

SOCIAL SAFETY NET
IMPROVEMENT OF PRIMARY EDUCATION
IN
KASARGODE DISTRICT
OF
KERALA STATE

Volume. I
DRAFT PROJECT REPORT

[REVISED]

Jan 1994.

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DEPARTMENT OF GENERAL EDUCATION
GOVERNMENT OF KERALA

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DISTRICT PRIMARY EDUCATION PROJECT

IMPROVEMENT OF PRIMARY EDUCATION

IN

KASARGOD DISTRICT

OF

KERALA STATE

DRAFT PROJECT PROPOSAL

(REVISED)

DEPARTMENT OF GENERAL EDUCATION

GOVERNMENT OF KERALA

NOVEMBER 1993

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SYNOPSIS

The project for the development of Primary Education under "Social Safety Net" scheme in Kasaragod District was prepared on the basis of guidelines issued by the Government of India on 18.1.1993. Universalisation of Elementary Education by 2000 A.D and achievement of the M.L.L in Primary Education are the goals of the project, as envisaged in N.P.E. 1986. The different issues and problems existing in Primary Education have been identified and the intervention to tackle them are elaborated in this project. The total cost to implement this programme is Rs. ~~525.5425~~ ^{2.54.4459} million. The period of implementation of this project is 7 years starting from 199~~3~~⁴. 1,33,906 children are expected to be benefitted by the project, of which 3029 belong to the Scheduled Castes, and 3020 Scheduled Tribes, 65000 are girls. Investment of the project per child is Rs. ~~242.56~~ ^{316.66} per year.

The implementation of the project will be mooted through a District level core group which is the part of the autonomous body registered under the Charitable Society Registration Act 1960 at the State level. There will be advisory groups, at the district level and Panchayat level to manage monitor and evaluate the project.

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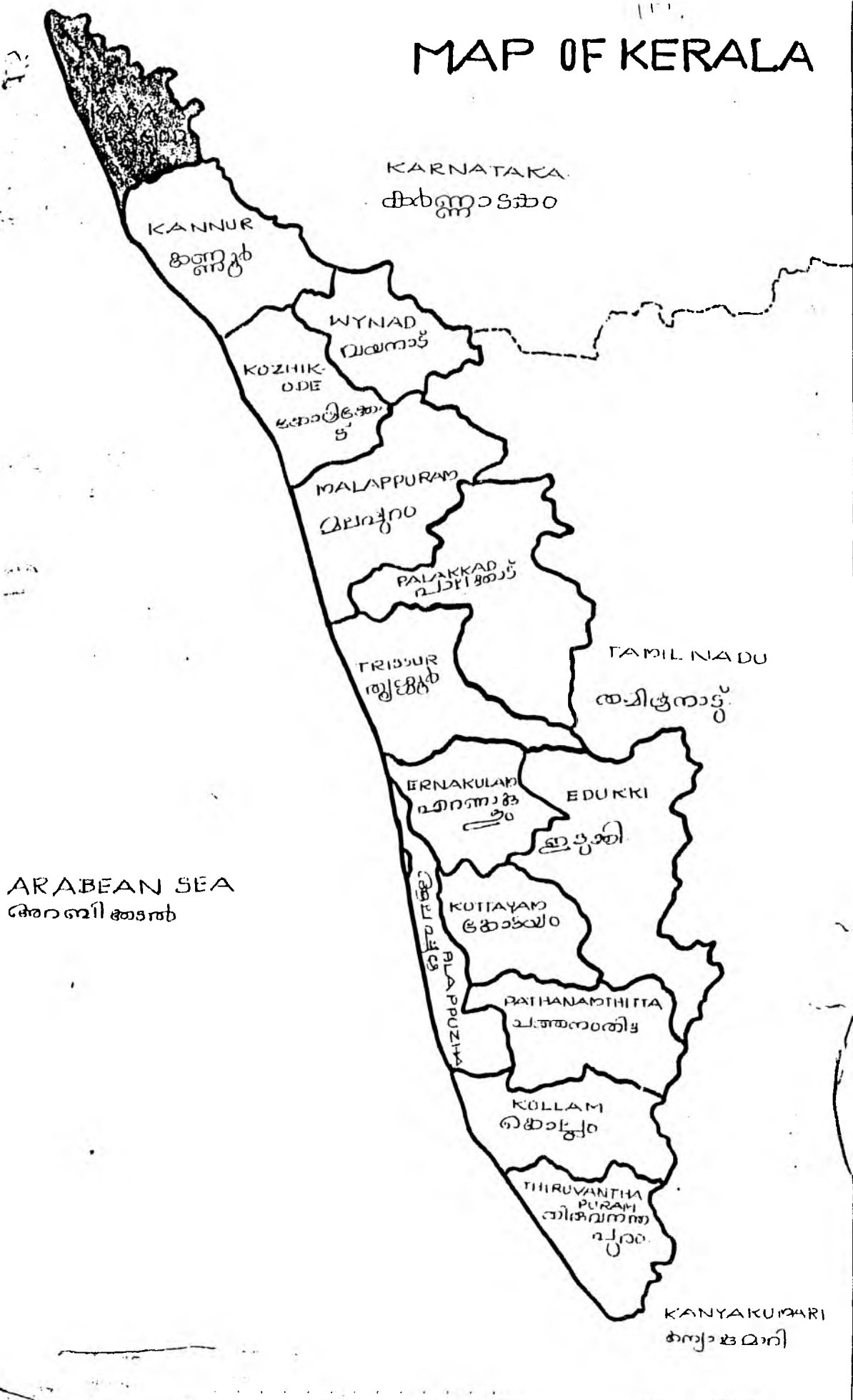
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Project proposals:

1. List of schools and Gunkula school
2. List of schools/additional construction of classrooms.
3. List of schools - Replacement of thatched/dilapidated/rented buildings
4. List of schools - construction of partition walls.
5. List of schools - construction of wells.
6. List of schools - construction of Urinals and Toilets.
7. List of schools - Levelling of play-ground

MAP OF KERALA



KARNATAKA
കർണാടകം

KANNUR
കണ്ണൂർ

WYNAD
വയനാട്

KOZHIKODE
കോഴിക്കോട്

MALAPPURAM
മലപ്പുറം

PALAKKAD
പാലക്കാട്

TRISSUR
ത്രിശൂർ

TAMIL NADU
തമിഴ്നാട്

ERNAKULAM
എറണാകുളം

EDUKKI
ഇടുക്കി

ARABIAN SEA
അറബി കടൽ

KOTTAYAM
കോട്ടയം

ALAPPUZA
അപ്പുഴ

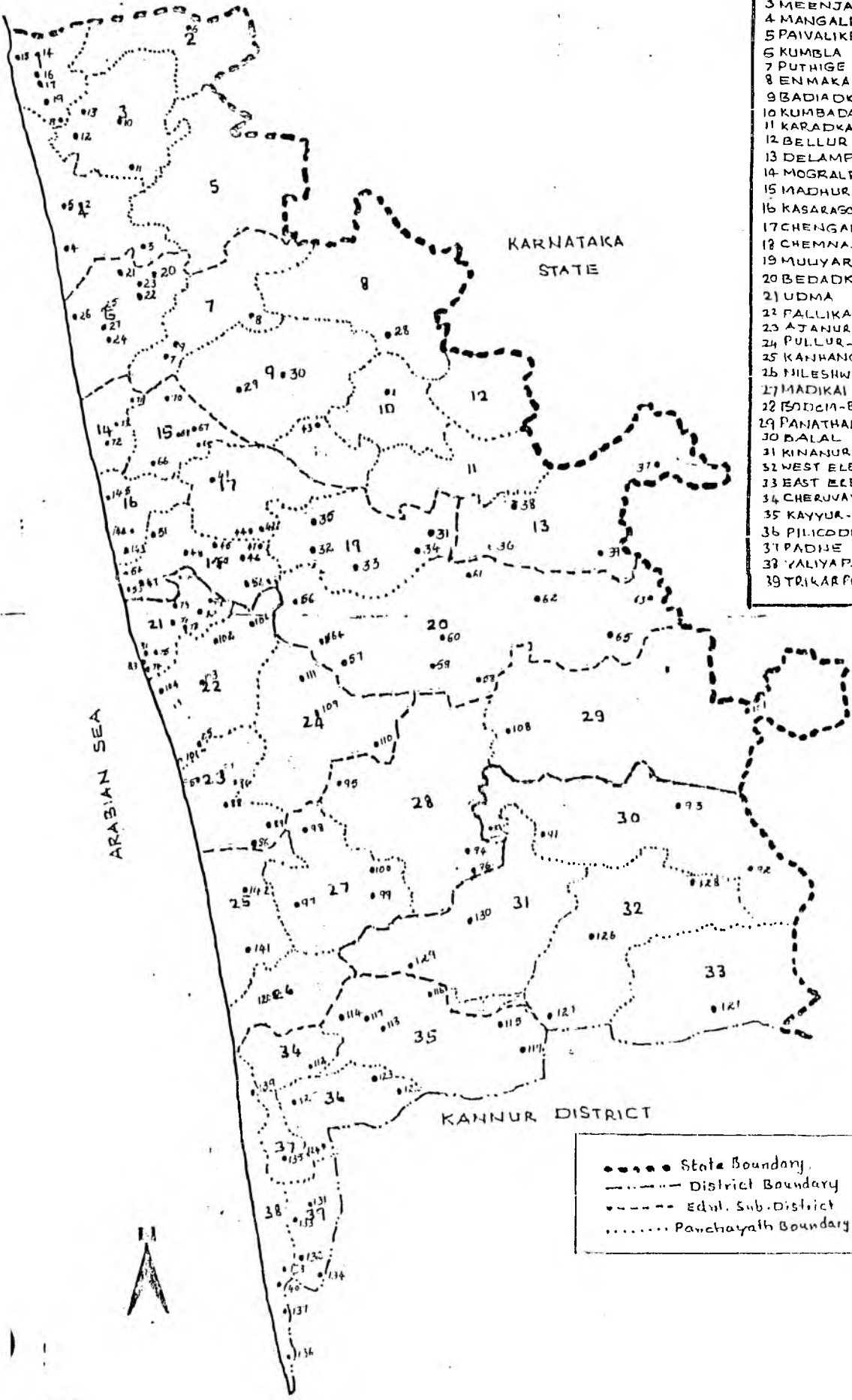
PATHANAMTHITTA
പത്തനംതിട്ട

KOLLAM
കൊല്ലം

THIRUVANTHAPURAM
തിരുവനന്തപുരം

KANYAKUMARI
കന്യാകുമാരി

KASARAGOD DISTRICT



PANCHAYATHS	SUB-DISTRICTS
1. MATJESHWAR	} MANJESHWAR SUB-DIST.
2. VORKADY	
3. MEENJA	
4. MANGALPADY	
5. PAIVALIKE	
6. KUMBLA	} KUMBALA SUB-DIST.
7. PUTHIGE	
8. ENMAKATE	
9. BADIOKA	
10. KUMBADAJE	
11. KARADKA	} KASARAGOD SUB-DIST.
12. BELLUR	
13. DELAMPADY	
14. MOGRALPUTHUR	
15. MADHUR	
16. KASARAGOD	} BEKAL SUB-DIST.
17. CHENGALA	
18. CHEMNAD	
19. MULYAR	
20. BEDADKA	
21. UDMA	} HOSDURG SUB-DIST.
22. FALLIKARA	
23. AJANUR	
24. PULLUR-PERIVE	
25. KANHGAD	
26. NILESHWAR	} CHITTARIKA SUB-DIST.
27. MADIKAI	
28. BODDI-BELAOR	
29. PANATHADY	
30. DALAL	
31. KINANUR-KARINTHALM	} CHERUVATHUR SUB-DIST.
32. WEST EERI	
33. EAST EERI	
34. CHERUVATHUR	
35. KAYYUR-CHEEHENI	
36. PILICODE	
37. PADNE	
38. YALIYA PARAMBA	
39. TRIKARPUR	

State Boundary.
 District Boundary
 Ednl. Sub-District
 Panchayath Boundary.



INTRODUCTION :

1.1. Kasaragod District is the Northern most district of Kerala, which came into existence on 24th May 1984 by bifurcating the former Kannur District. Fig 1 and Fig 2. It consists of two Taluks-Kasaragod and Hosdurg. Kasaragod town is the Headquarters of the District. The district consists of 4 Community development Blocks with 2 Municipalities, 37 Panchayaths, and wards. Fig. 3. Table 1-1

Kasaragod district having an area of 1963 Sq. Kms. Lies between Northern Latitudes $11^{\circ} 1'$ and $12^{\circ} 4'$ and between $74^{\circ} 5'$ and $75^{\circ} 26'$ eastern longitude. The Western ghats on the East, the Arabian Sea in the West, the Dakshinakarataka district in the north and Kannur District in the South form the four boundaries of the district. The three well marked natural regions are the low land of the coastal stretch, the mid land which consists of hill rocks of hard laterite soil, and the high land along the western ghats. It has a coastal region which stretches to about 80 Kms from North to south. The district has 12 main rivers which originate from western ghats and flow towards Arabian Sea. The name Kasaragod is the deflection of the word, KANHIROD a place full of Kanhira trees or 'Kasarkana tree' - its botanical name being *STRYCHNO NUXVOMICA*, which by frequent and indiscriminate use came to be called as Kasaragod. In Tulu it is known as 'KAYAR'. In Sanskrit, (Kasara' means lake, hence land of lakes. It has an

8

anthropological significance too in relation to an ethnic group 'KASAR'.

