	0.025	38	0.950		0.000	0
		6.4	TLM Grant	0.010	0	0.000		0.000	0
		Total				0.950		0.000	0
7	BRC	7.1	Furniture	1.000	0	0.000		0.000	0
		7.2	Contingency grant	0.1250	3	0.375		0.000	0
		7.3	Workshops and meetings	0.005	0	0.000		0.000	0
		7.4	TLM grants	0.050	0	0.000		0.000	0
		7.5	Honorarium to trainers	0.055	40	11.000		0.000	11
		Total				11.375		0.000	11
8	R & E	8.1	Research & Evaluation	0.014	138	1.932		0.000	1
		Total				1.932		0.000	1
9	CCW	9.1	Construction of BRCs	6.000	0	0.000		0.000	0
		9.2	Construction of CRCs	2.000	0	0.000		0.000	0
		9.3	New school Buildings	3.500	0	0.000		0.000	0
		9.4	Additional class rooms	1.500	20	30.000	20	24.000	6
		9.5	Drinking water	0.150	77	11.550	39	5.175	6
		9.6	Toilets	0.200	88	17.600	52	8.700	8
		9.7	Compound walls	0.400	5	2.000	5	1.600	0
		9.8	Separation walls	0.100	7	0.700	7	0.500	0
		9.9	Electrification (LP+UP)	0.100	49	4.900	15	1.400	3

Total					66.750		41.375	25.
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10	CCR	10.1	Maintenance and Repair	0.05	75	3.750	75	3.600	0.
	Total				75	3.750		3.600	0.
									0.
11	MGT	11.1	Management Cost			12.000		0.30384	11.69
	Total					12.000		0.30384	11.69
									0.
12	TRG	12.1	Training for trained teachers	0.0007	1691	23.67400		1.49382	22.18
		12.2	Training fresh recruits	0.0007	153	3.213		0.000	3.
		12.3	Training for untrained teachers	0.0007	179	7.518		0.000	7.
	Total					34.405		1.494	32.
									0.
13	VEC	13.1	Training to VEC members	0.0003	784	0.235		0.000	0.
	Total					0.235		0.000	0.
									0.
14	INO	14.1	Computer Education		7	15.000	7	1.510	13.
		14.2	Education of Girls			15.000		0.000	15.
		14.3	Education of SC/ST			10.000		0.000	10.
		14.4	ECE			10.000		0.000	10.
	Total					50.000		1.510	48.
									0.
15	TXT	15.1	Free Text books						
			STD II to IV	0.0005		0.000		0.000	0.
			STD V to VII	0.0010	2258	2.258			0.
			STD VIII	0.0015	737	1.1055			
	Total					3.3635		21.49656	-18.13

Grand Total

211.66670

79.27122 132.39

Spill over School grant to UP
Schools of 2001-02 for 43 Nos.

268

5.360

86,000 000

4.

Chapter – V

Plan for Spill over Activities

As per the norms, activities of 2002-03 have been made spill over to 2003-04 IEDC Activities as per the AWPB 2002-03 have been initiated. Printed check list of the medical camp. Conducted conference of AEO's, DEOs and HMs. Teachers were given orientation. Conducted medical camps, Planning of teacher training completed. The remaining activities are to be completed soon. An amount of Rs. 11.578 Lakhs is made spill over. With regards to girls education all the activities have been initiated. The amount proposed for 2002-03 is spill over. Similarly 10 lakhs for SC/ST children and ECCE are proposed as spill over. Under computer education the school for the distribution of the computer lab have been selected. Furnishing of these labs is also started. Teacher training are to be completed before June 2003. The spill over amount of 2001-02 and budget amount of 2002-03 were planned to be spent during 2002-03. Out of this 30 lakhs Rupees 1.51 lakhs have been spent. The remaining amount will be utilized soon. Under civil works 69.95 lakhs is the budget. Rs. 41.375 lakhs have already been spent. The activity is spill over.

CHAPTER - VI

COMPONENT WISE PLANNING FOR 2003-04

Chapter - VI

6.1 Quality Improvement

Introduction

Improving the quality and efficiency at school – classroom level is a major thrust area. It is our duty to provide education of a “satisfactory quality” in achieving the goal of education for all.

Quality resides within the child. So the children should have the capacity to face difficulties in life. Only through quality education they should be in a position to solve their life problems. Education without quality is meaningless.

In Kerala we have started so many schools both in Government and Aided sector. Access has become widespread. Thereby enrolment also has become universal. But the present issue is quality. Quality means that the children should have the capacities and abilities to solve their own life problems.

National policy on Education has also emphasized the need for substantial improvement in elementary education. The DPEP strategy for improving quality in Elementary Education was seen as an attempt to combine quality with equity.

The main indication of quality education can be visualized in terms of its product. The learner’s achievement both in scholastic and co-scholastic areas, that is the performance in various subjects of study and habit, aptitudes, values and life skills is necessary for becoming a good citizen. Thus ensuring quality in the inputs and processes becomes necessary, if quality achievement is aimed at

Quality issues in elementary education will revolve around the quality of infrastructure, support services, teacher characteristics and teacher motivation pre-service and in-service education materials, classroom process, pupils education, monitoring and supervision etc.

Target Group

SSA covers Std I – VIII, Upper primary stage including VIII Standard and it focuses on quality interventions in terms of Teacher Qualification, Competency. Subject specific deployment in schools and academic support through BRCs.

SSA would encourage states to focus on total development of children through encouragement to sports, music, arts, cultural activities, project work involving interaction with social and natural surroundings.

In fact the Teachers, the Headmasters, PTA members and pupil representatives all have their own role for achieving better quality in Education. Education is a tri polar Activity which include the teacher, pupil and the community. All the Educational functionaries such as Trainers, DIET faculties. Educational officials etc. come under the Target group.

Main Objectives

The ultimate goal of quality directed interventions is to bring about positive changes in the classroom. Pedagogical improvement interventions are one of the most important thrust areas.

1. Individual attention should be given to each and every child in the classroom.
2. Empowering teachers to make multi-level and multi grade activities.
3. Preparation of Teaching learning materials for effective learning.
4. Formation of Tool Banks for effective evaluation.
5. Development of reading habits among children through appropriate Situations.
6. Evolving local text in line with Actual text Book.
7. Collection of innovative and creative learning Activities.
8. Implementation of Evaluation system of scholastic and co-scholastic areas.
9. Innovative activities for filling the learners gaps.
10. Community participation for evaluating learner achievement.
11. Wayanad District is educationally backward, Comparing to other districts. 35% of the total tribal population of Kerala is in this district. The tibal children are generally educationally backward. The normal classroom activities do not cater to their needs. Tribal children are economically and socially very backward. So some locally specific activities are needed.

Augmenting DIET

SSA requires resourceful teachers. DIET gives training in educational psychology. Practicals are essential in modern psychology. Therefore a good psychology laboratory is necessary in the DIET. DIET has a good hostel but not enough sleeping materials. DIET lacks enough furniture. DIET needs internet connection. The Auditorium does not have fans. Therefore a false ceiling is necessary to avoid heat.

The items required for the DIET are;

Furniture for classrooms, hostels, etc	- 1,00,000.00
Installation and recurring expenditure for access to internet	- 30,000.00
Providing false ceiling to the DIET Auditorium	- 1,00,000.00
Shed for vehicles	- 3,00,000.00
UPS	- 30,000.00
Sleeping materials for DIET Hostel (Cotton Beds, Cots etc)	- 1,55,000.00
Equipping DIET Lab	- 1,00,000.00
Laser Printer	- 25,000.00
CD Write and Scanner	- 20,000.00
Electrical Generator	- 40,000.00
Psychological Lab	- <u>1,00,000.00</u>
Total	<u>10,00,000.00</u>

Major Pedagogical Components

i. Curriculum Development and Revision

One of the most important determinants of the quality of education is the curriculum followed in the school. Curriculum development is a continuous process. The curriculum and Text Books for I to III Standard have been revised this year. Curriculum for Std IV and VI should be revised in the next year. In par with the

modern techniques in Education, the TTC curriculum should also be revised. At present we have to make certain interventions in the following areas.

- Finding out the drawbacks of the present curriculum.
- Finding out the specific problems of the deprived groups.
- Consolidation of problems in curriculum Transaction.
- Consolidation of the problems identified, at various levels in School, CRC, VEC, BRC.
- Creative workshop for curriculum revision.
- Preparation of T B.
- Preparation of HB.
- Curriculum revision workshop for IV, V and VI.

b. Teaching learning Materials

- Familiarization of CS related equipments to all Teachers for one day at Block level.
- Teacher grant to all Teachers.
- Free Text Books for girls and SC/ST students.
- School grant for all Schools. ▶

c. Teacher Training

Teacher plays a pivotal role in the Teaching Learning process and thereby is responsible for improvement of quality within the classroom. Training is an important factor for the empowerment of teachers. Also quality must be ensured. Teacher competence depends really on their knowledge, skill, motivation and commitment.

Comparing to LP School Teachers, UP and VIII standard teachers of Wayanad District have not got enough training for the last few years. Therefore much attention has to be given to these groups. Empowerment of the teachers in this district through continuous training is the objective of SSA. Continuous training will change the attitude of the teachers.

The following programmes are arranged at the district level.

1. State and District level Resource group Training (Residential) for 5 days 4 times.

2. 5 day Initial training for all teachers in the vacation.
3. Refresher training for 5 days.
4. Training for newly recruited Teachers for 5 days.
5. Training to BRC Trainers for 6 days.
6. Cluster level training for all teachers for 10 days (1 day training every month) including special teachers such as Sankrit, Arabic, Urdu, Art, Music and Physical Education Training etc.
7. Training for all Headmasters for 3 days.
8. Training for SSG members, PTA and MPTA members for 3 days.
9. Training for people's representatives for 2 days.
10. Training for teacher Educators for 6 days.
11. Appointment of BRC Trainers. Two trainers - one PD Teacher in each Panchayat and one HSA for two panchayats.
12. Appointment of Para Teachers on daily wages.
13. Functioning of BRC's and CRC's.

d. Teaching Learning Process

Before undertaking any major intervention inside the classroom a detailed study has to be conducted on the existing teaching learning process practiced in the classroom. Indicators must be identified to understand whether due to the new interventions any change in the positive direction has taken place inside the classroom.

Now a teacher is over loaded with heavy work. Due to the over work he can't do justice to his profession. This affects both his quality as a planner and as a teacher. This can be overcome to a certain extent by giving leisure for at least one to one and a half hours daily. Now a teacher is supposed to handle all the 35 periods every week. By posting an additional teacher for every school this can be materialized. This will also help the headmaster who is the in charge of one of the classes. The following intervention may be arranged.

1. Programmes for diagnosing pupils difficulties and to undertake remedial/enrichment programmes.

2. Strategies for improving the quality of education with in the classroom through Action Research.
3. Strategies for self improvement in teaching learning process for the Teachers.
4. Developing teacher support materials such as HB.
5. Appointment of Para Teachers on daily wages for helping the teachers and also to help the Headmaster, who is in charge of one of the classes in elementary division.
6. Conducting of "Prathibha Sangamam" - Sahavasa Camp for selected LP, UP and STD VIII pupils in Block level.
7. Conducting "Sahavasa Camp" for all pupils.
8. Conducting studies on teaching learning process.
9. Setting up of different clubs
10. Exposure Trips/Field Trips.

e. Monitoring of Quality Aspects.