The District of Kasaragod has its own identity and Significance among the 14 districts of Kerala in respect of Cultural, historical and geographical back grounds. The district at present enjoys a cross culture composition of Kerala and Karnataka in certain areas with a dilectical variance of very many languages such as Malayalam, Kannada, Tulu, Maratti and Hindustani etc, which in any way never pose obstacles in progressive movements. Though not contributed voluminously towards the Kerala Stock, Kasaragod District has a unique form of 'DANCE 'POORAKKALI', performed by menfolk. So too, 'CHIMMANAKKALI' of tribals is a distinctive dance very popular in Kasaragod District. 'YAKSHAGANAM' and 'BAYALTTA' may have been found related with Kannada Culture. The fact cannot be denied that in most parts of the Northern Villages of the district, these are the two art media being used for mass education. So too THALAMADDALA' being a stage performance organised in a way of discussion highlighting the moral and ethical values of the societies bearing significance on PURANIC STORIES OF INDIAN MYTHOLOGY is one of the best medium used to imbibe cultural heritage in the Villages of Kasaragod from time immemorial. In martial arts, "TULUNADAN PAYATTU" was held in high esteem available only in this area; but unfortunately it became extinct now.

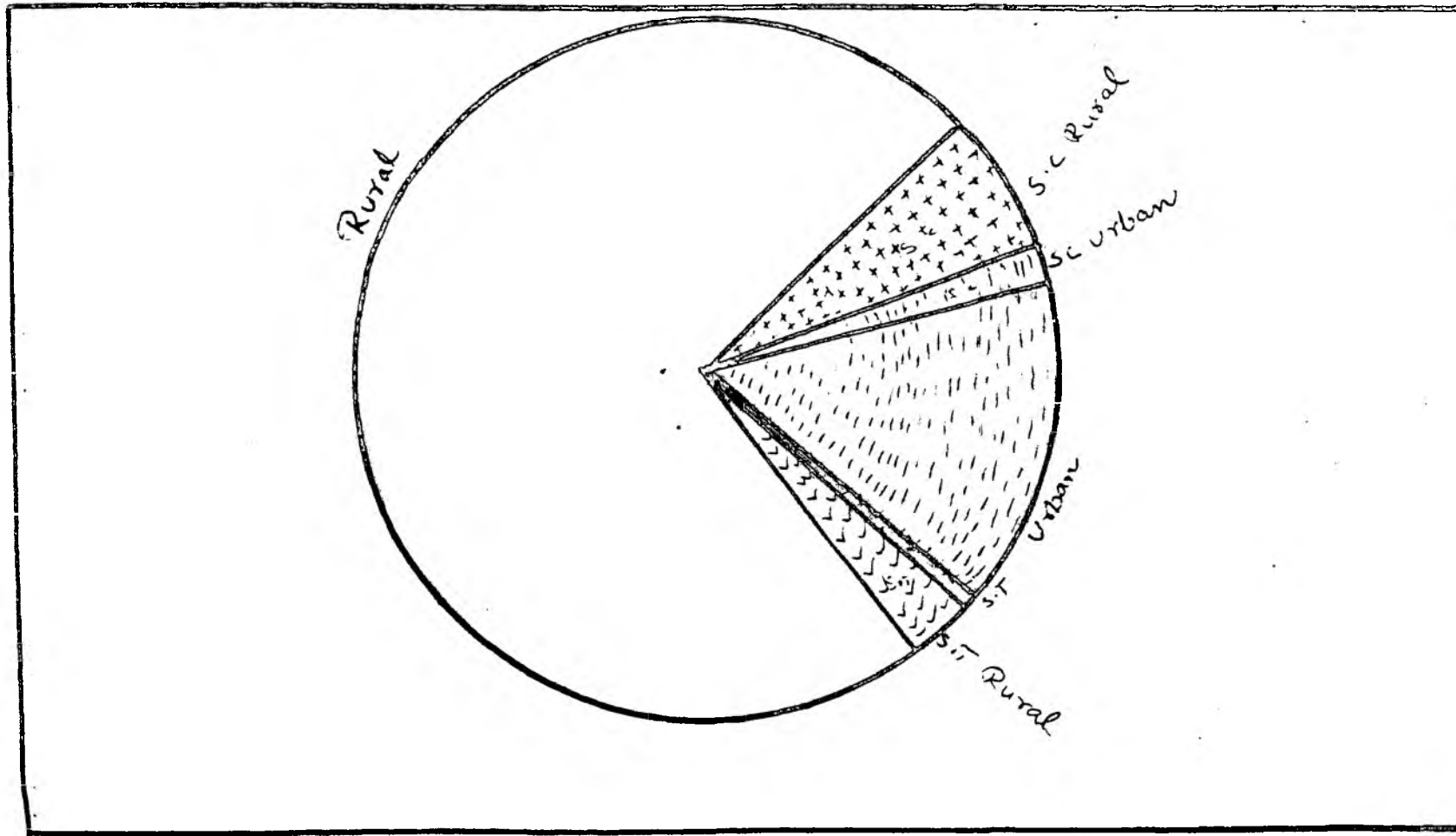
The present Kasaragod district ruled over by the famous Kumbala Dynasty situated at Maipady near 'DIET' Kasaragod had the rule over northern part of Kasaragod District long back. Nileshtar dynasty is the other. The main forts at Kumbale, Kasaragod, Chandragiri, Bekal, and Hosdurg are the very living examples of a heroic past of various dynasties contributed towards the historical glory of this

1.2 DEMOGRAPHY :

As per 1991 census the total population of the district is 1.07 million out of which 0.528 million are males and 0.542 females. 0.895 million is the rural population of the district whereas 0.175 million is the urban table 1-2. Among the children the number between the age group of 0 to 6, comes to 165090, between 6 to 11 is 142,326 and above 11 is 764092 scheduled caste constitute 81,970 (7.65%) having male population of 41180 and Female of 40790. The population of Scheduled Tribes is 29283 of which 14841 is Male and 14442 Female (2.8%). Panchayath wise population growth of this district is 22.4%. Table 1-3

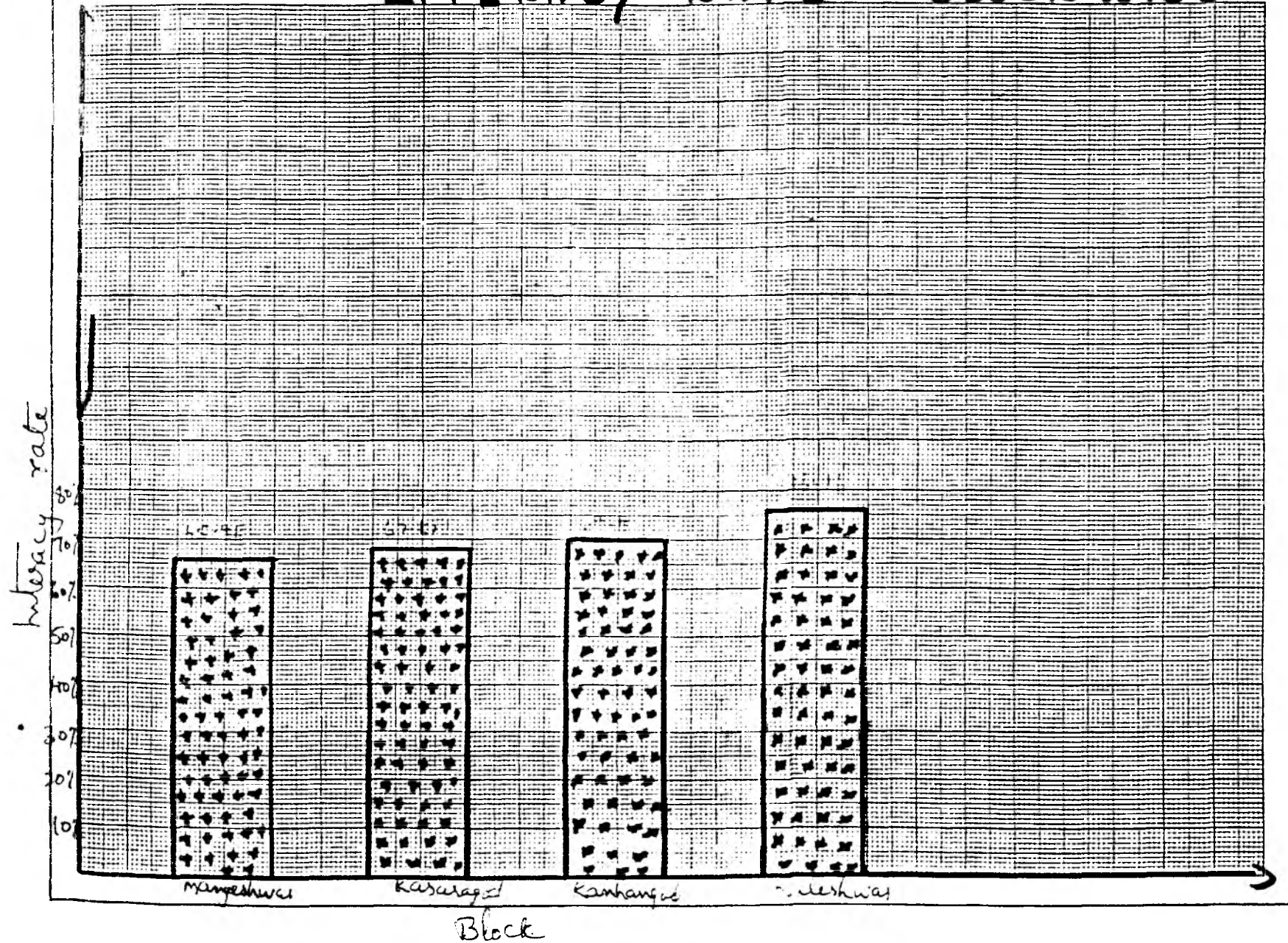
The literacy rate of this district is 69.7% as against State literacy rate of 90% as per the latest census report (1991) The lowest literacy rate among S.C. is 61% and 66.38 for S.T. in the coastal belt, rate of literacy is 60.5% table 1-4. Certain Panchayaths namely Manjeshwar, Mogralthur, Udma, Ajanoor, Chervathur, Nileshtar, Trikaripur, Padne and Municipalities namely Kasaragod and Kanhangad are densely populated. Population density rate is shown in table 1-5. ST population is maximum in Enmakaje panchayath. Koragas and Maratties are the main tribes in which Koragas are the Primitive tribes, which are still nomadic in nature. Tribal settlement details is shown in table 1-6. Main occupation of the people are agriculture, fishing and beedirolling. Coconur, Arecunut, peper, cashewnut, rubber and paddy are the major cultivation of this district. Tobacco is cultivated along the coastal area.

PIE DIAGRAM
POPULATION TABLE - CATEGORY WISE



About 34.6% of the population lies below the poverty line. 72% of the people speak Malayalam and the rest Kannada, Tulu, Maratti, Kognini and Hindustani. Even though the district is multilingual in nature, it is generally known as bilingual because the medium of instruction in schools and Colleges is either Malayalam or Kannada.

LITERACY RATE - BLOCK WISE



1.3 EDUCATIONAL BACKGROUND

Due to historical, geographical, political and social reasons, the district suffered in educational advancement. Before independence the area was under Malabar District in the Madras Province of British India. Malabar area was almost neglected in the field of education, when compared to the former Princely State of Travancore and Cochin. The nature of the society comprised of very many different castes and groups of which a rare few could draw of the social benefits. The social evils like untouchability, Janmi practics etc, deprived the majority of the people, the down trodens of making use of the available educational facilities. In the early years, these privileges were reserved only for a set of people who were in the higher strata. Through series of social movements in the latter half of 18th century tremendous changes took place in the contemporary educational system.

1.4 EDUCATION AT PRESENT

Every country develops its system of education to express and promote its unique socio cultural identity and also to meet the challenges of time. It aimed to promote national progress, a sense of common citizenship and culture and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages and gave much greater attention to science and technology, the cultivation of moral values and closer relations between education and life of people. Since the adoption of the 1968 policy there has been considerable expansion in educational facilities all over the country at all levels. Perhaps the most notable developments has been the acceptance of a common structure of education, throughout the country and introduction of the 10 + 2+3 systems by most states. In the school curriculum, in addition to laying down a common scheme of studies for boys and girls, science and mathematics were incorporated as compulsory subjects and work experience was assigned a place of importance.

The national system of Education is based on a national curricular frame work which contains a common core along with other components that are flexible.

The common core will include the history of India's freedom movement the constitutional obligations

and other content essential to nurture national identity. These elements will cut across areas well designed to promote values such as India's common cultural heritage, democracy and secularism, equality of sexes, protection of environment, removal of barriers, observance of the small family norms, and inculcation of the scientific temper. All Educational Programme will be called in the strict conformity with secular values. In short the policy demands an education capable of developing a generation of educated youth who have internalised the goals of national development and would willingly engage themselves in activities required for the realisation of these goals.

The pattern of Kerala Educational system has also been switched over to the 10+2+3 structure and observed a curriculum to be responsible to the needs and aspiration of the national pattern. There is interrelationship between the national development goals, material concerns, and priorities in the Kerala Curriculum.

1.5 OBJECTIVES OF EDUCATION

In the national building process, education has been generally recognised as the basic condition as it considerably influences social and economic progress. The aspirations of the society are expressed in the form of Curriculum. Curriculum development begins with the formulation of Educational objectives. Education is a continuous process for developing the personality of an individual. It takes place from birth and continues upto the last. It aims to health, citizenship, literacy skills for the world of work, recreation, worthy use of leisure and morality. Education should be within the easy reach of all, with regard to distance, cost, time etc., The school curriculum in Kerala has been developed in accordance with the national curriculum frame work. The core of the process of teaching is the arrangement of environment within which the student can interact. A model of teaching is a plan or pattern that we can use to design face to face teaching in classrooms and to shape instructional materials. Methods of teaching expected in schools are therefore based on the principles of learning termed as easy to difficult, concrete to abstract, simple to complex and near to far.

Inductive method of teaching is generally recommended. The environmental approach in handling different subject areas is necessitated in primary classes.

The effectiveness of a school system is to be assessed by the extent to which it is able to achieve the objectives. This comes into effect only through a combination of effectiveness on the part of the various critical components such as the teacher, pupils, parents, headmaster, non-teaching staff and those who control the social environment. The class is the basic strategic teaching learning unit in any school. Effectiveness of this teaching learning unit calls for the following.

1. Regular classes.
- (2) regular experimental learning.
- (3) Supporting relations and interactions among the students and between the students and teachers.
- (4) regular evaluation.
- (5) Organised programme for group learning.
- (6) Physical exercises, entertainments and recreations.
- (7) Development of social consciousness
- (8) Development of creative talents.
- (9) Development of environmental awareness.

The harmonious unity of the above in turn results in the creative evolution of body, mind and spirit of the child.

To achieve this educational end, there require a conducive climate created facilitating physical as well as infrastructural. But unfortunately most of the primary schools in our district fail to satisfy this basic needs. There are a number of schools without properly furnished classrooms, laboratory, and library facilities and even pure drinking water for the children.

1.6 PHYSICAL FACILITIES

Expected learning out come and academic transactions of the classrooms depends greatly on the physical facilities provided to the schools. It could mean infra-structural facilities also. 123 schools in district are not having pakka buildings. 69 schools are accomodated in rented and 71 in thatched buildings, Only 27 Govt. Schools enjoy its required essential building facilities. 175 schools don't have latrine/ toilet facilities. Play ground and recreation facilities badly lack in 138 schools. As far as the infrastructural facilities are concerned almost all schools are deficient of benches, desks, shelves etc. Over corwding is yet another obstacle which superseeds the average teaching of the class. All the Primary schools fail in providing Minimum Library facilities and Laboratory facilities although there are facilities available in Primary Schools attached to certain high Schools.

All these factors indicate the need of a concentrated and concerted-attempt to evaluate the existing system and lay more emphasis on elemination of disparities and promote the quality of schools both in physical and academic nature.

1.7 CURRICULUM TRANSACTION

Today there is an over emphasis on rote learning and examinations. Students do not experience joy in learning and acquiring knowledge. It denies the true inner development of student to learn through first hand experience. Therefore its test and examinations lay emphasis on lower mental abilities like memorising knowledge rather than the higher order of mental abilities like independent thinking. Internal, continuous and comprehensive nature is the key concept of the proposed evaluation system. Affective and psychomotor domain of the personality must also move.

The total efficiency of the system of the Kerala Education, is the sum total of the present educational scenario of the Kerala State. It could be seen reflected in the enrolment retention and achievement in the school, which together constitute the same.

As far as the enrolment is concerned the district has the total enrolment of 91.5%. As per the survey conducted by District Institute of Education and Training Kasaragod, the number of children in group is 32596, and only 29381 were enrolled during the year.

Dropout rate in the District is 6% in the standards I to V based on the above survey.

As the result of a Test conducted by DIET in connection with Aksharapulari revealed that the

achievement rate of pupils in the Kasaragod is 19.2% rather below the state average.

So sincere and urgent efforts is to be made to solve the grave problem considering the importance of school education in the progress of national development. Very many developmental programme in Kerala is blocked for want of sufficient finance. In such a situation we should even think of the possibility of obtaining help from external agencies for the construction work of school buildings and providing other infrastructural facilities.

1.8 PRE-SCHOOLING

The aim of education is to foster and promote the all round and balanced development of the child in all dimensions-physical, mental and social. It has been discussed the NPE 1986 as early childhood Care and Education. Both these components, Care and Education are essential, since either by itself is inadequate. ECCE is also of special significance from two other stand points. Universalisation of elementary education and quality of opportunity for women.

The education commission (1964-66) clearly recognised the significance of Pre-primary education in child development and its critical link with learning outcome and achievement in Primary Schools.

Since Pre-Primary Schooling is expected to cater to the achievement of its primary education, all children between the age group of 3 to 5 must be managed to enter the pre-schooling systems. Pre-schooling system has not under currency in the Kasaragod District. Though there are 243 Anganavadies being run by ICDS, it is restricted only in two blocks viz, Kanhangad and Kasaragod. In 23 Panchayaths there are no Anganvadis. But very few Bala-vadies (35) are operated by the social Welfare Dept. of the Government of Kerala. Besides this 10 primary Schools have pre-primary sections attached to it. Details are shown in table 1-8.

In fact, the Pre-Primary sections of the above said Anganavadies and Balavadies, could not materialise the anticipated objectives, due to the deficiency of physical and infrastructural facilities in the school. In addition to this, lack of well-trained teachers also results in the low standard of educational out comes in this section. "There is observed a kind a of silence on the issue of preparation of personnel for pre-primary schooling and also on latter's linkage with the training of teachers for elementary education". So there is gap between need and provision of pre-primary schools in Kasaragod district. Some may receive integrated package including health care, nutrition and childhood education and very few receive day care.

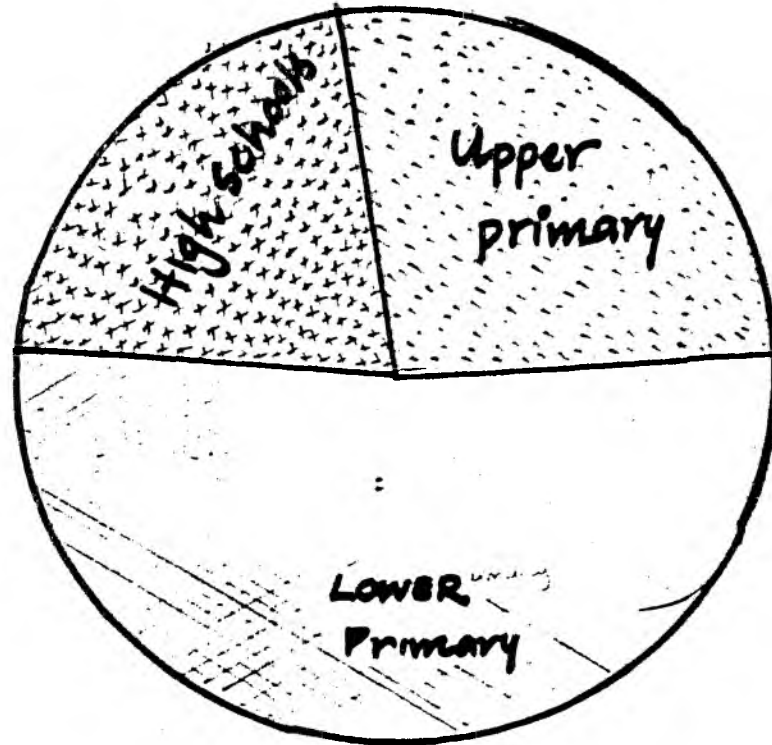
1.9 PRIMARY SCHOOLS

The national system of education envisages a clear educational structure. The 10+2+3 structure has been accepted in all parts of the country. Efforts are made to make toward and elementary system comprising of 5 years of primary education and 3 years of Upper Primary followed by 2 years of High School. In Kerala its elementary school system comprises of 4 years of lower Primary and 3 years of Upper Primary Education followed by 3 years of High School Education. There are exception with certain schools, which have lower primary sections from std. 1 to V. The total Primary Schools in the district is 482 which are of different categories, namely Government, Private (Aided) Private Recognised but(un aided) 1-9. Out of the total, 273 fall in Govt. 204 in Private and 5 in Private un-aided table sector. table 1-10. Altogether, 146 U.P. Schools have L.P. Sections with it and 82 High Schools have U.P., L.P. or both sections attached to it. No. of schools in Panchayathwise in shown in table 1-11. In the District there are 5 Higher Secondary Schools with standards I to XII

DPEP- KAGARAGOD

PRIMARY SCHOOLS- CATEGORY WISE

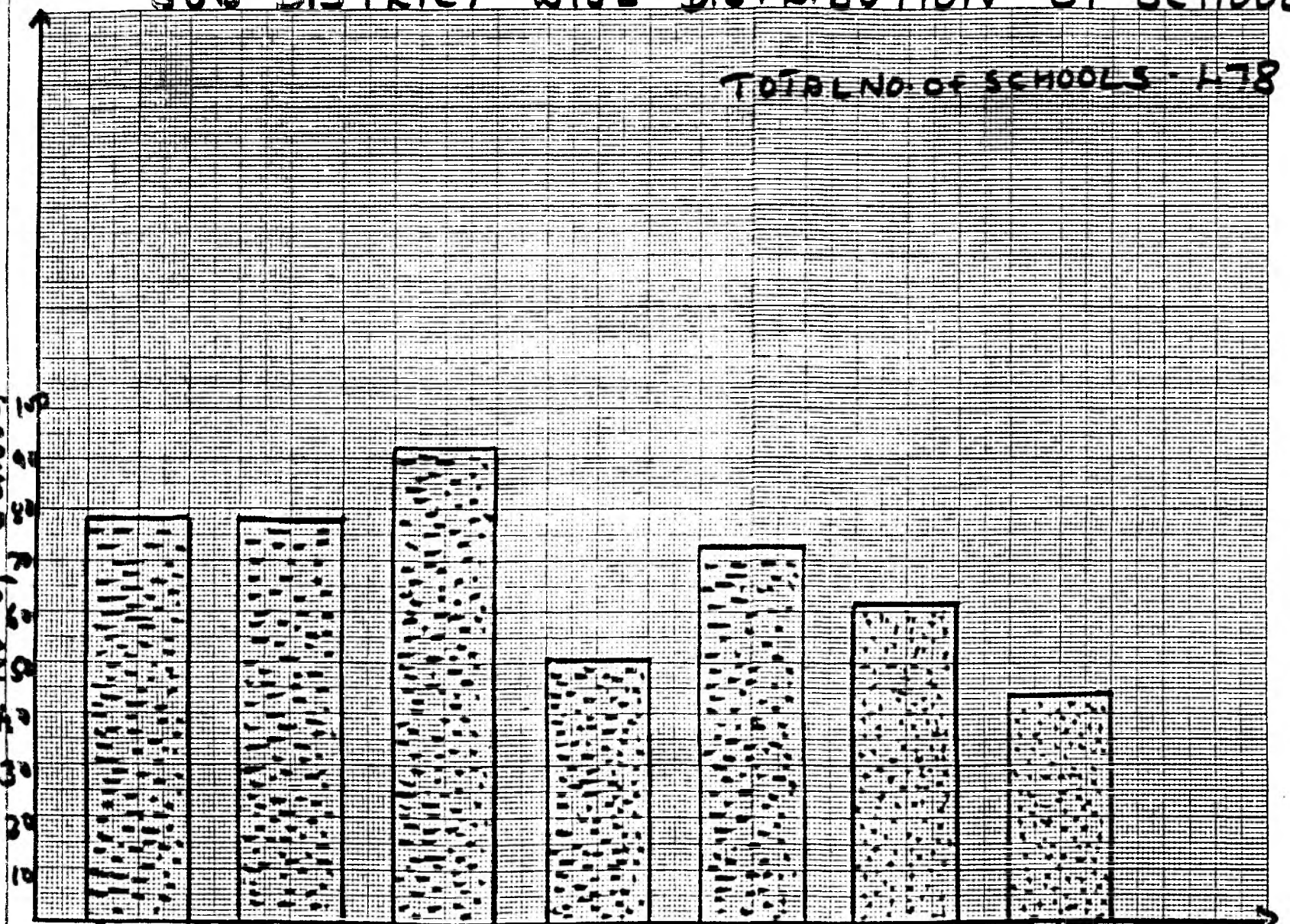
The primary schools are categorized as follows



SUB DISTRICT WISE DISTRIBUTION OF SCHOOLS

TOTAL NO. OF SCHOOLS - 178

No. of Schools



Manjeshwar Kundla Kerasap Bibal Hosdag chuvathu Chittay, keel

Sub District

1.10 SPECIAL EDUCATION :

In Kasaragod District, there are two special schools meant for the special Education. One for the children of visual impairment run by the Govt. and the other for the hearing and speech impairment, managed by a Private agency.

As part of the pace setting schools, as contemplated in the national policy on education, a Navodaya Vidyalaya is also functioning in the District at Periya since 1988. In addition to this there are two Central Schools too. table 1-12-

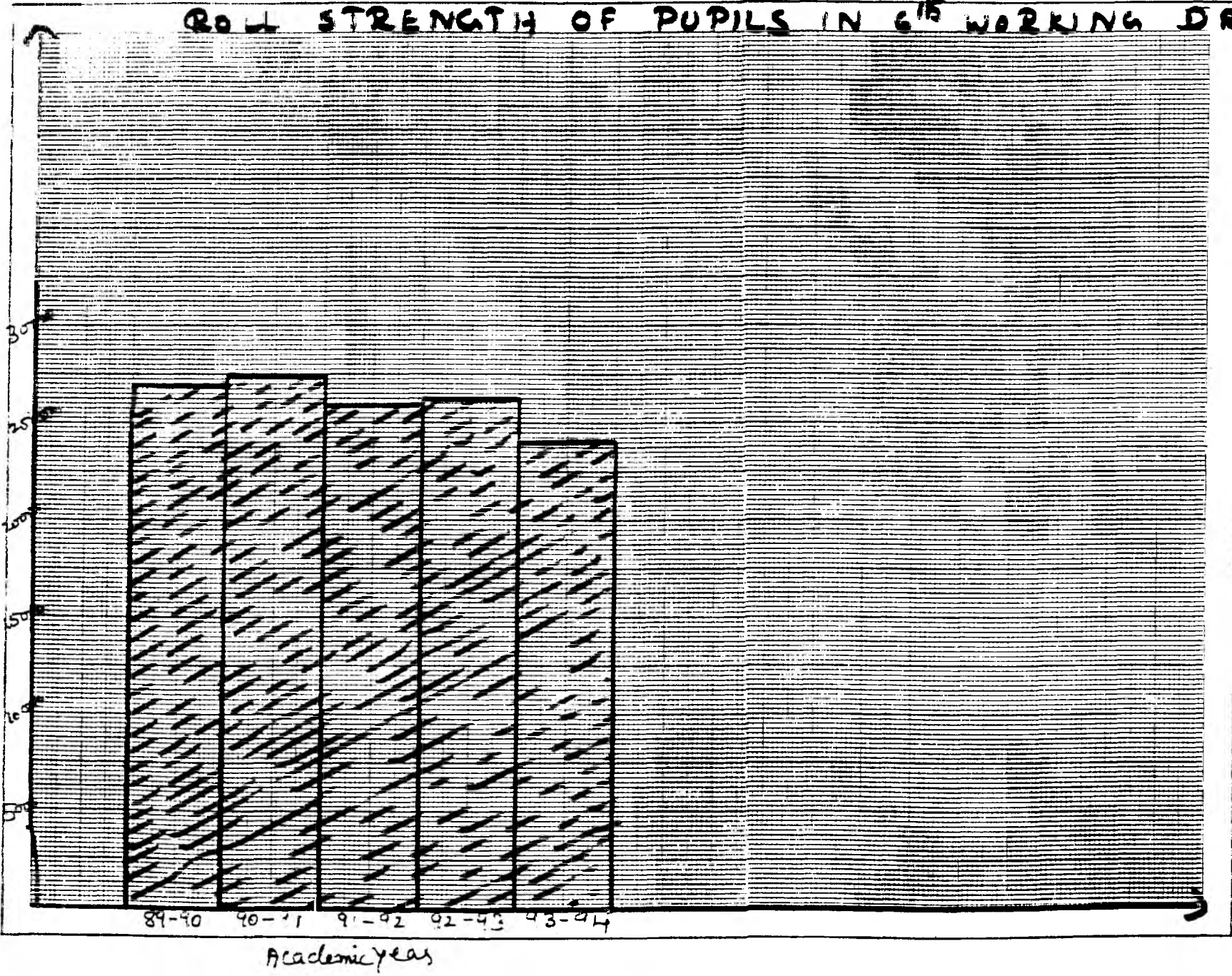
1.11 STUDENTS :

The total number of school going children in this district, in the stds. I to V is 1,29,929 of which boys and girls are 66,891 and 63,038 respectively. Among the school going children, are scheduled Caste and are Scheduled Tribes. Table. 1-13.