Central to the entire efforts towards improvement in the monitoring of Quality aspect is in terms of planned inputs, on going process and expected output. Panchayat level specific monitoring systems need to be developed and put into place. To facilitate the monitoring process context specific quality indicators and appropriate usable tools are to be developed.

The following activities come under this head.

1. On site Support and monitoring of teachers after training is conducted by trainers.
2. Developing monitoring mechanism by identified persons, groups of institutions etc.
3. Training programme for community (VEC members, SSG and PTA, MPTA members)
4. Formation of VEC's and School level committees and capacity development programmes
5. Setting up of SSG's in Schools

6. Monitoring of Schools by Panchayat members, trainers. VEC Secretaries and PTA/MPTA representatives.
7. Orientation to VEC members.
8. Orientation to PTA, MPTA members in School level for 3 days (1 day in each 3 term)
9. Class level PTA and MPTA meeting every month.
10. Headmasters' conference for 3 days.

Quality Improvement Proposals

1. Curriculum revision for Standard IV, V and VI

Curriculum revision has already been done for Standard 1 to 3. There must be continuation for Std IV to VI.

2. Orientation for Preparing teaching learning materials.

To take part effective teaching learning process in the activity based pedagogy there is a need for plenty of teaching learning materials. For familiarizing these materials orientation training is needed.

3. Familiarization of CS related equipment

In the teaching learning process emphasis is given to curricular statements. The child should attain competencies through achieving curricular statements for making it more concrete. There is a need for enough CS related equipments. A teacher should be well aware of the working of these equipments.

4. Familiarization to Lab Equipments and Experiments.

The new pedagogy focuses on activity based experiential learning. 'Science is doing'. So there is need for familiarization of lab equipments and experiments to the teachers.

5. School grant for all Schools.

For making school more effective fund is needed. For making the school an attractive one school grant is needed.

6. Teacher Grant for all Teachers.

Teacher is a important factor in the teaching learning process. To generate self learning and to provide a conducive atmosphere, a teacher has to design his own plans. For making it more effective grant is needed.

7. TLM grant for 38 CRCs

CRC training is also an important factor for making effective review and planning for the Teachers.

8. TLM Grant for BRCs

To make the teaching learning process in the classroom effective a teacher is in need of some grant for making materials related to CS.

9. Musical Instruments Grant for Teachers.

Scholastic and co-scholastic development is equally important. To develop creativity in our children they should be exposed to a variety of experiences. For that musical instruments is needed.

12-18. Free text book for Girls and SC/ST Pupils

From Std II to VIII for empowering girls education we have to provide more incentives to our girl children and SC,ST pupils who are generally economically and socially backward. Any form of economic assistance will help their academic achievements.

19. Teaching Learning equipments for 3 BRCs

for imparting effective training to teachers there is a need for teaching learning equipments in the BRCs. BRCs are an extended hand of DIE Ts and it is a Resource Center.

20. District level Resource Group Training.

For conducting a training programme competent Resource Persons are essential. So Resource Persons' training is highly essential.

21. Initial training for all teachers during vacation

Vacation is the a best occasion for imparting training to teachers. More over teachers get and initial readiness and awareness about new trends in education. An amount equal to EL surrender is included.

22. Refresher Training for Teachers.

Training is a continuous process. Intensive training should be given to them. Teachers' capacity should be increased through various trainings.

23. Training for newly recruited teachers

So many changes have been taking place in teaching and learning methods. New approaches and methods are developing in our state as well as in other parts of the world. So a 6 day training should be given to new recruits because the things they have learned during their training days have changed a lot.

24. Training for untrained teachers.

There are some teachers in our district who have not got any training in pedagogy. Such teachers are unaware of new teaching methods. A ten day intensive training will equip them.

25. Appointment of para teachers on daily wages.

There is an acute shortage of teachers in Wayanad district. There is also a tendency of taking long leaves. This affects the learning of the children. So appointment of para teachers on daily wages is essential.

26. Appointment of additional teachers.

The headmaster of a primary school is now overloaded with so much work. So he will not able to engage classes. An additional teacher can be appointed on daily wages.

27. Training for additional teachers

Teacher competency can be enhanced through training. So training is needed for the additional teacher.

28. Familiarizing new pedagogic practices for teacher trainees of TTI, B.Ed Centres of Wayanad.

The present teacher trainees are the future teachers. The trainees need awareness regarding the changes in curriculum and new methodology. So a workshop for familiarizing the new trends in education is inevitable.

29. Academic conference of Headmasters.

Headmasters conference is an essential factor for co-ordinating all the activities in the schools. Sharing of the experiences will lead to betterment, both in academic and administrative field.

30. Training for Educational Officers

A BRC is an extended arm of the DIET. BRC Trainers are the resource persons of Teacher Training Programmes. The supervising officers also need exposure and training related to the new trends in education. They have responsibility for monitoring and evaluating.

32. Training for teacher educators of TTI, DIET, B.Ed Centers

Empowerment of teacher educators in the district is also essential. The teacher educators should be well aware of all the recent changes in the educational field.

33. Appointment of block level programme officers in three BRCs.

Block level programmes are to be coordinated by these offices. They have to monitor all the administrative work in the district including that of trainers and instructors of AS's.

34. Earned leave salary and Pension contribution for Block level Programme officers in three BRCs.

Since it is a deputed post pension contribution is to be remitted by SSA.

35. TA for Programme Officers in 3 BRCs

The officers have to travel across the block for monitoring and supervision.

36. Contingency Grant for 3 BRCs

An amount necessary to meet the contingency expenses for the BRCs is costed.

37. Workshops and Meetings

Frequent meeting are necessary at the block level for effective functioning.

38. Furniture for 3 BRCs

A well furnished lecture hall and office is essential for conducting workshops and Training programmes.

39. Appointment of Academic coordinators in 3 BRCs

A faculty member from DIET is to be posted as academic coordinator in each BRC. The post of an academic coordinator is an essential factor for coordinating all the work in the blocks.

40. Appointment of BRC Trainers in 3 BRCs

In order to give training to the teachers of the district, trainers are to be posted in 3 BRC. They should be selected from schools based on their ability. As the posting is on deputation salaries and other allowances have to be met by SSA. 20 trainers are needed in each BRC including 10 trainers from among HSAs and 10 Trainers from among Primary teachers.

41. Earned leave Salary and Pension contribution to BRC Trainers in 3 BRCs

As the nature of posting is on deputation pension contribution and earned leave salary has to be met by SSA.

42. TA for BRC Trainers in 3 BRCs

The trainers have to travel across the block to monitor and supervise classroom activities in schools.

43. Appointment of clerks in 3 BRCs

In order to help the programme officer and trainers in official work a clerk should be appointed.

44. Earned leave salary and pension contribution for clerks in 3 BRCs

As the posting is on deputation basis, earned leave salary and pension contribution should be met by the SSA.

45. TA for Clerks in three BRCs

For the purpose of auditing in the schools the clerk has to travel across the block.

46. Appointment of FTTCM in 3 BRCs

To assist in the office a supporting staff like FTTCM is necessary.

47. Earned leave salary and pension contribution for FTTCM in 3 BRCs

As the posting is on deputation basis, earned leave salary and pension contribution should be met by the SSA.

48. Contingency fund for CRCs

For meeting the expenses at the Panchayat level a contingency fund is needed.

49. Monitoring and travelling allowances for CRCs

For effective CRC functioning meeting and period monitoring and travelling is necessary.

50. CRC Training for all teachers including special teachers such as music, art, Physical Education, Arabic, Urdu and Hindi.

Teachers need monthly CRCs for betterment and review and planning. Special teachers also need such training.

d. Teaching Learning Process

51. Exposure and Field Trips.

Children need experiential learning. So field trips have to be arranged for teachers. Most of the children in our district are economically backward. So a financial assistance is highly needed for each school.

52. Prathibha Sangamam

For the Development of creativity among our children periodic meetings of the talented pupils is needed. So arrangements for such camps are essential. The camp is for 10 days for selected children from standard 5 to 8.

53. Sahavasa Camp (Community living Camp)

Children get more experience through camps. So this type of camp facilitates a learning environment.

e. Monitoring of quality aspects.

54. VEC level monitoring committee formation.

A committee of 5 members in each panchayth is to be formed to monitor the activities of all the schools in the panchayaths.

55. De- linking of LPs/UPS from GHS and GHSS

Management and monitoring can become more effective if the institution is a small one. It is very difficult to monitor and administer the whole classes from 1 to 12 so de linking or bifurcation is essential. Additional expenditure to be incurred is costed towards HMs post.

56. Observance of days of National Importance is necessary to develop the feeling of love for the motherland among our children. Discussions should be arranged to generate a we feeling among our children.

57. Co-ordination with both governmental and non-governmental organizations are needed for total enrollment. Convergence with other agencies like 'Kudumba sree' would help total enrolment.

58. From our experience it is seen that dropouts are mainly from plantation areas. So awareness among the population of plantation areas is essential. Parental awareness reduce the dropout rate. The following panchayats in Wayanad district need urgent PTA awareness through Kudumba sree. 1. Meppadi 2. Muppainad. 3. Pozhuthana. 4. Vythiri. 5. Thavinja 6. Nenmeni.

59. Our school children should have the mind set to accept the dignity of labour and to have a readiness to do any manual works. We should develop a work culture among our children. Agriculture is the main occupation of the people of Wayanad. Young generation is not interested in agricultural works. To make them aware of the need of a positive attitude towards agriculture - Farmers' Clubs in schools are needed.

6.2 Special Focus Groups and Innovative Activities

6.2.1 Children with special educational needs

Introduction:

The Problem of Disability is an important social dimension in so far as the relationship between the disabled Individual and his environment is considered.

The country has witnessed a phenomenal expansion of educational opportunities in the post Independence period. The disabled children however, have not benefited substantially from this growth in educational facilities. More than the physical, sensory, or mental disability it is the interaction with the environment which determine the effect of disability on a person's life. According to the National policy on education 1986, the state should ensure education for all. It will get fulfilled only when we consider these disabled children also.

In Wayanad Dist, there are so many Disabled children with Hearing impairment, Visual impairment, Locomotor Disability, Mental retardation and Learning Disability. The survey conducted in Wayanad Dist. shows that about 500 children keep away from school only due to Disability. About 5000 children are in school without proper attention as far as their Disability is concerned. More than that their parents are unaware of their rights. Due to these reasons they do not give importance to the Disabled children's education.

Universalisation of Elementary education is possible only by giving special attention to these groups so it has been included as a major intervention in Sarva siksha Abhiyan. So the Govt. of India has brought the education of this group of children for special attention to achieve the goal of education for all. The objective is to integrate the handicapped with the general community at all levels as equal partners to prepare them for normal growth and to enable them to face life with courage and confidence .

Target group:

Disabled children with Hearing impairment, Visual impairment, mentally retarded, orthopaedically Handicapped (Locomotor Disabled children), Resource teachers (Specialized teachers) General teachers, parents, community, trainers, functionaries, VEC members, panchayat members, and children with learning Disabilities .

Main objectives:

1. Inclusive education to the disabled children is the major objective of this programme. The centrally sponsored scheme of Integrated Education purposes to provide educational opportunities for the disabled children in common schools.
2. Planning curriculum transactions considering this group is a major objective of this programme.
3. Integrated Education could be extended to the higher classes.
4. To ensure community resource mobilization of local bodies, voluntary agencies, technical institutions, charitable societies etc.
5. To develop a sense of accountability towards the community.
6. To organize vocational courses.
7. To provide Aids and appliances to various Disabled children.
8. To start IEDC resource centers in each block (3 blocks).
9. To give training to teachers, resource teachers about the use of Aids and technical appliances and the use of teaching learning materials.
10. To conduct medical Detection camps and early identification programmes for beneficiaries.

A district level convergence meeting of all department Heads and NGO representatives will be conducted in order to assure the support from other departments and to avoid duplication of activities. Similarly, Block level and panchayat level convergence will be conducted.

To provide technical resource support a District level support has to be constituted . The following are the members in this resource group. Representatives from:- District Planning Committees, District Panchayat, District Core Groups, Technical Institutions, DIET/Spl Education Units etc.

Primary survey will be done by the class teachers with the help of a tool developed by the District Resource Group . This Data will be consolidated by resource teachers at panchayat level, block level and District level. Primary medical detection camps will be arranged by the experts to identify the actual disabled groups. Thus different medical detection camps for each disability will be arranged and these children will be thoroughly examined and provided clinical support.

Programmes Suggested

1.Community Awareness Programmes(CAP)

The main problem which is facing our community is lack of awareness about the disabled children. They should be aware of the main reasons of the birth of this type of children, and to know about the remedial measures.

- a) Awareness programmes at school level and panchayat level will be conducted.
- b) Various pamphlets and brochures has to be developed and distributed.
- c) Preparation of different posters for making attitude change among other children and community will also be necessary. Audio and video media also can be used
- d) Filmshows and seminars should be arranged for changing the attitude of this society, parents and teachers.

2. Parent Education Programme

To make the parents aware of the need for providing education to disabled children and to enlist their co-operation ,

-To create an awareness of facilities available under the scheme for the improvement of their children, awareness camps, visit to other schools and filmshows

can be taken up .Workshop for printing of booklets, orientation and guidance to the parents using these booklets are the main programmes to be conducted under this scheme most of the parents are not willing to send their disabled children to schools where there is less infrastructural facilities. So under SSA we have to provide adequate physical facilities to schools where orthopeadically handicapped children are studying.

3. Home school Convergence programme

In order to establish a link between home, school and general teacher, in each block specialised teachers should be appointed in various fields like HI,VI,MR and LMB. Medical guidance camps and camps for legal and technical guidance can be conducted in each block twice in year.

4. a) Teacher Empowerment programme

Nowadays special needs of challenged children are not satisfied by general teachers. In order to take care of the special needs of challenged children, capacity of teacher should be enhanced through a three month foundation course through distance education. So it is inevitable to provide incentives for those who complete the foundation course through distance mode. Incentives can be provided to teachers with B.Ed in special education and work as resource teachers or master trainers.

b) Short term inservice programmes to teachers

Equal opportunities are not given to disabled children even in classrooms and schools. In certain cases teachers are reluctant to give leadership to disabled children. These attitudes are to be changed through certain programmes and therefore the teachers will also be empowered. Training programmes related to inclusive education are to be conducted at BRC level. Then only the attitude of teachers can be changed.

Exposure trips to teachers and disabled children are to organized in BRC level in order to take these children into the main stream of the society..

5. Learner achievement programme

In order to enhance the achievement of the disabled children, various types of Behaviour Modification Courses should be conducted at BRC level.Behaviour

Modification is an urgent need in the case of MR, HI, VI and LMD children. Separate resource kits should be supplied to the severely disabled children in each field like HI, VI, MR and LMD during the first phase of this scheme. Special care should be taken in the case of LMD children. For that purpose attached bathrooms and infrastructural facilities should be provided to those schools where LMD children are studying

6. Facilities improvement programmes

a) Various types of Teaching Learning Materials (TLM) - Should be prepared and provided for the academic achievement of disabled children. Aids and appliances also should be provided to the challenged children. These are bicycle with supported wheels, caliper shoe, caliper, braze, framewalk, spectacles, wheel chair, hearing aid etc. Ramps and attached bathrooms should be constructed in schools where they are necessary.

b) Early Identification programmes to the disabled children (Medical camps)

Most of the parents are not able to identify the cause and the nature of the disability of their children at the early stage. So the parents and the teachers have to be specially trained to understand and identify the problem at the early stage. So early identification programme should be conducted at BRC level with help of Doctors.

c) Setting Up Of Resource Centres

In DPEP we have started resource centers. But it is found that many disabled children could not reach the centers so, under SSA we suggest to start 3 additional resource centers one in each block during the first phase of the project. More than that the existing Resource centers should be provided additional teaching learning materials Aids and appliances and resource books.

6.2.2 Girls' Education

Girls Education aims at the liberation of the oppressed women. Girls are neglected in the family as well as in the society. The prevailing system lookdown upon girls. They are considered to be the weaker section of the society. The dominating features of the feminine character are suppressed by the psychological defense mechanism of the masculine character. It was so from time immemorial. In a developed society these issues need prime consideration.

Focus is to be given to the backward communities and the training of community leaders, Government Officials and Parents.

The negligence towards women begins in the gender bias in families and then at schools. Programmes are also needed to ensure community participation to change the attitude towards feminine gender and to bring about the social changes.

These problems can be addressed by

1. Ensuring quality education to girls in the frame work of equal opportunity.
2. Making education a strong vehicle for equity of rights and empowerment. A girl receives negative welcome at birth.

Girls are unaware of their rights. Sex bias and social irregularity are the evils to be eradicated. Parent education, community awareness programmes, workshops, seminars, etc. can be conducted under this interventions.

Target Group

Teachers, parents, women representatives of Grama Panchayath, Trainees, Educational functionaries, Girls, Government Officials, SC/ST Girls and Local leaders.

Main Objectives

1. To provide quality education to girls
2. To make the community aware of the need for girls' education and the role of girls in the society.
3. To give training to teachers on counselling.

4. To start counselling centers of parents and children.
5. To start women empowerment programmes for adults and girls.
6. Awareness programme for parents and teachers.
7. To provide educational incentives for girls.
8. To start a district level Resource Center.

Programmes

1. Providing Medical aids.

Most of the families in Wayanad are economically backward. The majority are farmers. Due to irregular climates degrees in the value of the agriculture crops, farmers have a hard time. Employment facilities are diminishing day by day. It is proposed to provide medical aid for attracting economically backward girls.

2. Learning Kits for Girl children.

Parents of economically backward girls neglected providing necessary study materials. In order to address this problem learning kits with study materials learning are proposed.

3. Community awareness programme

To provide awareness of the importance of girls education, parents are to be oriented. This can be done through PTA/MPTA and SSGs.

4. Learner achievement programme

A workshop for writing a book on 'Adolescent Reproductive and Sexual Health Education was suggested last year. Now it is proposed to print this book. @ Rs. 32 for VIII Standard girls The training to teachers are to be given during inservice courses.

5. Hand book feminization training.

The girls children are unavailable of women rights, laws an adolescent problems. In order to overcome this a group of RPs. Can be selected from the respective fields.

6. Enrichment programme for educationally backward children

Due to domestic problems the education of girl children is often neglected in many families. They have to look after the younger ones and help their mother in kitchen. Poverty is also a hindrance to their studies thus they become a deprived group and slow levels. Hence an enrichment programme is proposed.

7. Exposure Trip for economically backward children

Economically backward are often denied the chance of exposure to other places of importance. In order to overcome this an exposure trip for needy girls children is proposed.

8. Incentives and scholarships

It is proposed to give cash awards to economically backward girl children. Who are ranking high in the scholastic and co-scholastic fields.

9. Creche in Tribal Areas (Sneha Sadan)

Due to baby sitting girls children are not in position to attend the class regularly especially in tribal areas. It is proposed to start a crèche in Marakkadave Colony Pulpally.

10. Orientation to women representatives of Gramma Panchayath.

Monitoring by the women representatives of the panchayath is highly essential for the smooth conduct of SSA activities. The problem related to girls education can be tackled if these women representatives are fully involved in the programmes. The monitoring and evaluation by the PRIs will be effective if they are oriented.

6.2.3. Scheduled caste and Scheduled Tribe Children

Though the majority of SC/ST children reach school, we can't fully ensure their participation physically and mentally in the activities of the class room. The difference in their language, baby sitting, contagious diseases, accessibility, lack of individual attention etc. are the reasons for it. We can't ensure the retention of these children. To ensure their retention and to provide quality education delivered attempt should be made.

Majority of them are underfed. They fully depend upon the noon feeding of the school. But the quality and quantity of food supplied to them is not satisfactory. The supply of sufficient food will check the dropout and attract the students to school.

Target Group

All SC/ST students belong to the age group of 0-14

Main Objectives

- Total enrolment and retention of the SC – ST students up to the age of 14.
- To provide qualitative education.
- To ensure mental and physical involvement in the classroom activities.
- To ensure mental and physical health.
- To bring them to the mainstream of the society.

Programmes

1. Total enrolment and retention programme of SC, ST student in a selected Colony.

One of the objectives of SSA is to provide quality education for all children below 14 years. The SC/ST children are deprived of quality education for various reasons as tryout one promoter is appointed in the selected colony to ensure enrollment, retention and quality. The promoter is expected to collect to details of the children. She should interact with the parents and teachers to make necessary arrangements to ensure the attendance he has to conduct medical camp and awareness programmes through 'Griha Sadas'. Honorarium of Rs. 1500/- and a Contingency charge of Rs. 250/- per month is proposed.

a. Awareness Programme at Ward level

To eradicate dropout, a joint campaign of teachers, PTA, MPTA members and promoters should be organized in SC, ST pockets.

II. Learning kit for SC, ST Students in selected Colony

Major population of some panchayath is tribes and they are economically backward. The poor family background of the tribes are not in a position to provide sufficient seating arrangement to children and often they lack a smooth surface to write. In order to solve this problem a trunk or wooden box may be given to the children for keeping their learning materials safely and also to use as basement or surface for writing. Selected 750 students in one panchayath in each block are the beneficiaries of this scheme.

III. Setting up of Day Care Center

Most of the women in the tribal hamlets are coolies. Baby sitting is one of the reasons for dropout. School going children are compelled to stay at home to look after the younger one. To look after the children below 3 years during the day time, it is necessary to start day care centers. One of the mother should entrust the task.

IV. Assistance to Exposure Trip

Excursion and field trips have much significant in the learning process. Children of SC, ST get a very little opportunity for field trips and excursion. So an exposure trip within the district should be arranged for them. Selected students from different panchayat are the participants of the trips.