Being bilingual in nature the district has Kannada Schools and Kannada divisions in some Schools. Thus Kannada Medium Classes have the total strength of 40,384 and Malayalam medium 89,545. table 1-14

ROLL STRENGTH OF PUPILS IN 6TH WORKING DAY

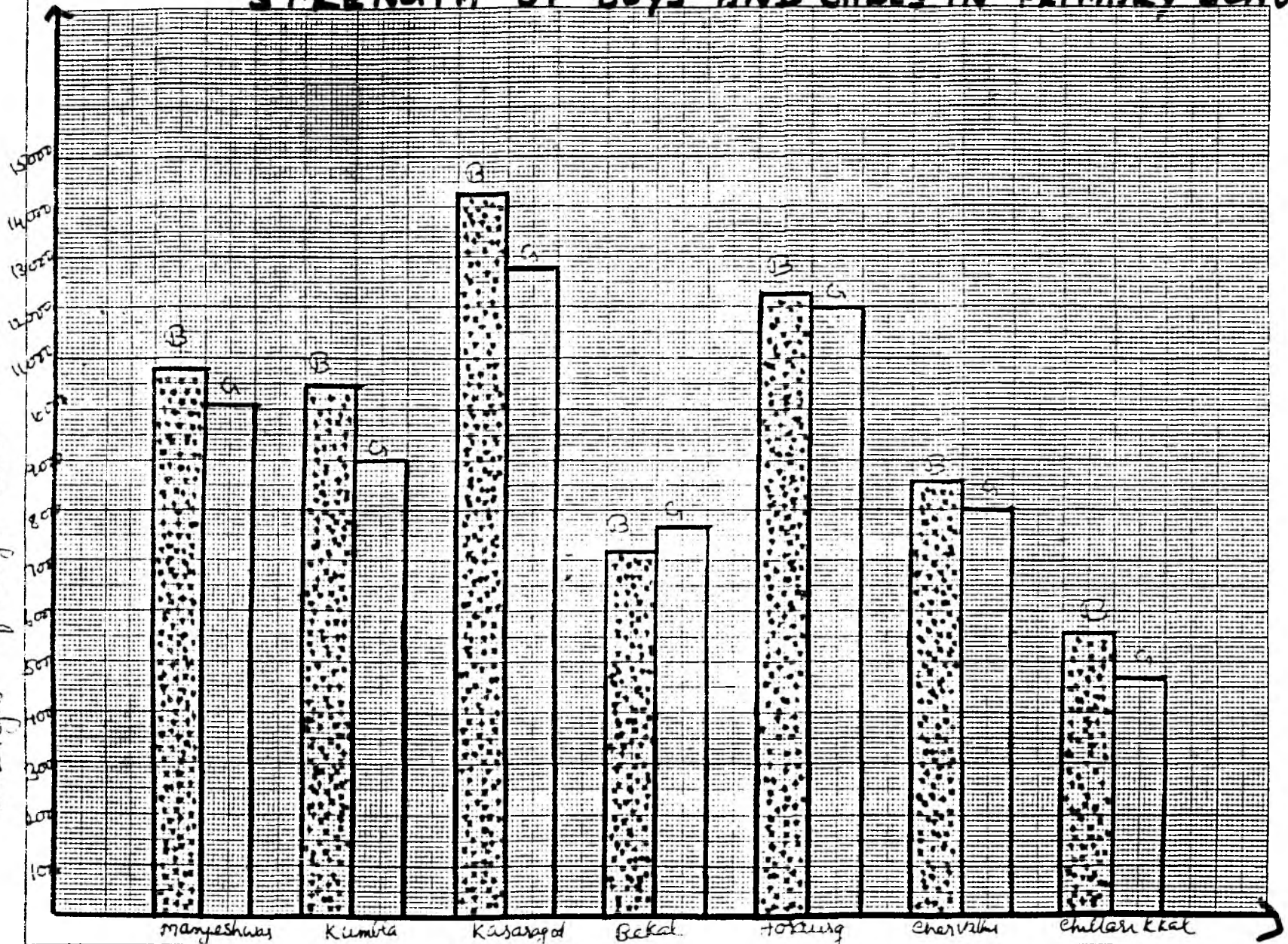
Strength of Pupils



Academic years

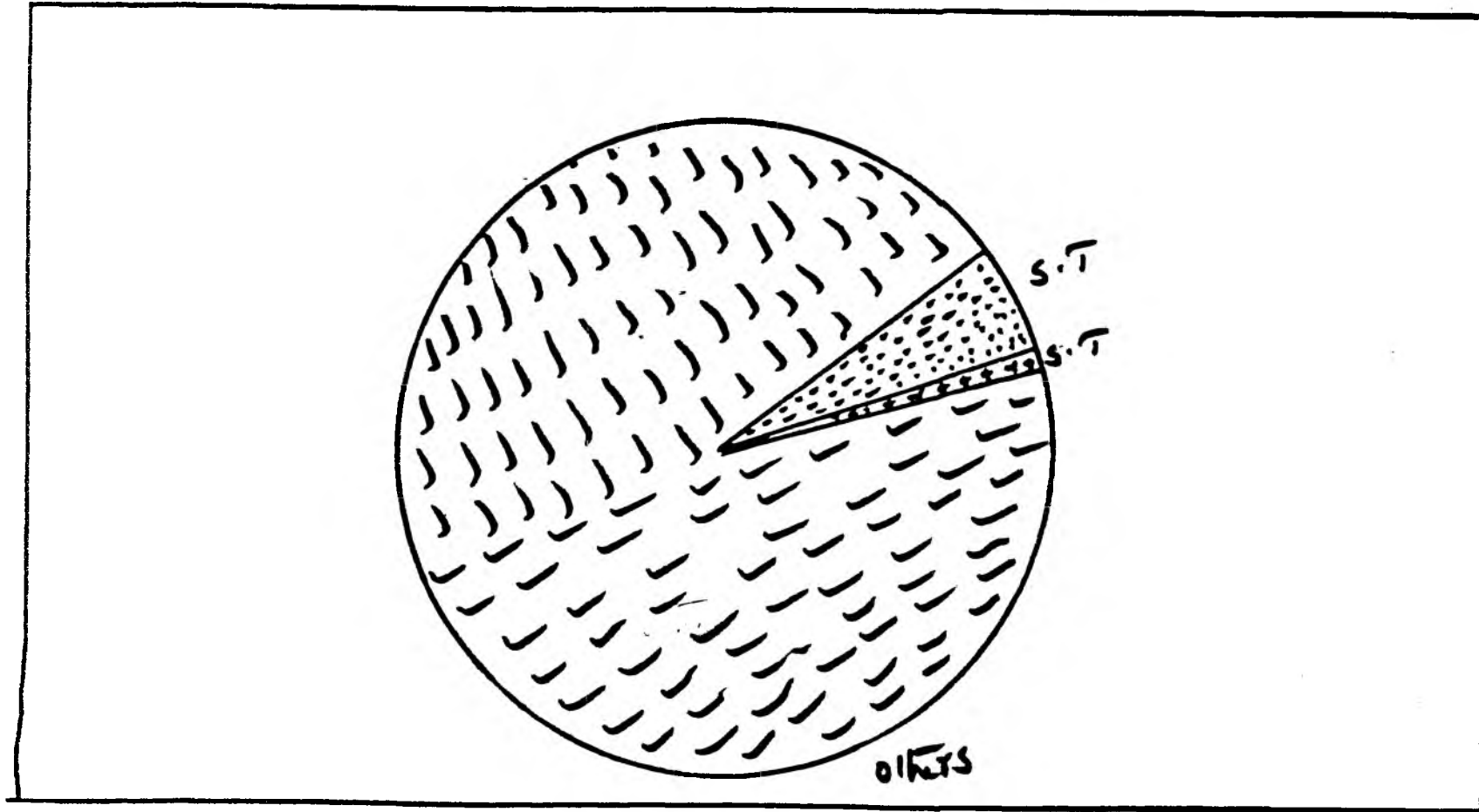
STRENGTH OF BOYS AND GIRLS IN PRIMARY SCHOOLS

Strength of Boys and Girls



See next page

PRIMARY TEACHERS IN STANDARD 1-V



1.12 TEACHER EDUCATION

The success of the noble endeavour of developing a new generation of educated youth who have internalised the goals of national development, depends on the quality of the teacher who is to take up responsibility for the transformations. In order for a teacher to be efficient enough to contribute to the realisation of the goals envisaged by the National Policy, he should possess the following competencies.

1. Mastery of the cognitive components associated with the latest pedagogical theory and practice.
2. Assimilation of the affective components required for developing the desirable interests, attitudes and value systems that would motivate the teacher to act as a social leader and an efficient classroom facilitator.
3. Development of the skills required for executing the duties of a teacher with an eye on scientific and technological perfections.

Moulding up of a teacher possessing these competencies is more important in the Primary level, as it is there that the foundation for the development of the youth is laid. With this end in view, the curriculum for teacher training at Primary level has been restructured to meet the requirement mentioned above entail a balancing and blending of theory and practice with a slight edge in favour of practical efficiency.

There are 3 Teacher Training institutes functioning in the district, which train fewer number of teachers than the district actually requires per year. Two are

Govt. Institutions and one is managed by a Private agency. One Govt. Institute is attached to DIET. Which has a Kannada batch of 40 teacher trainees in addition to a batche of 40 Malayalam medium trainees. Total number of trainees coming out of all these Institutes of the district per year will amount to 160.

Selection of candidates under open quota is done in each Revenue district by a selection committee consisting of the District P.S.C. Officer, Deputy Director of Education and the Principal, DIET. The selection is made on the basis of marks obtained at the examination in S.S.L.C. or Pre-degree and observing the rules for communal rotation.

1.13 DIET

Under the Director of Public Instruction, the District Institute of Education and Training (DIET) is functioning in this district which aims at the academic improvement of all Primary schools of this district. Educational innovations, educational research, Curriculum material preparation, district level planning etc, are the main functions of the DIET.

District Institute of Education and Training (DIET) has been established with the capability to organise preservice and Inservice Training Programme for elementary school teachers and for personels working in Adult and Non formal Education, to provide academic and resource support at the grass root level for the success of the various strategies and programmes being undertaken in the area of elementary and adult education with special reference to the following objectives.

1. Universalisation of Primary Education.
2. NLM target with regard to functional literacy in the age 15-33-
3. Training and Orientation of Head of Institution in Institutional Management and Micro level Planning.
4. Orientation course for community leaders and functionaries of voluntary organisations and others influencing school Education.
5. Academic support to school and complex and district board of Education.
6. Action Research and Experimentation work.

7. Serving as an evaluation centre for Primary and Upper Primary Schools.
8. Provision of services as a resource and Training Centre for Teachers and NFE Instructors.

DIETs HAVE THE FOLLOWING BRANCHES

1. Pre-service Teacher Education. (PSTE)
2. Work Experience (WE)
3. District Resource Unit (DRU) for Adult Education and Non formal Education.
4. Inservice Programmes, Field Interaction and Innovation co-ordination (FIC)
5. Curriculum, Material Development and Evaluation (CMDE)
6. Educational Technology (E.T)
7. Planning and Management (P & M)

1.14 TEACHERS :

There are no separate category of teachers confined to Upper Primary Schools, or lower Primary School class. They are designated as P.D. Teachers. (departmental Primary teachers) and are generally distributed among the classes from 1 to VII. So when we are to consider the number of teachers engaging the classes 1 to V, we have to take into account the total number of teachers working in primary sector. That will amount to 5328, of which 2788 are men and 2540 women in Kasaragod District. Table 1-15. As to scheduled caste, it is 210, and scheduled tribe only 3. The said total number of teachers include specilist teachers such as Arabic, Sanskrit, Urdu, Hindi, Music, Drawing and PET. table 1-16. The teacher-pupil Ratio is 1:40 table 1-17. but it varies from 1:30 to 1:80 depending upon the locality.

When one observes the teacher profile of primary teachers in schools it reveals that the professional and academic qualifications have risen to B.Ed and M.Ed. 18% of teachers community have acquired higher degrees, B.A., M.A. or M.Sc. although S.S.E.C. with T.T.C is the minimum required qualification. Table 1-18.

The teachers working in Primary Schools are pre-service trained, but not all got re-trained whilw in service. Since the inception of DIET in 1989, teachers have been imparted Inservice training by the different faculties of the DIET. But the fact remains that in effect, 20% of the teachers who have undergone

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inservice training usually get transferred to their native district, due to personal discomforts and inconveniences in continuing in this district. A good number of primary teachers leave this profession for more attractive jobs for want of more salary and service conditions. It has become a mania among young teachers to obtain a passport to leave for foreign countries. This Gulf Mania' has influenced the teacher community to such an extent that about 2% of the teachers take leave for foreign countries for better life and salary condition. Table 1-19.

1.15 EDUCATIONAL MANAGEMENT

The Deputy Director of Education (DDE) is the head of the Department of Education of Revenue District. In Kasaragod Revenue district, there is only one education district and it is further divided into seven educational sub districts. District Educational Officer is the head of educational dist. and Asst. Educational Officers are the Head of sub districts. The D.D.E is in-charge of all the administrative and academic movements of this district. District Educational Officer attends to the administration of High Schools and training Schools and other special schools in the Educational district. The Assistant Educational Officers are prominently responsible for the administration of all Primary schools in their respective sub districts. The Head of Primary Schools are designated as Headmasters, whose prime responsibility is to supervise and manage in the routine work of their respective institutions. Table 1-20.

1.16 BACK UP PROGRAMMES

Primary Education is free and compulsory to all. A unique plan of providing books and slates for the newly enrolled children in the Ist standsrd is on foot for last 5 years, irrespective of any discrimination among the children. A widespread scholarship scheme also is being implemented in the district. A scheme for the award of scholarship to meritorious SC/ST pupils studying in Primary and High School classes have been started from 1977-78. The value of scholarship based on merit cum means will be awarded in L.P. and U.P. classes every year in each educational district, of these 20% will be on merit and 80% on merit cum means.

table- 1.21-

The examination will be conducted by the Commissioner for Govt. examinations to select the students for the award of scholarship. Muslim girls also are given scholarship according to their family income. Scholarship_s is given to the students studying in pure sanskrit schools too. Harijan Welfare department is providing Lumpsum grant to schedulee Caste pupils and Tribal Welfare Department is giving monthly stipend to pupils belonging to tribes as an incentive to attend to the classes. Pupils who are orthopaedically handicapped are given scholarships by social welfare department.

1.17 MEAL PROGRAMME

The Mid-day meal scheme was introduced in L.P. classes in 1989- Now it is provided to pupils upto VII Std. table 1-22. Menu of the meals served are rice-gruel and a side dish of greegram. Daily ration fixed for a pupil per day is rice-60 grams and green-gram-30 grams, and palmolien oil 1 gram. Food materials will be supplied by Govt. through the outlets of Civil supplies corporation. The noon feeding committee will bear the entire cost of transportation, fuel and condiments and cooking and serving charges. The noon meal committee consists of the Headmaster of the concerned school, the P.T.A. President, Staff Secretary of the school, and a nominee of the local public. Public contribution is received by the committee. The panchayath also gives financial assistance to the feeding schools coming under each panchayath at the rate of 10 paise per pupil per day.

1.18 OPERATION BLACKBOARD

This scheme lays down minimum facilities to be provided to all Primary schools in the state. There are three components for operation blackboard scheme.

1. Provision for atleast two reasonably large rooms that are usable in all weather conditions with a verandah along with separate toilet facilities for boys and girls.
2. Provision for at least two teachers as far as possible out of whom one is a woman.
3. Provision for essential teaching learning materials.

Under this scheme, in Kasaragod district 57 schools have been proposed to receive two additional classrooms and 325 were given kits, in science, Maths and work experience and Music. Table 1-23

1.19 EDUCATIONAL FINANCE

Educational finance is totally met from the exchequer, through plan and non plan schemes. It includes construction of buildings, providing infra-structural facilities, salary of the staff, management expenditure, scholarships to students etc., For the schools under private agencies, the salary is met by the Govt. besides the maintenance grant being given to them once in a year. table. 1-24

The trend of the present educational budget allocation shows that the expenditure incurred towards education has an upward mobility in all the related areas. The general trend of expansion in all the spheres, not only strengthens this need, but also forces the Dept. to open up new schemes for the educational investment. We all know that inspite of the various efforts made during the past four decades, as outlined above, it has not been possible to achieve the target of Universalisation of elementary education in this District. A number of factors have led to this failure. Which assumes special dimension in the socio-economic back ground of Kasaragod district, and the situation is to be tackled through a programme of action.

CHAPTER II

2.1 INTRODUCTION

There has been a growing concern, that by and large our system of Education has not been able to respond to the local needs and aspiration of the majority of the people. The existing scenario of the district described in the foregone pages, would call for immediate attention about the concern and priorities for the development of a comprehensive approach to the educational achievement.

For any programme to have implications to achieve a set-goal, essentially necessitates the analysis of the existing situation and based on this alone we can proceed with a clear vision of the programme.

The district in its backwardness lacks the human resources, in education. Socio-economic condition also restrain ordinary. People do not rush to procure educational benefits. Current political awareness is yet to reach in certain remote village to encourage the community.

This is because of the non-democratisation of the education leading to universally free and compulsory education.

The constitution of India has provision for promoting free and compulsory education for children until they complete 14 years of age (Article 45). This provision comes in the Directive Principles of

states policy which cannot be enforced by a Court of law and Article 46 says that states shall promote its educational and economic interests of the weaker sections of the society.

The Universal free and compulsory education means that every child between the age of 6 and 11 years is to be given basic education. It implies that

- 1) Every child should be enrolled in class-I at the appropriate age.
- 2) Every child who is enrolled in Class-I should not leave the school till he reaches 11 years or complete primary stage.
- 3) Every child retained in school should not only satisfy attendance requirements, but attain the minimum levels of learning also.

Eventhough 90% of the total population is enrolled a good number of the pupils leave the school before completing the primary education. Hence the very purpose of U.E.E. the quality of primary Education is also far from satisfactory in Kasaragod only 94% of the total enrolled pupils reach V std. A recent Survey conducted by DIET Kasaragod in connection with "AKSHRA PULARI" Project 1992 revealed that achievement is low among primary children (19.2%) refer table (1-7)

But the educational climate and unsatisfactory situation in this district poses some problems in achieving this objective.

PROBLEMS AND ISSUES

2.2 Access and Equity

- 2.2.1 Inaccessibility of schools to ST, SC etc.
- 2.2.2 Inequity for disadvantaged groups
- 2.2.3 Child Labour

2.3 Enrolment

- 2.3.1 Unawareness of Parents especially among Tribal

2.4 Retention

- 2.4.1 Lack of recreational facilities
- 2.4.2 Lack of drinking water facilities
- 2.4.3 Lack of sanitation facilities

2.5 Achievement

- 2.5.1 Uninspired educational transaction and planning and management in schools
- 2.5.2 Lack of teaching learning equipments
- 2.5.3. Lack of low cost and zero cost teaching aids
- 2.5.4 Non availability of text books in time
- 2.5.5 Non availability of hand books and reference books for teachers.
- 2.5.6 Inefficiency of monitoring and evaluation and inspection.
- 2.5.7. Lack of furniture
- 2.5.8 Congested classrooms
- 2.5.9. diversion of attention due to lack of seperate classrooms.

- 2.5.10 Thatched/rented - dilapidated buildings
- 2.5.11 Lack of interaction among neighbouring school teachers
- 2.5.12 Incapability of DIET
- 2.5.13 Lack of self learning materials for under achievers
- 2.5.14 Non availability of extra reading materials
- 2.5.15 Lack of readiness to learning
- 2.5.16 Lack of contact between resource centre and teachers
- 2.5.17 Unsolved individual problems in the class
- 2.5.18 Lack of self expression.
- 2.5.19. Lack of Reference Books for Linguistic Minority Teachers (Kannada).
- 2.5.20. Communication problems with tribal children.

The areas of Problem are access and equity in education for the deprived, low rate of enrolment, high rate of dropout and low rate of achievement.

2.2 Access and equity

In view of the peculiar geographical position of the Kasaragod district and the uneven distribution of schools in certain areas essentially contributed to sustain accessibility as a problem. The factor which defer the pupils from reaching school is the time and strain needed due to the nature of terrain and hilly track.

Socio-cultural and economic deprivation of some indignant communities have also its own share to isolate themselves from education. The traditional way of leading free life also don't encourage them to go to school, for they are accustomed to engage themselves in some jobs to pull on. Moreover society does not act as pressure group to make them aware that school going is inevitable. Here comes a resolute social policy to correct unfair distribution of educational resources and effort.

2.2.1 In accessibility to Schools for the deprived.

Education for all has been a fond dream of societies and nations world over. The NPE 1986 has laid greater emphasis on providing educational opportunities for all children in the school going age. In Kasaragod District, the rural areas in general and tribal belts and coastal patchas in particular have been suffering in terms of resources personal and infrastructural facilities which cause educational disparities among people. Access to Primary education still remain a dream to many. There are habitations where no schools exist within the distance of 3 KMs. A school wise survey conducted by DIET with the help of Jilla Saksharatha Samithi, revealed that a good number of school going children remain unenrolled because of inaccessibility to the existing schools, in certain areas like Nekli, and Kodavalom in Bakal Sub District. Manhappara and Koipady Kadappuram in Kumbala Sub District, Cheerkkayam and Kattamkavala in Chittarikkal, Adurkuzhi, Pookunnathpara, Kombanadka, Adoor in Kasaragod, Vorkady in Manjeshwar, Thacharampoil in Cheruvathur Sub District etc. If such a situation is allowed to persist, the contemplated aim of Universal access cannot be materialised by 2000 A.D. (List of localities).

2.2.2 Non-equity to disadvantage group

Some of the primitive tribes like Korags, Vettuvas, Maratis etc., are totally aloof from the main stream of life due to cultural deprivations, Socio-economic backwardness and religious superstitions. Narasannas and Koragas who are nomadic in behaviour, do not get their children admitted to the schools. A concentrated effort to make them acquaint with the formal education was seen rarely undertaken by anybody. School climate is quite alien to their innate culture and so very few attend the school and among them who enrolled the majority become dropouts in the I standard itself. The negative attitude of such tribes acts as a bottleneck towards the universalisations of Primary Education.

The low rate of enrolment in the Narasanna Community (40%) Koraga and Vettuva Community (50%) is the ample evidence of the area.

2.2.3 CHILD LABOUR

As about 34.6% of the population in Kasaragod is below poverty line, incidentally working children are the contribution of these facilities. On a further observation of the nature of these facilities would reveal that number of children in the family is comparatively high, parents are not skilled labourers and employed only occasionally, who earn a meagre amount. Such a situation put pressure on the children to fall in line with the folk of working group. Hotels, automobile workshops and Beedi Companies, are the main attractions to these children. Family of higher strata hire the girls of the poor families to work for them in their homes and for baby sitting. Being uneducated they can be easily exploited by unsocial elements for their unfair means.

A study conducted in the district revealed that about children are engaged in different works. They can't in any way disown it all on a sudden. On the contrary an alternative course is to be found to remedy the missing of their education

2.2.2 Non-equity to disadvantage group

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2.3 ENROLLMENT

Enrollment anticipates every effort to ensure that the constitutional obligation of providing Free and compulsory education up to the age of 14 years become a reality before we enter into the twentyfirst century. The DUEL TRACK APPROACH of promoting simultaneously U.E.E., and Non-formal education should be also continue to register enrollment.

In the District the general enrolment rate is 91.5% as per the sample survey conducted by the District Saksh-ratha Samithy. At the same time S.T. pockets like Panathady, Kallar, Kottamala register only 75% and coasta belts like Koyipady Kadappuram has the enrolement rate of 80%. In certain tribes like Koraga the enrollment is pathetically low to 50%.

The low rate of enrollment in the Narasennas (40%) and Koraga community (50%) is a visible example. Among the enrolled pupils of the Narasannas 37.5% become dropout as one study shows.

2.3.1 UNAWARENESS AMONG PARENTS ABOUT EDUCATION

Unawareness among the parents about the importance of education being imparted to children, act as a hindrance to attain the set goals of U.E.E. in the rural areas of the District. This is because of the illiteracy prevailing in community such as Koragas, Vettuvas etc. Seldom do we notice educated ones in the SC/ST areas. It is found that in the Koraga Community there is only one boy who reached in Xth Std.

As per the census 1991 35% of the ST community is illiterate and about 50% are neo-literate. Oriented through total literacy campaign which is also liable to fade away if no concentrated attempts are made still.

Some parents even think that education is not an inevitable factor in their life. Any concerted attempt contemplated to bring about awareness and transformation in the parents through education has been shown positive results through T.C.C. programme.

2.4 RETENTION

Terminating education before completing Primary Education leads to drop outs. Lack of statutory machinery at the school level or village level to closely examine the issue of their family and community on the back drop of the village is a main reason in this regard.

For example in a cluster of Narasannas Community at Jodkal in Kasaragod District there are 75 children in the school going age 30 of them are admitted to ALPS Attagoli. Out of them 15 (37.5%) children became drop outs this year so too in fisherman colony at Koyipadi of which majority are muslims shows the same symptoms. This reflect the pitiable condition of the children being the first generation learners.

At the age of the primary school level, pupils , love for play and recreation. They need more physical engagements than mental occupations at this time. They had abundance of opportunities at their disposal. to play at their case while they were at home. Since school is considered as a second home. It should not be different to them in any respect.

Although the above said os the condition we do expect from each school, the existing situation in the schools in the Kasaragod District is far away from anticipated objectives. 150 Schools in the district don't have the facilities like play ground, sports materials which are expected to facilitate in generating dynamism, for these schools are mostly situated in hilly areas. Chances of physical exercises and refreshing required are generally missing in the school campus where play ground facilities are not available. For the proper physical development of the body systematic physical exercises are required at this age level. Education doesn't mean not mere class room studies, where as it should lead to draw out the the best of the child, ie body mind and intellect as Gandhiji said.