V. Link language Programme

In certain school of Wayanad district tribal children feel very difficulty in interacting with class mates and their teachers. The reason for this problem is their language dialects. This varies from tribe to tribe. Due to this problem their participation in various classroom activities decreases and it affects their academic progress negatively. Hence it is necessary to make a link language text.

VI. Free Supply of Note books to SC, ST Students.

There are about 1000 students studying in the 55 Alternate School. Who belong to SC, ST. These children are so backward that they cannot afford buying note books.

6.2.4 Early Childhood Care And Education (ECCE)

Introduction

The period from 0-6 age is very crucial and important in the growth and development of an individual. No period in the life span helps one to acquire such a quantum of knowledge. 90% growth of human brain takes place during this period.

Uninterrupted supply of balanced diet for physical growth, health care and environment with inspiration for basic education should be provided to a child as this age constitutes the multi-dimensional growth and development of a child. Early detection of disabilities and proper care should also be provided at this stage.

Pre-schooling should enable the multi-dimensional development of a child. This includes the physical, mental, linguistic, socio-cultural, emotional and artistic growth of a child. Proper awareness should be created among the parents and society regarding the importance of early childhood and activities to cater to child development. Chances to provide congenial atmosphere to children of our families are lacking due to financial backwardness. Ignorance in child psychology and family problems affects the growth and development of children adversely. Therefore early childhood care and education in pre-schools is inevitable.

Child centred activities for developing innate potentialities and school readiness of a child are to be provided. Child is always dynamic. They like to play always. Playing is the only activity that child voluntarily spends hours on end. A child must be inspired by exploiting the possibility of children's play activities. Any compulsion or imposition may harm the child. More formal education becomes, the less effective it becomes.

ECCE aims at preparing a strong foundation for individual growth by facilitating physical development, inspiring to become self sufficient, enabling to have healthy social development and by providing occasions for improving creativity

Target Group:

In Wayanad, there are 48923 Girls and 51308 Boys in the age group of 0-6 as per the sense 2001. 100231 children in total. There are 634 pre-primary schools including 516 Anganvadies and 120 un-recognized pre-primary schools in Wayanad. Most of them are in rural and remote areas.

Main objectives:

- To develop readiness for the social and academic competency that primary curriculum demands.
- Total enrolment and retention of children in pre-primary/Anganvadies
- To provide good health, hygiene and immunity to the children within the age group of 0-6.
- Convergence with ICDS, DIET, NGOs, Local bodies Social Welfare and Tribal Department.
- To lay a foundation for motor, sensory, cognitive, linguistic, social and personality development.
- Strengthening and supporting the ECCE component.

Programmes**1. District level convergence meeting:**

Various Govt. agencies are working for the welfare of the children of 0-6 age. Co-ordination of these agencies is necessary to realize the objectives. District level meeting for the co-operation and combined planning is proposed. District Panchyat President, Education Standing Committee Chairman, ICDS officials, DIET Principal, DDE, DEO, AEOs, Block Programme Officers, District Medical Officer, are

2. Block level convergence meeting:

Block level co-ordination is necessary for the effectiveness of the programmes. A Block level convergence meeting is proposed. Block panchayat president, Education Standing Committee Chairman, Block programme Officer, AEO, CDPO, Tribal Officer, DIET faculty members, NGOs should attend the meeting.

3. Training To Anganvadi workers, Helpers, Supervisors and Pre-Primary Teachers::

Lack of awareness of parents to bring up children on sound psychological basis results in many problems. This can be addressed by equipping the pre-primary teachers and supervisors. In order to enable the teachers to conduct pre-school activities, a scientific and intensive training programme is essential. A one day conceptualization workshop, 3 days Module preparation workshop and 5 days training for DRG members are proposed.

One day training in the preparation for low cost teaching learning materials and 3 days trainings to helpers are also costed. TLM grant @ Rs. 250 will be given to each center. The utilization techniques will be dealt with in the training programme.

4. Play kits To Anganvadies:

Toys should be supplied to children for their psycho-motor development. A kit containing different types of toys and play things should be supplied to each center.

5. OSS:

For the effective functioning of the centers, teachers should get On Site Support. DIET faculty members, BRC trainers and supervisors should provide this service. Periodical OSS will empower the pre-primary activities.

6. CRC Meeting of Anganvadi Teachers /Pre-primary Teachers:

For the effective functioning of the centers continuous review and planning has to be carried out. For this all primary teachers, Anganvadi teachers in a panchayat are to be assembled at regular intervals to share their experience and also for planning for the coming days. This will boost the self-confidence and better the functioning of teachers in a better sense.

7. Monitoring and Evaluation:

Continuous monitoring is needed to fulfil the concept of the effective pre school. It is only through this continuous interaction the level of functioning of a pre-school can be raised. The block level monitoring committee should evaluate the functioning at least once in two months. Planning of CRC is to be done on this basis.

8. Free Supply Of Handbooks:

Handbooks prepared at the state level may be made available to all teachers through the BRCs.

9. Awareness programme:

Home has an important role in the physical and mental growth of a child. A child spends most of the time in a home. A parent can utilize this period to include more and more things in the mental horizon of a child. He should know what one can do to foster the abilities of a child under the age group of 0-3. For this special training is to be impart to the parents of the children under the age group of 0-3. Highly conscious experience is to be given to the kids. For this awareness programme to mothers and the society is essential. For this a Centre Support Group should be constituted in all centers. Ward members of the local bodies, Jr. PHN, educational experts, parents, adolescence groups, NGOs representatives and Kudumbasree members can be included in the CSG.

10. Health and Hygiene:

Nutritious food is essential for a child's mental and physical growth. Due to parent's illiteracy and economic backwardness, children are not getting enough nutritious food. Among the tribal children we can see different types of diseases due to deficiency. So medical camps and awareness programmes should be conducted to eradicate such evils from the society.

a) Medical camps and awareness programmes:

Medical camps should be conducted occasionally in all centers. Free supply of medicines and treatment should be provided with the help of health workers.

b) Nutrition programme for below 6 years children and breast-feeding mothers:

Through Anganvadies, social welfare department provides nutritious food to children below 6 years and breast-feeding mothers. This facility should be extended to pre-schools attached to primary schools. This can be easily done by the convergence of ICDS programme.

6.2.5 Computer Education

Introduction

Primary education plays an important role in the growth and development of an individual. The classroom process have become a major concern recently. Technology of education has brought about drastic changes in the teaching learning process. But technology in education has no been exploited to the maximum possible extent. Computer assisted instruction. Technology students must be provided with such facilities to adapt and respond to technological changes.

1. Back ground

Learning through multimedia offers an interactive environment for all subjects and skills. Young children respond quickly and naturally to appropriate technologies. Use of technology in education enhances effectiveness of learning experiences. Electronic media has developed tremendously in this decade. It has enhanced the efficiency in all fields. Now it is high time we used developed in education. We should concentrate more own how to use electronic media in education, particularly for instruction in primary education to make learning more comprehensive and productive.

The main focus at upper primary stage may be own how computers can be used as a resource to accomplish different kinds of tasks. Computer can be used for mathematical process scientific concepts, language patterns and frame work, geographical studies or even historic studies within meaning full context often derived from real world data situations. Upper primary stage should be as a gate for children to enter this world.

Teachers can be can make use of the possibilities of computer aided instruction, if provided with sufficient training for example an animation sequent ca show the functions of internal organs of human body. Learning can be made more experiential and effective. Physics, Chemistry etc. are not exceptions to this. During 2002-03 six schools have been selected and started the related activities. District level computer lab is constituted at the DIET. IT activities are to be extended.

2. Aims and Objectives

- It aims at integrating IT methodology in to conventional teaching learning process.
- It focuses on upgrading the pedagogic system updating it to modern methodology.
- It aims to elevate the learning class to level of total computer literacy.

To enable the new generation to be on the right side of the 'Digital Divide', where the benefits of IT can be enjoyed in full.

Many primary school in Wayanad have computers there on supplied by NGOs. Kudumba sree programme has provide computers. Lack of proper training to teachers prevent them from making use of the facilities

3. Infra Structure facilities required

The computers are to be installed in well secured rooms. Modern computers are capable of working under our tropical condition were the atmosphere is normally humid. Therefore air conditioned rooms are not necessary. A room with following specification is preferable required. *

- Well secured room with lock and keys.
 - Minimum 400 sq. feet size
 - Terraced roof.
 - Mosaic, Tiles , Marbles, Granite etc. are proffered flooring materials. Vinyl sheet also be used. Coir mats should not be used.
 - Single face connection is only required with proper earthing.
 - CVT have to be used along with UPS.
 - Ordinary furniture attached to all with a small draw for keyboard is sufficient.
- 3 to 5 pupils can use one computer.

Phasing

4. Phase – 1 (Spill over of 2001-02 and 2002-03)

- a. Setting up of District level center at DIET.
- b. Selection of schools for pilot project.
- c. Setting up of computer labs in selected schools.
- d. Development of training and learning materials.
- e. Training to students.

Phase – II (2003-2004)

- a. Equipping the district personals and DIET faculty members.
- b. Training to teachers in the selected schools
- c. Development of education CDs
- d. Pilot programme implementation
- e. Training to teachers.
- f. Monitoring the programme

Phase – III Expansion Stage (2004-05)

- a. Identification of 10 more schools.
- b. Setting up of hardware accessories.
- c. Teacher training
- d. Community awareness creation.
- e. Development of CDs and Software

5.Implementation strategies.

Selection of Schools

District Resource Group Training will be conducted at the DIET by the SRGs
There are 3 developmental blocks in the district. District application will be invited. 4 government schools from different panchyaths is to be selected.

Purchasing Computer

Purchase of computers and accessories will be made as per guide lines

Training programmes

Training modules and materials will be produced by the state. The SRGs will give training to DRGs. 3 persons in each center (12 members) will be given initial training for 15 days. They will be given another booster training for 5 days. This RPs will give training to the teachers and students. Monthly review meeting will be conducted. All students in STD VII of the selected schools will be given training during 2003-04 extra time will be used for it.

Monitoring and OSS

Onsite support and material support will be provided by the DIET. Separate schedule will be at the DRG meeting. Monthly Review meetings HMs will be conducted along with constant monitoring.

6.3 Education guarantee scheme / Alternative Innovative Education

Introduction:

There are 55 Alternate Schools in the District initialized by the DPEP. We have to try to bring all children in the age group of 6-14 in the tribal hamlets to Alternate Schools. These schools are, schools at their doorsteps. It is their own school. About 1200 pupils are studying in these schools. Based on the general curriculum, separate learning materials and strategies have been developed and are being used here. Here the child can move up according to the pace of learning. His absence for a short term in the school does not hinder his learning. He can start from where he has stopped. The strategies used in this school make learning more interesting. This attracts all out of children to the School. Under this system, 66 have children completed their standard IV education and have got admission in Std -- V. About 20 hamlets have been identified recently for starting new Ass.

Target group

1. All out of school children in the age group of 6-14 in unserved habitations.
2. All the children who are studying in 55 Alternate Schools.
3. All the children who have completed Std IV from Alternate Schools
4. Parents of Alternate School children.
5. Tribal community as a whole.

Alternate Schools

Teacher empowerment Programme	
Problem	Strategies and Activities
Alternate Schools are situated in remote areas. Some of the instructors are staying in the school itself. The work of an Alternate school teacher is arduous.	As it is a risky job, a reasonable honorarium to the instructors is proposed. Honorarium @ Rs. 1500/- per month is proposed for 55 instructors.
There is no special allowance for the instructors. All Govt. and aided employees get festival allowance every year.	An amount of Rs. 1000/- is proposed as festival allowance in this year for 55 instructors.
Instructors has to use teaching learning materials in the class room. Some times, they have to make additional materials for the children. Lack of fund is a problem for making teaching learning materials.	An amount is proposed for making teaching learning material. Rs. 500/- is proposed for each teacher per year for 55 instructors.
People near the Alternate Schools are very poor. They cannot raise funds for the center improvement activities.	An amount of Rs. 2000/- is proposed as Alternate School grant for improvement activities such as gardening, bio-fencing and vegetable cultivation.
Government of Kerala has sanctioned noon meal to the Alternate Schools. There is no provision for vessles, contiments, firewood and cooking charges. Instructors have to collect rice and green gram from the near by general school. They have to spent a huge amount for transportation.	. For the preparation of noon meal an amount of Rs. 500/- is proposed Rs. 500 X 55 Alternate Schools X 12 months.

<p>Tribal children are good in sports and games. But there is no equipment or facility for the children to play.</p>	
<p>Parents and Community lack awareness about the SSA programmes. They lack orientation about the strategies of learning and evaluation. They are unaware of the functioning of the Alternate Schools.</p>	
<p>The card systems prevailing in the Alternate Schools is entirely difference from the main stream. The children from class I to Class V sit together and learn according to the pace of learning. The instructor has to perform academic an non-academic duties. The instructor must be a liaison to the community In 2003-04, there must be fresh recruitment of Alternative School instructors. They lack training in the field. Most of the Alternate Schools are situated in remote areas. It is very difficult for the instructors to reach the training centers daily. Instructors lack exposure in the functionaries of Alternate Schools.</p>	

6.4. Research, Evaluation, Supervision and MIS

Introduction

The success of every programme depends upon the continuous and comprehensive evaluation. The programme should be evaluated and monitored from time to time. Through knowledge of field activities are essential for proper monitoring. There for teams at various levels should include persons having field experiences.

Research helps to chalk out new ideas and activities which activates programme implementation effective. This may help to identify the reasons of failures if any. Researches include theoretical, applied and action Research. All the three types can be undertaken by teachers, trainers and DIET faculty members.

Target Group

Teachers, Trainers and Educational functionaries of SSA

Objectives

1. To make awareness of research among Teachers, Trainers and Functionaries.
2. To Prepare Evaluation Tools required.
3. To formulate methodologies and Strategies of Evaluation

Programmes

1. Formation of advisory committee
2. Awareness programme
3. Workshop
4. Training Programmes

1. Programme Advisory Committee

Most of the teachers are not able to conduct research without external help. In order to give proper guidance and monitoring an expert committee is needed. This body must include educational experts from universities or persons having experience in the field of teacher education and research. Among the experts, Practicing

Teachers and administrators also should be included in this body. The chairman of this committee should be an outstanding person in the field of Teacher education who can suggest innovative activities and recent trends in educational research.

The convener of the committee may be DIET Principal/DDE.

Members :- DEO, Programme Officers, DPO, AEO's, DIET faculty members, 2 Educational experts, 2 Headmasters of High Schools, one U.P. School Headmaster, One Primary School Headmaster, one HAS, one UPSA, One Primary Scholl Teacher.

2. Conduct of Orientation Programmes on Educational research practices/academic Supervision/Monitoring procedures.

In order to strengthen the SSA programme the functionaries should be aware in research practices, academic supervision and monitoring procedures. To do this everybody should aware of the indicators of a good classroom and a good school. This purpose may be served if they prepare a tool by themselves in a workshop. The workshop can be conducted at district level.

3. Teachers need academic help from the DIET faculty members and trainers. Research and evaluation. They will have to use special tools and prepare study report on Onsite support. TA @ Rs. 100 for 70 participants for 50 times is includes.

4. Conduct of field activities such as monitoring appraisal and supervisions of classroom activities at different levels.

These must be field activities such as monitoring, appraisal and supervisions of classroom activities to keep the spirit of SSA programme alive. This must be done by officers in the department, faculty members of DIET and repetitive of 3 times panchayath system. Before starting the processes of supervisions and monitoring all these functionaries must be aware of the methodologies and strategies adopted in the classrooms under SSA programme. The tools prepared in the workshop can be used at the time of supervision and monitoring.

These monitoring terms can be constituted at 3 levels. These District panchayath level team is constituted by District panchayath president/members, DDE, DIET principal. The Block panchayath level body consists of Block Panchayath president, DEO and DIET faculty members. Similarly the gram a panchayath president/members, AEO and DIET faculty members are the members of panchayath level team.

5. Conduct of periodical meetings of District Officials.

A monthly meeting of functionaries is essential to evaluate the programme under SSA. They must review the activities done in the district. The meeting should be governed by DDE, DIET principal, DPO and DEO. AEO's, DIET faculty members, coordinators and three selected SSA trainers from each Block are other participants.

Monthly Evaluation programme can be conducted at each BRC. The meeting at Block level should be governed by the concerned AEO. Coordinator and Academic Coordinator. District level officials may also be participated in this programme. All the SSA trainers must participate in this meeting.

Weekly review meetings should be conducted at each BRC on all Saturdays except Second Saturday. One second week of the month review can be conducted Fridays.

6. Conduct of various Types of Research Studies

A teacher must be a researcher. She should identify the classroom problems. She has to analyses the problems and find suitable solutions for the effective implementation of it in the classroom. Headmasters can do the activities in the administrative side. The trainers can do research in BRC, CRC and VEC level.

6.5 Management Structure and Institutional and Capacity Building

The Salary of District Project Officer, 5 Programme Officers; Finance Officer, Computer Programmer, 3 Data Entry Operators, 3 Clerks, 2 Peons and 2 Drivers are posted. Charge for hiring vehicles is also costed. Stationeries for Fax, Photocopier, Consumables etc. are Proposed. Diesel and Maintenance charge for DDs Vehicle is costed. TA/DA for office staff is included. MIS training for 70 persons and exposure trip for educational functionaries.

DIET is a district level institution. In service and pre service training are the major area of functioning. All the district level programmes are conducted at DIET. But there is no sufficient number of furniture in the hostel and classroom. During the residential programme teachers are expected to stay at DIET. There is no sufficient number of cots and beds in the hostel. DIET is the authority to conduct evaluation in school. Large number of evaluation tools are to be prepared. A Laser Printer is **essential** to print the evaluation tool with in a short span of time.

There is a computer lab allotted to DIET. There are two computer at the DIET and light more is installed. The computer training is expected to be imparted by DIET. During the load shedding or power cut time training and usage of computer is interrupted. A centralized UPS which can store and supply power for more than half an hour is necessary. So an UPS of Rs. 3000 is proposed.

6.6. Community Mobilisation

Introduction

SSA is a time bound program and is committed to an overall improvement in elementary education sector with a clear mandate to achieve specific goals.

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. Decentralisation of powers to VEC/Panchats/urban, Local bodies etc are part of the implementation strategy of SSA.

Target group

VEC members, elected representatives of the three tier-system of panchayats, Non-government organisations, all other department heads.

Main Objectives

- To create an atmosphere for the smooth functioning of the program.
- To get the support of the elected members of the three tier-system of panchayats for the implementation of the program.
- To ensure the contribution of community for different programs.
- To enable the community to take ownership in the programs of SSA.

Programs

a VEC level orientation

The cooperation of elected members is essential for the effective functioning of the program. It is necessary to create an awareness of these role and duties in the project. A VEC level one day orientation should be given to the ward members, community leaders and leaders of non-governmental organizations.

b. District level orientation

To ensure the support of the elected members of the district and other department a one day orientation should be organized. MLAs, District Panchayat

members, Block panchayat members and other department heads are the participants of this program.

c. Orientation to Kudumbasree

The literacy rate of women is very low in this district. Girls education is one of the important area of the project. To create an awareness of the program and to win the cooperation of women a meeting to Kudumabasree members should be conducted at VEC level. (One member from each unit).

d. Enrolment Campaign

Wayanad is an educationally backward district. The 35% of the total tribal population of Kerala live in this district. To ensure the total enrolment an enrolment program should be conducted in the catchment area of each schools.

e. PTA meetings

Improving the quality and efficiency at school-classroom level is a major thrust area under SSA. This can be achieved only through the support of parents. Pupils needs the support and help of the parents to complete the home assignments and projects. Parents should get a clear idea of different activities and programs of schools. TA meetings should be conducted at regular intervals for this purpose.

f. MPTA

Mother Plays a vital role in the development of a child. If we educated a woman we can educate a family. To improve the quality and efficiency of classroom it is essential to create awareness of the program among the mothers. So MPTA meeting should be conducted monthly. This will help the teacher and parent to assess the improvement of their students.

G. SSG

The support of public is essential for the smooth functioning of the program of the schools. Teachers and parents need the support of SSG in academic and non

academic activities of schools. Meeting of the organization should be conducted at regular intervals.

core planning team would be constituted in each village/panchayath including VEC's ,selected community leaders, NGO's representatives, Head masters, Teachers, PTA,MPTA representatives(Total25 members)

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NGO's representatives, Head masters, Teachers, PTA,MPTA representatives(Total25 members)

6.7 Media and Documentation

Introduction:

The Media intervention of SSA has a very vital role to play towards the successful completion of the program, only through the media intervention enough awareness can be generated about SSA. Being a new program, adequate publicity has to be ensured for gaining public acceptance publicity has to be ensured for gaining public acceptance which is the cornerstone of success of any new endeavour. Without creating an awareness among the public it is difficult to win their support.

The district is educationally backward compared to the other districts. 35% of the total tribal population of Kerala is in this district. The primitive tribal communities like the Paniyas, Kattunaykas, Ooralees and Adiyas are the most backward groups. They are economically and socially backward. Hence creating awareness among these people through various media programs is necessary.

Target – group

Pupils, teachers, parents, public, elected representatives whole community and various functionaries.

Main Objectives

- To create an atmosphere for the Smooth functioning of the program.
- To win the support of the public and functionaries.
- To highlight the merits of the program.
- To familiarize the state-holders all the activities implemented under SSA.
- To facilitate convergence with other department and agencies.

a. News letter.

News letters are very essential to disseminate the finding and various activities of SSA. The copies of the news letters should be distributed to all schools, officers and local bodies. It should be published in each term.

b. Jouranals.