The backwardness of Kasaragod district in the sports field is a clear indication of this. Hence special attention for reviewing the unattractive existing situations arise.

It is a fact that pupils who are becoming drop-out in the classes are turned to be so because of the unattractiveness of the class room, but they are interested in many other fields like sports, arts etc, for the development of which there is no encouraging opprotunities

2.4.2 LACK OF DRINKING WATER FACILITIES

Water is one of the foremost primary needs of the living being and it should be given prime importance at all costs.

Lack of drinking water facility at the school campus lead the pupils in search of water anywhere in the surroundings. Children consume it indiscriminately causing diseases and interacting unhygiene situations. Most of the diseases of early stages are of water born, experts say.

Disorder of health lead to create learning problems which in turn causes obsenteeism and consequently increase the dropout.

A survey conducted by the DIET Kasaragod shows that 175 schools lack well and 350 schools urgently require water supply system.

2.4.3 SCARCITY OF SANITATION FACILITIES

Biological needs seems to be obstructed when Urine and stooling restricted by the pupils causing disorders in health and hygiene.

Nowadays pupils are habituated to use urinals and toilet facilities especially girls.

At school if such facilities are not provided pupils will suppress their physical needs, Ultimately leading to discomforts and restlessness and pollution of the surroundings. So too the formation of a bad habit.

2.5 ACHIEVEMENT

universal enrolment not only involves total enrollment, but also Universal Achievement of its mastery level. A study conducted by the NCERT reveals the poor achievement of the Kerala Schools (A similar study organised by DIET through the scheme Aksharapulari in Std.III and IV in the mother tongue, showed further again that (60%) of the pupils were ignorant of alphabets. As far as the Rural Schools of the District are concerned achievement is far inferior And among rural Schools, Government Schools fall short of general achievements of the District.

2.5.1 UNINSPIRED EDUCATIONAL TRANSACTION

Most of the teachers are still following the traditional type of teaching where by transmission of knowledge alone takeplace in the class. Modern methods and approaches andteaching techniques still do not reach our class rooms. In order to be an effective educator the e teacher is required o to up-date his professional competency regularly.

An efficiant academic and administrate Management of the General School System will certainly reflect in the x class room. Total output of the class depends on the quality of the teacher which in turn depends on the headmaster. Since the Headmaster to Primary Schools are appointed from P.D.Teachers on the basis of promotion, they haven't got the opportunity to undergo training in the academic and administrative field, which affects the smooth functioning of the School.

Such district level educational officers need tra-
ining in educational planning organisation and imple-
mentation apart from effective monitoring and evaluation
of the system, since they are at the apex of the or-
ganisation.

Teachers are not introduced to the modern concept
in the objectives and Evaluation that causes development
of Minimum levels of learning at the mastery level.

The number of teachers who got training in educa-
tional technoløgy, P&M Curriculam material and develop-
ment are rare in the Primary Schools.

2.5.2. LACK OF LEARNING EQUIPMENTS

Application and employment of traditional educational equipments like chalk Board, text book do not generate genuine aspiration in the pupils, or capable enough to sustain interest and motivation in their learning. It is universally accepted that unless first hadn experiences are provided to the children, effective learning does not take place. 95% of the Primary Schools of the District lag behind in this respect. The result is that the learning becomes uninterested, non participating, non effective and superficial.

Inspite of the abundant possibility of communicative means provided by the government, the schools fail to make use of it due to the non-availability of certain electronic gadgets.

2.5.3 LACK OF LOW COST ZERO COST TEACHING AIDS

Class becomes effective and attractive only when varieties of learning aids are used rather better if it is self-made and cost nothing, being prepared from thrown out or wastage objects.

The marketed learning aids are to be supplemented and considerably substituted by low cost-zero cost aids, so that the old concept behind the application of the imported learning aids can be eradicated. But most of the teachers do not know how to make use of the waste materials to make effective and appropriate learning aids easily. Since this area is not unfolded, teaching learning process merely becomes a transmission of knowledge.

2.5.4 NON AVAILABILITY OF TEXT BOOKS IN TIME

Distribution system of text books at present fails to provide the children with text books in time. This affects their learning. At present there are 3 central depots in Kerala at Thiruvandapuram, Ernakulam and Shornur. Text books are distributed from these depots to each district depots. Most of the schools are in remote areas and the district depot is situated in the head quarters area. Hence distribution is delayed due to this distance between schools and distribution centre. Also since depot doesn't have enough storage facility a large number of books are being damaged.

2.5.5 LACK OF HANDBOOKS AND REFERENCE BOOKS

Achievement at the mastery level confines to the rise of competency of the pupils in the class for which the competency of the teaching also needs to be elevated. Due emphasis and weightage are thus to be given to this concept. Since the text books now we have is not prepared on the basis of M.L.L. competencies, teachers may get confused to transact the textual materials into competencies. Hand books will help the teacher in this juncture. Unfortunately we don't have such hand books prepared on the basis of M.L.L. competencies. A search for the required and relevant information to the unforlment of the text books for curriculum transaction for a primary teacher is highly essential. It is a fact that there is shortage of such authoritative reference and handbooks.

2.5.6 DEFECTS OF THE EVALUATION SYSTEM

Monitoring and evaluation system at the District level do not work as efficiently as it is expected to be due to the geographical peculiarities of the district. The scattered nature of schools in the hill track, and non accessibility by bus route, put the District / Sub District authorities to hard-ship and inconvenience to conduct timely and frequent visits to schools.

The age old evaluation system and evaluation tools appear to have lost its vigour amidst innovative approaches and therefore incapable of measuring the competencies aimed at. It is a fact that the prevalent system of evaluation is not fully in accordance with the concept of continuous and comprehensive evaluation as envisaged in the NPE.

2.5.7 SCARCITY OF FURNITURE

The number of Benches, desks, chalk boards, and other furniture in 70% of the schools and is insufficient in proportion to the pupils' strength. Hence pupils sit uncomfortably in the class yielding to the creations of learning problems,.

A congested class may cause suffocation limiting the freedom of movements of child in the class. It create physical and mental fatigue in the children. This leads to physical pressure which in turn develops disinterest in teaching learning processes of the class, however attractive the teaching may be :

Parents hesitate to send their children to such schools. This condition adversely affects the retention of pupils too.

All the Schools do not have desks in the primary classes. This affects the healthy sitting posture of the pupils which in turn affect the physical as well as mental health of the pupils.

2.5.8 CONGESTED CLASSROOMS

The increase in the number of pupils during the last few years doesn't correspond to the fewer number of existing classrooms in the district. The incapacity of the building to accomodate the existing number of class/division result in congested classroom. This condition doesn't favour to give individual attention to the pupils. Child centered education being the modern concept warrants spacious classrooms having moderate number of pupils.

In 145 schools the average number of pupil sitting in one classroom exceed 60 where on the ideal number is 40 (List attached). Because of lack of accommodation facility 16 Govt. Schools are running under sessional system . Table 2-2

Most of the L.P.Schools in the district is run in a siggle hall. Actually it can accomodate 4 classrooms comfortably because the space is sufficient. But since the school authorities have to provide space for the headmaster, Staff, School recores, lab shelf, non meals stock etc. about half of the space is consumed for these items. Hence they are compelled to reduce the class size which results in congested class rooms. The pupils sit uncomfortably in the class. Disputes among over the pupils, the space in the benches is a very common phenomanan in the L.P. classes. This district the attention of the whole class. If affects the achievement of the pupils.

2.5.9 DIVERSION OF ATTENTION DUE TO LACK OF SEPERATE
CLASS ROOMS

It has been observed and ensured that among the primary schools of this district about 90% have only single hall which accomodates all class divisions of Schools. Teaching-learning process terribly suffers, not only by the intervention of the adjacent class but also by incapacitating the teacher to perform activity oriented class. Minimum teaching techniques like group drilling group activity etc, prove to be a menace to the neighbouring classes. Distractions of attention will be the result.

2.5.10 THATCHES, DILAPIDATED AND RENTED BUILDINGS

About 40% of the schools in Kasaragod district do not have proper and permanent buildings. They either work in thatched dilapidated or rented ones. There are 89 Thatches sheds 71 rented buildings and 16 dilapidated ones in this district.

Pupils and parents are feared of the poor condition and in security of the school buildings. This leads them to go to far away schools where facilities and conditions of the school is better. Incidents have occurred in several places in Kasaragod district where school sheds were partially or totally destroyed during rainy season. In 1989 the roof of one of the blocks in a High School in Madikai panchayaths was flown off totally. Similar incidents happen in 1990 in G.H.S. Kuttamath. Most of the rented buildings are such a condition which do not satisfy the specification in K.E.R.

2.5.11 LACK OF INTERACTION AMONG TEACHERS, HANDLING SUBJECTS

Opportunity for periodical exchange of academic expertise doesn't exist in the teacher community of the district. Not only this, most of the schools may not have all facilities as their own. Therefore formation of a workable academic organisation would supplement the needs.

As there is no PLATFORM at present for conducting the educational dialogue, discussions and seminars, teachers very rarely get an opportunity to exchange their innovative ideas and this retards their academic mobility.

2.5.12 INCAPABILITY OF DIET

DIET which is intended to discharge, the responsibilities of organising and implementing strategies of project DPEP needs enough of in built strength, by way of physical facilities and human resources. Special training in technological applications in educational field is essentially required at this juncture for the DIET Staff.

In the modern world where communication systems has developed to such an extent that in a district level office like DIET telephone is an essentiality rather than a luxury. For conducting inservice courses and accademic programmes we have to make constant with the various district and State department officers. For this a telephone is a must which has not yet been installed here.

Jurisdiction of the DIET extends to an area of 106359 Kms. Kasargod being an underdeveloped district doesn't have sufficient transport facilities. The accademic supervision in school is to be done by DIET in all the Primary Schools. Since no vehicle is yet provided it is unable to discharge its duties in this regard efficiency and effectively and timely.

This poor condition of infrastructure in turn a affects. The designed purpose of the DIET conceived in the Guidelines. Since the compound which has an area of 14 acres where this institution lies is not protected by a compound wall. Tresspassers, wandering animals and social evil elements make hindrance into the smooth running of the Institution.

Moreover, a neatly paved approach road is also lacking in this compound.

Driving a vehicle safely along the existing narrow path is a herculean task, and hence other department Officers and others hesitate to visit the DIET on Occasions.

DIET, being the district Academic Centre is ought to be the centre of excellence. But all the Staff members of the DIET have it been called for the undergo effective training programmes which would have been helped to increase their professional and academic competencies. Participation in the National level training courses is a must for the DIET Staff.

2.5.13 UNDER ACHIEVEMENT AMONG STUDENTS:

Under - achievers in the classes of the District appear to be surprisingly increasing, constitutes the major chunk of the pupils in the primary schools. In certain rural areas, Tribal and Coastal belts it is a common phenomenon. A study conducted through the AKSHARAPULARI' Project 1992 by the DIET Kasaragod revealed that 60% of pupils in Primary classes had failed to achieve the minimum levels aimed at the learning of alphabets of Mother Tongue in Std III to IV of Kasaragod District.

It is understood that under achievement is caused by various factors such as ,

1. Lack of individual attention given by the teacher in the class.
2. Poor family condition unfavourable for providing facilities at house for encouraging and supporting studies.
3. Being first generation learners parents are incapable of attending their children at home.
4. Majority of the family are backward and unaware about educational implications of schooling.

Therefore they are unconcerned about the educational achievement of their children.

5. Slow learning habit- some pupils are either low learners or slow learners All the above mentioned factors put hurdes in the progress of the child. Therefore within the stipulated time the expected learning outcome is not found to be materialised.

2.5.14 LACK OF EXTRA READING MATERIALS

It is wrongly assumed that study means only just referring the text-books and reading means only the reading of the prescribed reader. But the ultimate aim of teaching a language is enabling the child to use the language in life situations. This is possible only if he is exposed to extensive reading. But unfortunately our primary school children don't have the opportunity to getting acquainted with this type of reading material at school or home. Since library and reading room facilities are rare at schools. Most of the schools lack sufficient books that is meant for children. The poor quality of the books and journals for children also affects the mental development of the children.

2.5.15 LACK OF READINESS TO LEARNING AND WEAKNESS OF THE EXISTING PRE-PRIMARY SYSTEM

Absence of school readiness affects the children in the achievement of formal school system. Lack of Socialisation in the early child hood breeds so many problems such as shyness, impatience, non- co-operation etc- The pre-primary schools of some private agencies- more or less work with a minimum required infrastructure facilities. Such unscientific class room organisation reluctantly tend to discharge the accademic orientation to the Children, at the destined and pre-destined level. There are no sufficient Pre-primary schools functioning in 23 Panchayaths out of 39 where 16 Panchayaths are covered by I.C.D.S Programme. The teachers in the existing Pre-primary section needs refresher courses too. *table. 2.3.*

2.5.16 LACK OF FOLLOW-UP PROGRAMME OF INSERVICE COURSES

Lack of follow up programme of the inservice courses have, badly reflected in the educational field. They seem to be losing the impact of the inservice course as they reach in the field. The acquired inspiration, and ignitudes ends than and there itself. There develops a tendency to a fall back to the traditional type of teaching methodology, and lately to inertia.

Thrust of intermittent contact between the resource centre and teachers are seen less functional nowadays which consequently affects the teaching efficiency of the teachers and invariably low achievement among pupils.

2.5.17 UNATTENDED INDIVIDUAL PROBLEMS OF THE CLASS

Many of the class room problems go unnoticed or remains unsolved and prevail mostly in the class itself, forever. Dropouts and low achievers may have genuine reasons to become so. A study on such problems would help the teacher to solve them and to make the whole teaching programme more effective, joyful, and motivating and interesting which is not so in our schools. So the problems of the child becomes unsolved and he becomes a problem child.

2.5.18 LACK OF SELF EXPRESSION

The thrust on language-learning is the expression of idea in the correct idiomatic language. To see our own talents and imaginations materialised in an observable form is of course a thrilling experience to each and every pupil. At present, the child doesn't get adequate opportunities in this respect neither in the formal school system nor outside.