The findings of the researches and innovations conducted under the SSA program should be disseminated to the field. The highlight of such innovations should be published through a journal. The journal should be published thrice in a year.

c. Pamphlets and Brochures

Wayanad is an educationally backward district. Most of the parents are not able to attend the regular PTA meetings as they are coolies. Hence to create an awareness of the program pamphlets and brochures are needed. Considering their illiteracy posters and visual pamphlets are also needed.

d. Media Seminar

The main objectives of conducting seminars are familiarization of various pedagogic interventions. The target group is mainly people representatives, parents, teachers and students. The seminar should be conducted at panchayath, block and district level.

e. Press Meeting

Periodic press meeting with ensure acceptability and transparency to the whole programs of SSA. The main objectives of press meets is to create public awareness and community participation. They will also create an atmosphere of healthy and open criticism about various policies of the program.

f. Exhibitions

Awareness can be created through exhibitions also. The main objective of exhibitions are population of various activities and projects. The merits of different programs improvement in the achievement of students etc. can be brought into attention of public.

g. Banner

In order to get vast publicity and public awareness banners has to be prepared for carious activities.

h. Radio Tapes

Wayanad being a rural district the access of T.V and other media is limited to the hamlets. So arranging radio tapes will be a good method for program.

i. Video program

Exhibiting video cassettes of important programs will create an awareness more effectively among the people.

Documentation

Documentation is the accumulation, classification and dissemination of information. The documentation unit plays a very important role in the functioning of SSA. Documentation of various programs ensures storing for future use and provides publicity among the general public about the activities of SSA.

a. Video Documentation

The video recording of all important programs under each interventions of SSA should be done the programs such as “Sargolsavam of ECC” “Metric mela for Alternate Schools”, Teacher training, class room activities, model classes, celebrations of important days can be recorded.

Video documentation by external agency is very expensive. So a video camera should be purchased and this can be kept and managed under the control of District Media Officer (SSA)

For this purpose a workshop should be conducted at VEC level, Block level and district level.

b. Minutes of meeting

minutes of all meetings conducted under SSA should be made and kept as a record.

c. Report Writing

A comprehensive annual report of all programs conducted under SSA has to be prepared.

d. Collection of Paper cuttings

Paper cuttings containing the news of SSA program should be collected and kept in a file.

Photo Camera

Taking photographs of activities now and then will be more expensive than taking photos by amateur artists. Hence an amount of Rs. 35,000/- is costed for buying a camera this year which can be used throughout the project period.

6.8 Civil Works

1. Drinking Water

The ground level low in the district of Wayanad. Many of a schools are situated on hill tops. Therefore rain water harvesting providing drinking water school is suggested.

2. Toilet

Many schools in a districts do not have enough toilet for girls. So therefore enough new toilets to be build. Many old toilets need urgent repair. If they are repaired construction of new toilets can be avoided. It will be a economical for the government.

3. Electrification

A section of the school in Wayanad are not to be electrified at all. Some schools are electrified partially ie. electricity is available in the school office but not in many of the classrooms. Such cases are to be considered favorably and funds for electrifying the un classrooms is to be provided.

4. Class rooms

Many schools in Wayanad thatched buildings and temporary sheds in which classes are run. These roofs often leak during the long rainy season. It also causes annual recurring expenditure .Therefore these sheds are to be replaced with permanent buildings for classrooms.

5. Separation walls for classrooms

Classes are run in the same hall in many schools. This distracts children's attention . Separation walls are necessary for maintaining the quality of the classes .Some schools have only one hall, which is used even by the local community for public functions .Detachable and removal separation screens or rolling shutters can be provided to such schools .

6. Compound Walls

Compound walls are necessary to keep out anti-social elements. They are necessary to protect the school gardens. This year young farmer's clubs are to be started in many schools. Therefore, compound walls are to be constructed in all schools in Phased out manner

Annual Work plan and Budget for the Year 2003-2004

TABLE : C

6.1 Quality Improvement

Item No.	Description of Activities	Unit cost	Physical Target	Period	Financial outlay Proposed (Rs. In Lakhs)	Remarks
1	Curriculum revision for Std IV to VI State level workshop for HB+TB District share				1,000,000.00	
2	School Grant for all schools (@ Rs. 2000 x 282 Schools + 55 Alternative schools	2000	337	1	674,000.00	
3	Teacher Grant for all teachers (@ Rs. 500 x 3800 Schools +55 Alternative schools	500	3855	1	1,927,500.00	
4	Teaching learning material grant for 38 CRCs @ Rs. 1000 x 38 CRCs	1000	38	1	38,000.00	
5	Teaching learning material grant for 3 BRCs @ Rs. 5000 x 3 BRCs	5000	3	1	15,000.00	
6	Free textbooks for all girls and SC/ST boys.(@ Rs. 10 x 6200) Std - II	20	6200	1	124,000.00	
7	Free textbooks for all girls and SC/ST boys.(@ Rs. 40 x 6150) STd-III	50	6150	1	307,500.00	
8	Free textbooks for all girls and SC/ST boys.(@ Rs. 40 x 6200) STd-IV	50	6200	1	310,000.00	
9	Free textbooks for all girls and SC/ST boys.(@ Rs. 60 x 6700) STd-V	70	6700	1	469,000.00	
10	Free textbooks for all girls and SC/ST boys.(@ Rs. 80 x 6800) STd-VI	90	6800	1	612,000.00	

11	Free textbooks for all girls and SC/ST boys.(@ Rs. 80 x 6200) STd-VII	100	6200	1	620,000.00
12	Free textbooks for all girls and SC/ST boys.(@ Rs. 100 x 7400) STd-VIII	110	7400	1	814,000.00
13	Teaching learning equipments for 3 BRCs (@ Rs. 5000 x 3 BRCs)	5000	3	1	15,000.00
C	Teacher Training				
14	District level resource group trining.(residential) (@ Rs. 2000 x 60 x 5 days x 4 times)	150	240	4	144,000.00
15	Initial training for all teachers during vacation (@ Rs. 70 x 3800 teach x 5 days (including RPs)	70	3800	5	1,330,000.00
16	Cluster training (@ RS. 70 x 3800 teach x 6 dyas)(Including RPs)	70	3800	6	1,596,000.00
17	Training for newly recruited teachers @ Rs. 70 x 100 teach x 6 days (including RPs)	70	100	6	42,000.00
18	Appointment of Para teachers on daily basis @ Rs. 150 x 50 teach x 50days	150	50	50	375,000.00
19	Accademic conference of HMs (@ Rs. 70 x 300 x 3 times) (including RPs)	70	300	3	63,000.00
20	Training for teachers, Educators of TTI DIET and Bed Centres (@ Rs. 70 x 40 x 5 days)	70	40	5	14,000.00
	Block level				
21	Appointment of Blocklevel programme officers of 3 BRCs Salary (@ Rs. 13000 x 3 BRCs x 12	13000	12	3	468,000.00

TA for the coordinators of 3 BRCs @ Rs. 500 x 3 (12)	500	3	12	18,000.00	
Contingency grant for 3 BRCs Rs. 12500 x 3	12500	3	1	37,500.00	
Workshop and meetings Rs.500 x 3 BRCs	500	3	1	1,500.00	
Appoint of the BRC trainers of the 3 BRCs @ Rs. 0000 x 12 x 3 BRCs x 12	10000	36	12	4,320,000.00	
TA for BRC Trainer Rs. 500 x 12 x 36	500	12	36	216,000.00	
Appointment of clerk in 3 BRCs salary @ Rs. 7000 x 12 x 3	7000	12	3	252,000.00	
Appointment for Peon in 3 BRCs salary @ Rs. 4000 x 3 x 12	4000	3	12	144,000.00	
BRC					
Teaching learnig Process					
Prathibha sangamam Distric level @ Rs. 100 x 100 pupils x 10 days	100	100	10	100,000.00	
Monitoring of quality aspects					
VEC level monitoring @ Rs. 200 x 26 VEC x 5 x 3 times	200	130	3	78,000.00	
Sahavasa Camp 26 Grama Panchayats for selected 50 children in each panchayats	2000	26	2	104,000.00	
Co-ordination of both government and non-government organisation Rs.250 x5	250	26	5	32,500.00	
Remuneration for Volunteers of Kudumba sree to prevent dropout in 6 panchayats @ Rs. 500X 6 x 5 volu	500	6	5	15,000.00	

Farmers club activities at Schools Rs. 500 x 282	500	282	1	141,000.00
Total				16,417,500.00
Augmentation DIET				
a. Furniture for Class rooms , Hostels	100000	1	1	100,000.00
b. Instaliation and recurring expenditure for Access to Internet	30000	1	1	30,000.00
c. False ceiling to the DIET Auditorium	100000	1	1	100,000.00
d. Shed for vehicles	300000	1	1	300,000.00
e. UPS	20000	1	1	20,000.00
f. sleeping materials to DIET Hostel	155000	1	1	155,000.00
Equipping DIET Lab	100000	1	1	100,000.00
Laser Printer	60,000	1	1	60,000.00
CD writer and scanner	15000	1	1	15,000.00
Generator	30000	1	1	30,000.00
Pschological lab	90000	1	1	90,000.00
Total				1,800,000.00

Annual Work plan and Budget for the Year 2003-2004

TABLE : C

6.2 Special Focus Groups and Innovative Activities

6.2.1 Children with special Educational needs

m	Description of Activities	Unit cost	Physical Target	Period	Finacial outlay Proposed (Rs. In Lakhs)	Remarks
	Comunity Awareness Programme					
	Food and accomodation for 3 day module preparation workshop for community awarenss programme (6per x 3 days x Rs. 150)	150	6	3	2,700.00	Unit cost restrected to Rs. 1200
	Staionery and contingency (6per x Rs. 150)	25	6	1	150.00	
	Honararium Rs. 100 x 3 days x 6 person)	100	6	3	1,800.00	
	TA/DA to participants (6 mem x 2 times x Rs. 70)	70	6	2	840.00	
	3 day resource person training 52 resource person + 6 key resource perosn(58 per x 3 days x Rs. 150)	150	58	3	26,100.00	
	Staionary and contingency (52per x Rs. 25)	25	52	1	1,300.00	
	Community awareness programme, filsshow, seminars postages and printing charges	250000	0	0	250,000.00	Unit cost restrected to Rs. 250000

2 (a)	Parent awareness programme day workshop for preparation of booklets (food and accomodation 3 days x 30 resource per x Rs 150)	3	150	30	3	13,500.00	
b	Honararium Rs. 100 x 3 days x 30 person)		100	30	3	9,000.00	
c	TA/DA to participants (30mem x 2 times x Rs. 70)		70	30	2	4,200.00	
d	Printing of booklets (282 schools x 50copies x Rs. 5)		5	282	50	70,500.00	
e	One day parent orientation in all schools Refreshment charges 282 Scho x 50 pare x Rs. 10)		10	282	50	141,000.00	Unit cost restrectred to Rs. 564000
3(a)	Honararium for specialised teachers HI, VI, MR, LMD, (3 blocks x 3 teach x Rs. 3500 X 10 month		3500	9	10	315,000.00	
b	One day medical guidance camp for disabled children TA and Refreshment Charges (500 children x 3 blocks x 2 times x Rs. 30)		30	500	6	90,000.00	Unit cost restrectred to Rs. 90000
4(a)	3 day short term inservice programme to teachers (food and accomadation for module preparation residntial workshop) (3 days x 15 teach x Rs. 150)		150	15	3	6,750.00	
b	Stationary and Contingency (Rs 25 x 15 teach)		25	15	1	375.00	