2.5.19.

Lack of reference Books in Kannada Language

District Kasargod is considered to be a Bi-lingual District because of the dominance of Kannada Language along with Malayalam. There are schools exclusively for Kannada Medium and both for Kannada and Malayalam, housed together is one school. There are 100, such Kannada schools, and 996 teachers in the Kannada Medium Primary schools. As compared to an school to make use of the situations. There are not sufficient reference Books available for teachers at it School. No reference library also exists. Public library system in Kannada Language is rare. And if at all, there will not be Books useful for teaching purpose. If teachers are badly in need of a reference centres of Kannada Books, for authentic references. Making the books available from Karnataka state for their use is highly impossible.

2.5.20. Communication problems with the tribal Children

The Languages which the total children most frequently speaks is a crude form of TULU MARATI and KANNA and there fore teachers of Malayalam Medium, is general and even teachers off Kannada Medium face problems is communicating with such children in the class. The same problem is very times felt by the class mates of there children. Consequently this breeds alienation in the tribal children and they keep aloof from the general activities of the school. Teachers are quite helpless in this situation.

CHAPTER-III

3.1.

More than 40 years ago, the nations of the world, speaking through the universal declaration of Human Rights asserted that "everyone has a right to education". To serve the basic learning needs of all requires more than a commitment to basic education as it now exists. What is needed is an "expanded vision" that surpasses present resource levels, institutional structures and facilities, curricula and conventional delivery systems while building on the best of current practices.

EDUCATION AND NATURAL BACK GROUND

Education is regarded as a leader for vertical mobility. We can ask, in this context, why it has not been powered, so in the case of weaker sections. The answer is not far to seek. Because of the social background, and domestic environment, most of them start losing the battle for academic achievement even before they enter school. Extreme poverty stands in the way of many children of these section. Being first generation learners, their environment is not conducive to offer any incentive to them in the matter of formal education. Besides the School environment is alien to most of them.

Under the Directive Principles of State Policy, Article 45 of the constitution ascertains, "The State shall endeavour to provide within a period of 10 years from the commencement of this constitution, free and compulsory education for all children until they complete the age of 14 years".

The Special states accorded to elementary educations is justifiable not only in the case that it is cultural necessity in a modern Society, but because it is also important for the economic development of the Country.

According to the constitutional Directives, the target of universal free and compulsory education should have achieved by 1960. But this provision is weak in itself.

It does not mean that there has been no progress in education after independence. The changing focus of elementary education in free India, sets new objectives, demands and responsibilities before us. It compelled the Government to appoint several commissions and committees to recommend educational policies to build up an intelligent citizenry for a democratic socialist and secular society.

Evolution of Modern elementary Educational System:

It is only quite justifiable in pointing out how the system of elementary education gradually evolved and has grown through the years to the present.

The land marks in the pre-independence period, Education begins with the Charter Act of 1813, of East India Company. Mecalay's Minutes of 1335 partially resolved to earlier educational controversies and highlighted the educational objectives. Downward filtration theory of 1839 recommended the concentration of funds and efforts on higher education and thus led to the neglect of elementary education. Despite the recommendations of Woods Despatch, Stanley's Despatch (1859) Hunter Commission (1883) Government Resolution on Educational Policy (1904), to elementary education reported the neglect of elementary education. The freedom movement and swadeshi ideals inspired to mark a national system in 1937, by a scheme of Mahatma Gandhi and elaborated by Zakir Hussain. Kher Committees supported it. Lord Seargent also made several proposals for the improvement of elementary education when India became a free nation.

The educational thinking of modern India of the time of independence highlighted a re-orientation of Indian educational system including that of elementary education, through a series of recommendations by various commissions under the Chairmanship of Dr. S. Radhakrishnan a University Education Commission was appointed in 1948. Following this, have the secondary education Commission, under Dr. A. L. Mudaliar in 1952. The report of this

commission is one of the most important educational documents of the post independence period. The Indian Education Commission of 1964-66 under the Chairmanship of Dr.S.Kothari laid down the present day educational structure at all levels, impacting a far reaching influence.

The national policy of 1968 marked a significant step in the history of education in the post India. Since the adoption of the 1968 policy, there has been considerable expansion in the educational facilities all over India. The constitutional amendment of 1976, which includes the education in the concurrent list, was a far reaching step, whose implications substantive, financial and administrative required a new sharing in education. At the same time variety of new challenges, and social needs make it imperative for Government to formulate and implement a New Educational Policy for the country. This is the context of NPE.1986. It formulated a National systems of education causing all major references of educational recommendations. There after a committee for review of the abovesaid national Policy on Education, under the chairmanship of Ramamoorthy referred its suggestion in December,1990,towards an enlightened Humane Society. Central Advisory Board of Education Committee on Policy (CABE Committee on Policy) chaired by N.Janardhana Reddy, proposed its preferences in January 1992.

This is then, in brief, the story of the growth of education in the post independence period of India. To end, one cannot help citing that if universal literacy is the aim, then education must pour and not sprinkle", since the national policy on education redefined the educational objectives to suite the contemporary needs and challenges. In pursuance of this, Govt.of Kerala also formulated and recommended modification in their Educational Policies.

NATIONAL POLICY IMPLEMENTATION AND FURTHERANCE IN KERALA

A common Educational structure of 10+2+3 and an elementary system comprising 5+3 years, was accepted since then. Government put all its effort in implementing programmes of educational transformation reducing disparities, universalisation of Elementary Education, Adult literacy in the natural curricular frame work to achieve quality and equality.

The acceleration of the Social change, the literacy rate, development of socio economic conditions very well indicate the significant onward movements in the movement of education.

Mass literacy project of Ernakulam District was an organised attempt to attain the total literacy which proved, a concerted strive can realise even the impossible thing, in the field of quality development of Primary Education.

MADIKAI PANCHAYAT COMPLEX (Kasargod District)

organised by DIET Kasargod in collaboration with Kasargod district council is a verifiable Example, which implements a set of new educational strategies in organising, learning and evaluating.

THE KORAGA PROJECT- the latest of the schemes is proposed for the upliftment of the KORAGA, the primitive Tribe of Kasargod District, who are nomadic in nature, defy all the rehabilitation programme. Unless a specific scheme for the protection of that community has been implemented, they might lose the identity of their own culture and heritage and is afraid of becoming extinct before a foreseeable period.

In co-operation with the District Saksharatha Samithi Kasargod, a total ~~in~~ upliftment programme for the KORAGA is in the offing. DIET-Kasargod organised a specific Awakening Programme, as the first step for the Koragas through a Bodhana Jatha, with the help of performance Arts of their own. A Residential camp organised to this end has been a great success, in the DIET campus from 17th November 1993 onwards. As the feed indicated has clicked well to materialise a

TROUP for the target group. The KORAGAS and the SOCIETY in which they live. Copy of the Project document and programme of action is attached.

Similarly, the Project of the Education Department of Kasargod and of DIET, for the quality improvement Education is also in full swing.

So also the Akshara Pulari Project, (1992-93) Mother Scheme of the present Akshara Pulari of Kerala, could achieve the minimum levels of learning in IIIrd and IVth Standards, with in the 26 days of that project-period. But the pathetic State is that the pupils have receded to the former position due to the absence of follow up activities, although we have everything under our disposals, except sufficient money.

For that matter education has some limitation to serve as an effective instrument in an organised manner. Neagre financial positions of the Department Restrict such concerted attempt. Limitation of resources have led to the poor amenities in elementary schools both for children and teachers.

At this juncture, the intervention of the DPEP Project SSN greatly help in allocating the hurdles prevailing in the educational ground. It is also possible to overcome the difficulties with the realistic strategies.

OFFING OF PROJECT

In fact all these things have been haunting any person, who has a concern for education, until recently. It was in the month of April 1992 that a State Level Seminar in primary Education was held in Trivandrum. Another seminar to discuss the issues relating to "reaching the unreached" was held in the last week of February 1993 in Palghat. It was in the month of March 1993, the Project Districts came to know about the DPEP & under the SSN Project through the Director of Public Instruction, Kerala. The Principals of DIETs in those districts had a very fruitful discussion with the director about the different parameters of the ensuing programme. The DIET principals went back and had a prolonged discussion with the DIET staff and a detailed plan was chalked out and systematically

carried out. A synopsis of the various activities at the process level preparation of the project document are as hereunder:-

A Meeting of Deputy Director (Edn.), District Educational Officers (DEO), Assistant Educational Officer (AEO) and Primary Extension Officer (PEO) was held in the DIET and apprised thereon the needs of DPEP Programme. They promised to render all kinds of administrative help possible. The programme was discussed with the District Collector, ADC, MLAs and other people representatives, in formally and very valuable suggestions and informations were contributed by these honourable personalities. These meetings created an excellent rapport with the educational functionaries at DIET Level and social workers at the district level.

The next step was the meeting of heads of primary Schools at the Sub-District level. DIET prepared a detailed questionnaires to collect information on the existing facilities at School, and also to project future requirements. Specimen copy of the proforma is attached. This really gives us an impetus to the whole programme. The teachers who were called to DIET for various in service courses were also apprised of the DPEP during the discussions. Meanwhile the Principal of DIET and the staff put their heads together, we attended several meetings at Trivandrum to discuss the modus of the preparation of the Project Report. It is with very deep sense of gratitude that we put on record the service rendered by experts both from NIEPA and NCERT. A state core team under the chairmanship of Director of Public Instruction, Trivandrum with 14 members was constituted. We had several formal and informal discussion in the presence of experts at various boards during the preparation of Project proposal.

A district core team under the chairmanship of the District Collector was also constituted. Deputy Director of Education is the project Director and Principal of DIET is the programme co-ordinator. It is intended that a Society will be formed to carryout various activities to be implemented in the respective districts.

THE PROJECT

THE PROJECT GOAL:

The goals of this project are strictly confined to the materialisation of the national goals enshrined in the National Policy on Education 1986 in all respects. Since the total enrollment rate of pupils in Kerala is higher than in other states, it is not a problem for us to achieve universal enrollment of children at the Age Group 6 to 14 years including Girls and Boys belonging to SC and ST. Therefore, main thrust is to the achievement of minimum levels of learning in the project-DPEP.

PROJECT OBJECTIVES:

1. Providing universal access and equity all children.
2. Total enrollment of children at the age group 6 to 11 years in the Std I to V in Kasargod District by 2000 AD (UEE).
3. Cent percent retention of pupils in I to V Stds.
(Continuity in the System)
4. Achievement of minimum levels of learning to all children at the primary level by 2000, requiring achievement at the master level.

PROBLEMS & ISSUES

INTERVENTION

2.2. ACCESS AND EQUITY

2.2.1. Inaccessibility of Schools to ST/SC etc.

3.2.1. Opening New Schools.

2.2.2. Inequity for disadvantaged group

3.2.2. Starting Gurukula School.

2.2.3. Child Labour

3.2.3. Opening NFE-Centre

2.3. 100% ENROLMENT

2.3.1. Unawareness of parents especially among tribals.

3.3.1. Awareness Campaign

3.3.2. Training Programme for mother PTA-members.

2.4. RETENTION

2.4.1. Lack of recreational facilities.

3.4.1. providing play ground and play materials.

2.4.2. Lack of drinking water facilities

3.4.2. providing well, water tank and tap-points.

2.4.3. Lack of sanitation facilities.

3.4.3. Construction of Urinals and toilet

2.5. ACHIEVEMENT

2.5.1. Uninspired educational transaction and planning and Management in Schools.

3.5.1.
a. Training for Teachers.
b. Training for Head Masters.
c. Training for AEO's

2.5.2. Lack of teaching, learning equipment

3.5.2. Providing teaching learning materials

2.5.3. Lack of low cost zero cost teaching aids.

3.5.3. Preparations and supply of low cost zero cost teaching aids.

3.2.1.

EQUITY AND ACCESS
OPENING OF NEW SCHOOLS

These schools are meant for meeting Access and equity in the educational need for the deprived and unprivileged tribals and children of coastal belts of the District. The nomadic nature of some ethnic group in no way confine to the social systems. The educational development of such SC/ST and others of non privileged community and their equalisation with privileged community and their equalisation with privileged at all stages and levels of education in all areas is ensured.

Rural male and rural female, urban male and urban female are contemplated by this scheme. The provisions for opening new schools are aimed at providing equality of opportunities and equity in education.

Article 46 of the constitution providing for social justice in promotion of education reads, "The states shall promote with special case, the educational and economic interest of the weaker sections of the pupils and in particular, scheduled caste and the Scheduled Tribes and shall protect them from Social injustice and all forms of exploitation"

To visualise the above said goal the proposed new schools are lower primary schools with Standard I to V, the Schools with function from 1994, onwards with Ist stand in the beginning. Subsequent classes will be started accordingly. All physical and infrastructural ~~are~~ facilities will be provided.

The School will function with appointment of the headmasters and a trained teachers.

The rest of the staff will be appointed in the subsequent years, during the project period from 1994-2000. The whole expenditure of these schools will come under the provisions of this project. After 7 years the same should be borne by the State Government.

Localities are identified for starting new schools on the basis of distant matrix of habitation where schooling facility are average (with in the distance of 2.5 Km)

Out of these places the localities will be finalised as per priorities after spot verification by a district level committee, comprising of the people, representatives and educational officers and the district collector as per the approval departmental norms.

Preference will be given to the Harijan Girijan Tribal and coastal belts of this district.

PROVISION

No. of Schools - 10

3.2.2.

GURUKULA SCHOOLS

Despite efforts of social and revenue department, the educational backwardness amongst the scheduled Tribes and Scheduled Castes have been a mocked reality. It may be due to the social deprivation and economic poverty of these communities in the pre-independence period. The behavioural discrimination shown towards the children of scheduled castes and tribes, even inadvertently, result in their disinterest in studies. The society has a special role towards education of the children of these communities especially to first generation learners.

As far as the Kasargod District is concerned there are certain ethnic groups called Koragas, Vettuvas, Narasannas, Malakkudiyar etc.