Honararium for teachers (15 teach x 3 days x (100)	100	15	3	4,500.00	
TA/DA Rs. 70 x 15 x 2 times)	70	15	2	2,100.00	
2 day training to teachers (282 teac + 2+ 36 ERP Honanrarium to 3500 x Rs. 70 x 2 days)	70	600	2	84,000.00	Unit cost restrectred to Rs. 735000
One day exposure trip to 9 resource teachers vehichle charges	1000	1	1	1,000.00	
Exposure trip for selected IED Children	400	1000	1	400,000.00	
Supply of resource kit to MR children (3BRC X 100 chil x Rs. 500)	500	100	3	150,000.00	
Aids and appliences for disabled children (500 children x RS. 1000)	1000	500	1	500,000.00	
One day meeting for DRG Honararium for 30 DRG x one days x 10 month x RS. 70	70	30	10	21,000.00	
Consulting fees for 4 Specilist doctors x 2 days x Rs. 500)	500	4	2	4,000.00	Unit cost restrectred to Rs. 4000
State Share Rs. 4 lakhs	400000	1	1	400,000.00	Unit cost restrectred to Rs. 4000
Total				2,499,815.00	

Annual Work plan and Budget for the Year 2003-2004

TABLE : C

6.2.2 Gender (Girls Education)

Item No.	Description of Activities	Unit cost	Physical Target	Period	Finacial outlay Proposed (Rs. In Lakhs)	Remarks
1	Medical aid, unifor, books and umbrella to selcted girls (26 pt x 2 Nos. x Rs. 1000)	1000	52	1	52,000.00	Unit cost restrectred to Rs. 52000
2	Learning kit to economically backward girl children (3000 girls x Rs. 100)	100	3000	1	300,000.00	
3	PTA/MPTA awareness programme (282 Schools x Rs. 5 x 100 Parents)	5	28200	1	141,000.00	
4	Providing handbook for adolescent girls in the Std VIII (10000 Girls x Rs. 32)	32	10000	1	320,000.00	
5	Hand book familirisation training to teachers. (122 trs x Rs. 65 x 1 day)	65	122	1	7,930.00	Unit cost restrectred to Rs. 7930
	Staionary and contigency (Rs. 25 x 122)	25	122	1	3,050.00	
	RPs 3 Nos. x 3 BRCs x Rs. 100	100	9	1	900.00	
6	Enrchment Programme					
a	Module preperation (5 per x Rs. 150 x 2 day	150	5	2	1,500.00	
	TA (2x 5 Nos. x 70 Rs.)	70	5	2	700.00	
	Staionary and contigency (Rs. 25 x 5	25	5	1	125.00	
	Honararium Rs. 100 x 5 Nos. x 2 day	100	5	2	1,000.00	
b	Planning one day (Rs. 70 x 5Nos.	70	5	1	350.00	Unit cost restrectred to Rs. 350
	Residential Training to Teachers					

b	Training (3 days)(3blocks X 3 Schools X 3 Teachers (27 x 5 RPs))					
	Food and accomodation Rs. 150x3 days x32 participatns.	150	32	3	14,400.00	Unit cost restrectred to Rs. 14400
	Stationary and Contigecies (Rs. 30 x 32 Nos.	30	32	1	960.00	
	TA/DA(Rs. 70 x 2 times x 32 Nos.	70	32	2	4,480.00	
	Honararium (Rs. 100x 5 x 3 days)	100	5	3	1,500.00	
C	Refreshment for girls in the 3 day CRC (300 x 3 BRCs x Rs.10 x 36 days)(3 day per month)	10	900	36	324,000.00	
	TA/DA (27 teachers x 36 days x Rs. 70)	70	27	36	68,040.00	
	Staionary and contingencies (600 Nos. x Rs. 25 x 3 BRCs)	25	600	3	45,000.00	
7	Exposure Trip (500 nos. x 3 BRC's x Rs. 100)	100	500	3	150,000.00	
8	Incentives and Scholarships (26 pan x Rs. 500 x 2)	500	26	2	26,000.00	Unit cost restrectred to Rs. 26000
	Incentive and scholarships for the girls children of STD-VIII (61schoo x Rs.500)	500	61	1	30,500.00	
9	Adivasi Crech (Sneha sadan)					
	Honarairum to Aya Rs. 1000 x 12	1	1000	12	12,000.00	
	Food and refreshement (Rs. 10 x 10 Nos 25 days x 12 months)	100	25	12	30,000.00	

10	Oriantaion to women represntatives of Gramma Panchayath					
	Honarairum - No. 250 Nos x Rs. 70	70	250	1	17,500.00	Unit cost restrectred to Rs. 17500
	Honarairum to Rps (5 No. x Rs. 100 x 5 batch	100	5	5	2,500.00	
	Stationary (Rs.25x250Nos.)	25	250	1	6,250.00	
	Grand Total				1,552,935.00	

Annual Work plan and Budget for the Year 2003-2004

TABLE : C

6.2.3 Scheduled Caste and Scheduled Tribe Children

Item No.	Description of Activities	Unit cost	Physical Target	Period	Financial outlay Proposed (Rs. In Lakhs)	Remarks
1	Salary for SC ST promoters (1 Colony x Rs. 1500 x 12 month)	1	1,500.00	12	18,000.00	
	Stationary and Contingency (1 colony x Rs. 250 x 12 month)	1	250.00	12	3,000.00	
2	Learning kit for SC. ST students in selected Panchayaths (750 studs x 3 panch x Rs 250)	2250	250.00	1	562,500.00	
3	Setting up of Day Care Center in selected Panchayaths. (2 Cen x 3 Panch x 10 months x Rs.500)	6	500.00	10	30,000.00	
4	Assistance to exposure Trip (1000 studs x3 panch x Rs. 100)	3000	100.00	1	300,000.00	
5	Workshop for Link language hand book preparation (30 nos. x 6 days x Rs. 150)	30	150.00	6	27,000.00	
	Stationary and Contingency	30	25.00	1	750.00	
	Honarium of the Resource Persosns	30	100.00	1	3,000.00	
7	Printing of Handbook	500	40.00	1	20,000.00	
8	Femilirisation workshop	50	70.00	3	10,500.00	
9	Free supply of note books to MGLCs	1000	30.00	1	30,000.00	
	Total				1,004,750.00	

Annual Work plan and Budget for the Year 2003-2004

TABLE : C

6.2.4 Early Childhood Care and Education (ECCE)

Item No.	Description of Activities	Unit cost	Physical Target	Period	Financial outlay Proposed (Rs. In Lakhs)	Remarks
1	District level convergence meeting (20 mem x Rs. 70 x 1day)	70	20	1	1,400.00	Unit cost restricted to Rs. 1400
2	Block level convergence meeting (30mem x 3 block x 1 day x Rs. 70)	70	30	3	6,300.00	
3	Conceptualisation workshop (10mem x 1 day x Rs. 70)	70	10	1	700.00	
4 (a)	Module preparation for DRG training (10 mem x 3 days x Rs. 70) (TA/DA)	70	10	3	2,100.00	Unit cost restricted to Rs. 2100
4 (b)	Honararium (10 mem x Rs. 100 x 3 day)	100	10	3	3,000.00	
5 (a)	Presidential training to DRG members 70 members x 5 days x Rs./ 150) (food and accomodation)	150	70	5	52,500.00	
(b)	TA/DA to participants (70 mem x 2 times x Rs. 70)	70	70	2	9,800.00	
(c)	Honararium of the Resource Persosns (10mem x 5 days x Rs. 100)	100	10	5	5,000.00	
(d)	Block level training to Angawadi teachers/pre pimary teacher (516 mem + 30 RPs 5 days x Rs. 70)	70	546	5	191,100.00	

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7	Block level trainin to helpers (516 mem x 30 RPS + 3 days x Rs. 70)	70	546	3	114,660.00	Unit cost restricted to Rs. 136500
8	TLM grant to Anganwadi teachers/ preprimary teachers (516 mem x Rs. 250)	250	516	1	129,000.00	
9	Play kits to Anganwadi/preprimary (516 mem x Rs. 500)	500	516	1	258,000.00	
10	CRC meeting of Anganwadi teachers /primary teachers (516 mem x 3 times x Rs. 70)	70	516	3	108,360.00	
11	Monitoring and Evaluation (12 mem x 6 times x Rs. 70)	70	12	6	5,040.00	Unit cost restricted to Rs. 5040
13	Awareness programme Breast feeding mothers (500 Nos. x 3 pancha x 1 day x Rs.10) (Refreshment charge)	10	500	3	15,000.00	
15	Medical Camp and Awareness programme (516 Nos. x 1 times x Rs.200) (Refreshment charge)	200	516	1	103,200.00	
Total					1,005,160.00	

Annual Work plan and Budget for the Year 2003-2004

TABLE : C

6.2.5 Computer Education

Item No.	Description of Activities	Unit cost	Physical Target	Period	Finacial outlay Proposed (Rs. In Lakhs)	Remarks
1a	Computer and accessories Rs. 240000x4centers	240000	4	1	960,000	
b.	Printer Rs. 12000 x 4	12000	4	1	48,000	
c.	Furnishing Rs. 27000 x 4	27000	4	1	108,000	
d.	Stationary + Electricity Rs. 37000 x 4	37000	4	1	148,000	
2a	Res. DRG training 15 days x 15 persons x Rs. 150	150	15	15	33,750	
b.	Teacher training 10 days x 12 teachers x Rs. 70	70	10	12	8,400	
c.	Refresher DRG training 5 days x 15 per x Rs. 70	70	15	5	5,250	
d.	Refresher teacher training 5 days x 30 persons x Rs. 70	70	30	5	10,500	
e.	by monthly review 52 persons x 5 times x Rs. 70	70	52	5	18,200	
f.	Honararium to computer expert	20000	1	1	20,000	
g.	monitoring and assessment	3000	1	1	3,000	
h	CDs , Books etc, Rs. 34225 x 4	34225	4	1	136900	

Total

1,500,000

Annual Work plan and Budget for the Year 2003-2004

TABLE : C

6.3 Education Guarentee Scheme/Alternative Innovative Education

Item No.	Description of Activities	Unit cost	Physical Target	Period	Finacial outlay Proposed (Rs. In Lakhs)	Remarks
1	Honorarium for 55 instructors (55 instructors x 12 months x Rs. 1500)	1500	55	12	990,000.00	55 instructors x Rs. 1500
2	Contingency for noon meal (55 x 500 x 12)	500	55	12	330,000.00	
Total					1,320,000.00	

Annual Work plan and Budget for the Year 2003-2004

TABLE : C

6.4 Research and Evaluation

Item No.	Description of Activities	Unit cost	Physical Target	Period	Finacial outlay Proposed (Rs. In Lakhs)	Remarks
1	Programme Advisory committee meeting (No of participants 17XRs. 200x3times)	200	17	3	10,200	
	Contingency Rs. 25x17x3timesx1day	25	17	3	1,275	
2	Workshop on Academic Supervisions preparation of Tools – Academic Supervision - monitoring					
	Part 50x Rs. 70x 2days	50	70	2	7,000	
	TA Rs 100x 50 part	100	50	1	5,000	
	Stationary Rs. 25x 50 part	25	50	1	1,250	
	Printing of tools 1000 copies x Rs 3x2 items	3	1000	2	6,000	
3	Panchayath level monitoring (Nos. of part 7 x Hiring of vehichle Rs. 1000x26 panchx4 times)	1000	26	4	104,000	
4	Block level monitoring (Nos. of part 7 x Hiring of vehichle Rs. 1000x3 BRCx 4 times)	1000	3	4	12,000	

	District level monitoring Nos. of partx7x Hiring of Vehichle Rs. 1000x1x4)	1000	1	4	4,000	
5	Monthly Meeting of district officials.					
	TA Rs. 100x30 Nos. x 10 times	100	30	10	30,000	
	Contingency – Rs. 25x30x10 times	25	30	10	7,500	
6	Action Research					
	No. 100xRs. 500	500	100	1	50,000	
	Local Study					
	No. 20x Rs. 5000	5000	20	1	100,000	
Total					338225	

Annual Work plan and Budget for the Year 2003-2004

TABLE : C

6.5 Management Structure and Institutional Capacity building

Item No.	Description of Activities	Unit cost	Physical Target	Period	Finacial outlay Proposed (Rs. In Lakhs)	Remarks
1	District Project Officer (1xRs.13,000 x 12)	13,000.00	1	12	156,000.00	
2	Programme Officer (5 x Rs. 13000 x 12)	13,000.00	5	12	780,000.00	
3	Accounts Officer (1x Rs.10,000x12)	10,000.00	1	12	120,000.00	
4	Computer Programmer (1 x 6000x12)	6,000.00	1	12	72,000.00	
5	Data Entry Operator (2x Rs.3000x12)	3,000.00	2	12	72,000.00	
6	Clerk	6,000.00	2	12	144,000.00	
7	Peon	4,000.00	1	12	48,000.00	
8	Driver	5,000.00	2	12	120,000.00	
	Vehicle hiring					
1	BRCs (2 timesxRs.500/-x3 BRCsx12)	36	500	2	36,000.00	
2	MGLC(4 timesxRs 1000/-x3 BRCsx12)	36	1000	4	144,000.00	
3	Diesel maintainance District Level (Rs 75000 Diesel+Rs. 75000 maintainancex2 vehi)				300,000.00	
4	Diesel & maintainance DDE's Vehichle (Rs50000 Diesel-Rs. 50000 maintainance x1 vehi) SSA work and supervison must be done by DDE also.	50,000	1	2	100,000.00	
					0.00	

	TA / DA				0.00
1	TA/DA of all functionaries				200,000.00
					0.00
	Hiring Experts				0.00
1	MIS Training	500.00	70	2	70,000.00
	Adminsitration Expenditure				35,000.00
	Fax, Photocopy, Telephone, Consumable and Postage				
1	Fax	1,000.00	5	1	5,000.00
2	Telephone	1,000.00	4	12	48,000.00
3	Consumable and postage	500.00	5	12	30,000.00
4	Photostat Toner and Paper	5,000.00	2	1	10,000.00

Total

2,490,000.00

Annual Work plan and Budget for the Year 2003-2004

Annual Work plan and Budget for the Year 2003-2004

TABLE : C

6.6 Community Mobilisation

Item No.	Description of Activities	Unit cost	Physical Target	Period	Financial outlay Proposed (Rs. in Lakhs)	Remarks
1	VEC level orientation (26 VEC x Rs. 1000)	1,000.00	26		26,000.00	Unit cost rested to Rs. 26000
	Total				26,000.00	

Annual Work plan and Budget for the Year 2003-2004

TABLE : C

6.7. Media and Documentation

em o.	Description of Activities	Unit cost	Physical Target	Period	Finacial outlay Proposed (Rs. In Lakhs)
	New letter (3)	1500	20		30,000
	Brouchures	25000	1		25,000
	Media seminar				0
	Block level	3	2000		6,000
	District level	1	5000		5,000
	Press meeting	3	500		1,500
Total					67,500
Sl. no.	Activities	Physical Target (Nos.)	Unit cost		Requirement for 2003-04
	Photo camera	1	35,000		35,000
	Film role	20	500		1000
Total					36,000

Annual Work plan and Budget for the Year 2003-2004

TABLE : C

6.8 Civil Works

Item No.	Description of Activities	Unit cost	Physical Target	Period	Finacial outlay Proposed (Rs. In Lakhs)	Remarks
1	Drinking Water (rain water harvest) Rs. 15000 x 20 Nos.	15000	20		300000	
2	Toilets Rs. 20000 x 25 Nos.	20000	25		500000	
3	Electrification Rs. 10000 x 55 Nos.	10000	55		550000	
4	Addil. Classroom i. 5 lakhs x 50 Nos.	150000	50		7500000	
5	Seperation Walla Rs. 10000 x 7 Nos.	10000	7		70000	
6	Compund walls Rs. 40000 x 5 Nos.	40000	5		200000	
7	Maintanance grant for Alaternative Schools	2500	40		100000	
Total					9220000	

Progressive Overview AWPB 2002-03

Wayanad

Table:A

Sl. No	PMIS Code	Sub. SI.No.	Activity	Target	Budget	Expenditure	Savings
1	PFE		Primary Salary of new teachers	0	0.000	0.000	0.000
2	UPE		Upper Primary - Salary of new Teachers	0	0.000	0.000	0.000
3	PFE+UPE		Primary + Upper Primary	0	0.000	0.000	0.000
		3.1	School grant	138	2.760	2.760	
		3.2	Teacher grants	1450	7.250	6.310	0.940
		3.3	TLE Grants	0	0.000	0.000	0.000
	Total				10.010	9.070	0.940
4	AIE	4.1	EGS Centers (PS)	0	0.000	0.000	0.000
		4.2	EGS Centers (UPS)	408	4.896	0.000	4.896
	Total				4.896	0.000	4.896
5	IED	5.1	Education of Disabled	1000	12.000	0.422	11.578
	Total			1000	12.000	0.422	11.578
6	CRC	6.1	Workshops and meetings	0	0.000	0.000	0.000
		6.2	Furniture	0	0.000	0.000	0.000
		6.3	Contingency Grant	38	0.950	0.000	0.950
		6.4	TLM Grant	0	0.000	0.000	0.000
	Total				0.950	0.000	0.950
7	BRC	7.1	Furniture	0	0.000	0.000	0.000
		7.2	Contingency grant	3	0.375	0.000	0.375
		7.3	Workshops and meetings	0	0.000	0.000	0.000
		7.4	TLM grants	0	0.000	0.000	0.000
		7.5	Honararium to trainers	40	11.000	0.000	11.000
	Total				11.375	0.000	11.375

8	R & E	8.1	Research & Evaluation	138	1.932	0.000	1.932
	Total				1.932	0.000	1.932
							0.000
9	CCW	9.1	Construction of BRCs	0	0.000	0.000	0.000
		9.2	Construction of CRCs	0	0.000	0.000	0.000
		9.3	New school Buildings	0	0.000	0.000	0.000
		9.4	Additional class rooms	20	30.000	24.000	6.000
		9.5	Drinking water	77	11.550	5.175	6.375
		9.6	Toilets	88	17.600	8.700	8.900
		9.7	Compout walls	5	2.000	1.600	0.400
		9.8	Seperation walls	7	0.700	0.500	0.200
		9.9	Electrification (LP+UP)	49	4.900	1.400	3.500
	Total				66.750	41.375	25.375
							0.000
10	CCR	10.1	Maintanance and Repair	75	3.750	3.600	0.150
	Total			75	3.750	3.600	0.150
							0.000
11	MGT	11.1	Management Cost		12.000	0.30384	11.69616
	Total				12.000	0.30384	11.69616
							0.000
12	TRG	12.1	Training for trained teachers	1691	23.67400	1.49382	22.18018
		12.2	Training fresh recruits	153	3.213	0.000	3.213
		12.3	Training for untrained teachers	179	7.518	0.000	7.518
	Total				34.405	1.494	32.911
							0.000
13	VEC	13.1	Training to VEC members	784	0.235	0.000	0.235
	Total				0.235	0.000	0.235
14	INO	14.1	Computer Education	7	15.000	1.510	13.490
		14.2	Educaiton of Girls		15.000	0.000	15.000
		14.3	Education of SC/ST		10.000	0.000	10.000
		14.4	ECE		10.000	0.000	10.000
	Total				50.000	1.510	48.490

15	TXT	15.1	Free Text books				
			STD II to IV		0.000	0.000	0.000
			STD V to VII	2258	2.258		0.000
			STD VIII	737	1.1055		
	Total				3.3635	21.49656	-18.13306

Grand Total

211.66670

79.27122 132.39548

Spill over School grant to UP
School of 2001-02 for 43 Nos.

268

5.360

86,000.000

4.500

Spill over Plan of 2002-03 to 2003-04

Wayanad

Sl No.	Activity	Approved Budget			Table B	
		Target	Unit cost	Budget	Expenditure	Spillover 2002-03
1	Educational of disabled	1000	0.12	120.00	0.42	11.58
2	Civil Works Total			120.00	0.42	11.58
1.	Additional Classrooms	20	1.50	30.00	24.00	6.00
2.	Drinking Water	77+8	0.15	11.75	5.18	7.58
3.	Toilet	88+8	0.20	19.20	8.70	10.50
4.	Compound walls	5	0.40	2.00	1.60	0.40
5.	Seperation walls	7	0.10	0.70	0.50	0.20
6.	Electrification LP+UP	49	0.10	4.90	1.40	3.50
	Total			120.55	41.38	28.18
	Innovative Education					
3	1. Computer Education			15.00	1.51	13.49=28.49
	2. Education of girls			15.00		15.00
	3. Education of SC/ST			10.00		10.00
	4. ECE			10.00		10.00
	Total			50.00	1.51	63.49

Grant Total

120.55

43.31

103.24

* Spill Over of 2001-02 included

SSA Wayanad

Fresh Proposals

Sl. No	Major Interventions	Fresh proposal 2003- 2004
1	Quality Improvement	16417500
	DIET Augumentation	1000000
2	Special Focus Group	2499815
3	Girls Education	1552935
4	SC/ST	1004750
5	ECCE	1005160
6	Computer Education	1500000
7	EGS	1320000
8	Research & Evaluation	338225
9	MIS	2490000
10	Community Mobilization	26000
11	Media	103500
12	Civil works	9220000
	Total	38477885

SSA, Wayanad

Abstract

Sl.No	Table No	Spill over to 2003 2004	Fresh Proposals 2003 - 2004	Total
1	B	103.243	-	103.243
2	C	-	38477885	384.78
	Total	103.243	38477889	488.023