The nomadic nature of the Koragas defies any attempt to inspire to their children to school. No set of nomenclature did appear to be applied to them. All these speak dialects of their own in pronounced way, because of the lack of congenial home environment.

These children should be helped to bring to the main stream of education.

Intensive area approach is suggested by the implementation of educational programmes for these scheduled tribes.

Gurukula School as its name indicates will be open for the schooling of the children of these communities and other socially neglected groups.

A careful identification of their habitation and clusters have been made in this respect and locality of the school is identified. (Table 1.6)

There is one such schools suggested residential in nature with Std.I to V Classes. Although it is not advisable to separate the children from their parents to the residential types schools at this early stage, it is to be noted that these children are already left their parental love and care, as their elders are nomadic. Therefore these children must be given proper education for which residential type of education alone is the answer.

Gurukula schools will be situated in such a places where the habitants of tribes and casts are found. In Kasaragod District it will be situated in Northern Region in Bedadka Panchayath.

Boarding and Lodging should be free of cost to the students. All their material and academic needs will be fulfilled under this scheme, so as to give full attention of the development of the personality of these children. There will be hostels for the pupils and staff quarters for the teachers and staff. All teachers must be there in the residential staff unit.

Since this school has to realise a specific and special goal of education in view of a peculiar group of children, its course and syllabus should contain something different quiet adaptable to their native, culture, habit and interest which will be prepared as and when project commissions to effect.

An expert committee work shop would see the intervention of tribal language, course curricular and allied matters in this respect. Location of starting of new schools will be finalised subject to the spot verification by committee of experts of the district level.

PROVISIONS:

1. No. of Schools	-	1
2. No. of Pupils	-	150
(Std. Ist to Vth)		
1994	-	30
95	-	30
96	-	30
97	-	30
98	-	30

3. Buildings School Buildings (Hostel-Girls and Boys)

4. Staff Quarters

5. School Compound walls

6. Other physical and infrastructural facilities.

3.2.3. NON-FORMAL EDUCATION CENTRE:

2684 working children at the age group of (6-14) of the District keep away from the formal system of Education, who have to be educated. Since they are the earning members of the family they don't have freedom to sit in the class room. So education should be given to bring them to the main stream.

100 non-formal education centres are to be started in different parts of the District for the up-liftment of the children in this category. An instructor, having been given orientation training will be appointed in each centre and nominal amount should be paid to him as incentives.

As the name indicates, the non-formal Education Centres will make use of the existing Formal-School facilities, but beyond normal school time.

Pockets where child labour is concentrated is identified for starting new NFE centres (Table.3.1.) Panchayat Authorities will have a greater say and responsibility over these centres. Non-formal Literacy organisations also will be expected to extend their own contributions in this respect.

PROVISIONS:

No. of NFE Centres	100
No. of working children to admit.	2684
Nature of Centre	Formal Schools

3.3.1. (a) AWARENESS CAMPAIGN

As a prelude to the anticipated Universal enrolment at school level an awareness among the parents and community especially in S.T. areas and Coastal belt has to be generated and a motivation has to be affected among the learners through vigorous campaign activities.

The activity is participatory. Using the performance and folk art, the message will be fielded. A workshop for 10 days will be organised to set up a performance art group to this effect. They will give street performances as they go along and create a wave of interest among the community and the illiterate parents. Stickers, Posters, Banners, Cinema Slides and hoarding will press in to service to mobilise public opinion and elicit positive action from illiterate parents among SC, ST, fishermen. Similar type of interventions proved great success during TLC Programme in Kerala.

The environment Creation campaign will be conducted in two stages. First stage is accomplished during the very early months of the implementation of the project and the second one, after two years of interval.

(b) TRAINING PROGRAMME FOR MOTHER PTA AND PTA MEMBERS

Universal enrolment will be possible only when community involves fully in the educational process for creating awareness about the importance of education among parents. A short term training course for them should be imparted in this respect. Similar types of courses are to be conducted to the selected community members too.

PROVISIONS:

Courses	40
Participants	50 each
Duration	3 days
Period	First 4 years.

3.4.1. PLAY GROUND AND PLAY MATERIALS:

play and other type of recreations are innate nature of pupils and therefore any amount of facilities will lead to their physical health and mental dynamism. Consequently it creates an educational climate in the classes by breaking monotony and strains of the class room learning.

240 Primary schools in the District lack play ground facilities. As the land is available provision has been set apart for levelling the land, and play materials also will be provided.

provision is made for 138 schools and these schools will be finalised by the departmental authorities in due course.

PROVISIONS:

Play ground levelling: 138 schools play materilas to all Schools.

3.4.2.

Providing well, water tank and Tap-points

A Survey conducted, reveals that 175 primary schools in Kasargod District have no well to provide water to its students. The noon-meal system of the school once again presses the need of such a water supply system in the campus.

In certain cases well is available, but no supply system. The pre-project find provision to augmented either, well water tank, or tap-points or all to facilitate in the essentially required schools.

PROVISION:

- 1.No. of wells
- 2.No. of supply system
- 3.Both

3. A. 3. PROVIDING URINALS AND TOILETS

It is essential to encourage to form healthy habits in children. After coming to the school, campus, the facilities of urinals and toilets ensures a kind of psychological comforts and easiness in the mind of pupils. Usually the absence of free vent of discharges creates tension and stress and irritates them. The availability of the same will help them to adjust with the school timings and active participation in learning. Though temporary sheds serves the purpose it will easily be subjected are to destruction and desecrate use by the public. In the district, there are about 200 schools which have no urinals and toilets. 175 schools which are to be provided with urinals and toilets. Seperate urinals for girls and boys will be provided.

PROVISION

Urinals	)	175
)	
and Toilets)	

3.5.1. TRAINING COURSES

Despite having been trained for an effective discharge of educational transaction in the classroom, the academic achievement has not been in the order of acceleration which at present necessitates through in service training course to all teachers of the District. The course content would lay emphasis in view of the academic needs of the next six years of the project period.

Teachers are the mainstay in any educational programme and the success of curricular rests largely on the hands of teachers. It depends upon the ability of the teacher to interpret and analyses the curriculam documents, his ability to design and make appropriate innovative new aids, his ability to put to effective use of available aids and resources in the institution in more general terms his motive for his job. The teacher can be trained through short term quality improvement programmes.

As the number of teachers of the District are enormously large, imparting in-service training course in different areas to all teachers within three years has become quite impossible in DIET. Therefore, Key Resource Persons and Resource persons at different locations of the District.

The multifaced responsibility of the Head Master, as an academic supervisor, and the institutional administrator, ~~xy~~ must be induced with the modern know-how on school and classrooms management and continuous and comprehensive evaluation. The course is so designed to draw at the inbuilt talent of the Head Master to act as a resourceful teacher, a shruide supervisor an efficient organiser, an intelligent problem settler, a fore-seeing planner, an excellent manager and a liaison officer between the school and the community.

Effective transactions of curricular must be done in class room to raise achievement. The developments in Adl. Technology and the innovation in modern strategies in teaching learning process should be effectively used in order to maximise out put in Edn. The course content would lay emphasise in view of the academic needs of the next six years of the project period.

Since we are introducing the M.L.S. Programme to raise the achievement in Std. I and II in the first year and III in the second year and IV in third V in fourth year, training should be imparted to those teachers who handle different subjects in the respective classes.

At the sub district level, Assistant Education Officers are to ensure the set aims of education by his own means of administrative and academic techniques. Therefore they are to be familiarised with the vision envisaged in the project scheme.

PROVISIONS

1. Training Course for the Educational Officers
No. of Course 1
No. of participants 7
Duration 5 days

2. Training Course for the Key Resource Persons
No. of Course 01
No. of participants 0 25
Duration 05 days

3. Training Course for the Resource Persons
No. of Course 04
No. of participants 0-50
Duration 10 days

4. Inservice Training Course for the Heads of Primary Schools
No. of Course 15
No. of Participants 40
Duration 10 days

5. Inservice Training Course for the Primary Teachers
No. of course 150
No. of participants 40
Duration 10 days

3.5.2. PROVISION FOR TEACHING LEARNING MATERIALS
INCLUDING AUDIO-VIDEO EQUIPMENTS

Teaching learning strategy has been subjected to serious technological changes, enriching its effectiveness. Electronic media and equipments are widely used to accomplish the expected result. This is the prevalent trend appearing in the field of education from which neither a teacher nor a pupil can be aloof. By facilitating pupils to learn with modern audio visual equipments, the effectiveness will be multiplied many fold. A study on the effectiveness of slide projector in curriculum transaction is being underway.

Scheme under this head will provide audio visual aids and other electronic gadgets to each school.

For the effective curriculum material transaction, audio cassettes and slides for all classes and subjects are anticipated so as to make the class a hit with electronic equipments.

PROVISIONS

Audio-Visual Equipments,
Cassettes, Slides etc.

3.5.3. PREPARATION AND SUPPLY OF LOW AND ZERO COST
LEARNING AIDS

Rural and indigenous educational technology has to be developed in the field, making and using teaching aids in the class.

For preparation of the teaching aids it is not difficult, since materials are readily available and the technical know how is vested with some expert teachers.

Certain essentially required articles will be produced in the workshops conducted for this purpose and distributed to all primary schools.

Selected teachers from the schools may be imparted the know how of the preparation of such learning aids the workshop through these trained teachers should impart the technique of low cost teaching aids to others.

PROVISIONS:

Workshop No.	(1)	39
Duration	(1)	2 days
No. of expert	(1)	40

3.5.4. OPENING OF TEXT BOOK DISTRIBUTION SUB-CENTRES

To overcome the delay in supplying the text books and to ensure easy accessibility of text books additional Book Depots are highly essential. These book centres will collect text books from the District Depot and consequently distribute books to the Primary Schools under its jurisdiction. This will greatly relieve the distribution problem now being suffered.

Two such sub centres are suggested one in the northern region feeding the schools in Manjeshwar, Kumbal and Kasargod Sub districts, the other in the Southern Regions feeding Bakel, Hosdurg, Chittarikkal and Cheruvathis Sub district.

Enough furniture and typewriter, should be supplied. Sufficient staffs are to be appointed for the smooth functioning of the Text Books distribution.

PROVISIONS:

Book Centres -- 2

North, South

Building and Furniture
and a typewriter.

3.5.5. PROVIDING HAND BOOKS/REFERENCE BOOKS

Hand books are essential for the easy and interesting exposition of the class room teaching based on the expected competency to be achieved by pupils which is to be attained at the mastery level. At present hand books are not prepared based on the competencies which is to be attained at the Mastery level. Therefore such materials should be produced out of workshop, organised under the leadership of the Educational experts in DIET. After the preparation these hand books should be supplied to teachers free of cost.

School academic work also will be strengthened by equipping it with authentic reference books and by providing supplementary information and materials required to substantiate the educational transactions.

PROVISIONS:

Workshop No.	3
Experts	40
Days	15 days

3.5.6. FIELD INTERACTION AND MONITORING SYSTEMS

Since the dimensions of the project stretches length and breadth of Kasargod district, the organisation, implementation and achievement has to be fully ensured to the satisfaction of the set objectives. A field interaction and monitoring team in the DISTRICT LEVEL will observe the functioning at the district level and subsidiary teams at the panchayat and School Levels.

The teams will operate at two levels-organisational as well as academic.

Modern techniques in monitoring and evaluation will be formulated and tools for the same will be prepared and brought into action with the help of experts, to ensure and mastery level achievement of the competency.

PROVISION

Work shop for preparing evaluation tools

1. pre-test
2. Terminal Exam.
3. Post Test.
4. Three tier system of evaluation
 - a) District level
 - b) panchayat level
 - c) School level.

3,5.7. PROVISIONS OF FURNITURE

Sufficient furniture should be provided to all schools where it lacks-numbers of Benches should be supplied in proportion to the strength of the pupil. Desks should be provided to all Primary Schools. Chairs Tables, shelves, Map rack etc. should be provided in accordance with the requirements of the schools.(List attached)

Almost all Goverment Schools in Kasargod district lack sufficient furniture.

As per the survey conducted by the DIET,Kasargod it is observed that furniture is not in proportion to the strength of pupils. Library,laboratory,items playing materials and that like are dumped in a corner to either as there is no shelves or cupboards to arrange them neat and safe.

HENCE provision of furniture is made in such schools

PROVISION:

No. of Schools	::	478
No. of Benches	::	5400
No. of Desks	::	20000
No. of chairs	::	2516
Tables	::	
Chalk Boards	::	
Office Shelf		
Library Shelf		
Office Rack		

3.5.8. CONSTRUCTION OF ADDITIONAL CLASS ROOM

The lion share of the total space of the L.P.Schools are taken away for accommodating the office of the Head Master, room for the staff, store house, keeping shelves and cup-boards of the schools. This results in congested class rooms. Hence pupils are to be liberated from space restrictions and enjoy the comfortable movement in the class by providing additional class rooms. This condition contributes greatly to the teaching learning activities with participation leading to mastery level of learning.

Sessional system is the byproduct of this over crowding for which additional construction of class rooms are prescribed. ANNEXURE NO;

It is proposed to construct additional class rooms for 35 schools in the year 1994-95, 40 schools in the year 1995-96, and 35 schools in the year of 1996-97.

PROVISIONS:

1. Additional Class rooms-110 Schools(2 rooms each)
2. Abolishing of total sessional system.

3.5.9. PROPOSALS FOR PARTITION WALLS

Teaching learning activities ought to be contained to that particular target group alone. To realise this objectives the distracting factors must be eliminated. Hence suggestions is put forth for constructing seperation walls.

Schools, lacking partition walls are proposed to be provided with seperation walls. As most of the classes are functioning in a hall without bifercating room with walls which ~~is~~ turn results in the deviation of attention of pupils and affects adversely each classes housed in the respective halls. Therefore provision is made for the erection of portion walls in 145 schools. Although alter- native proposals for erecting partition walls of temporary nature made ~~with~~ ~~brick~~ ~~and~~ ~~plaster~~ ~~board~~ ~~and~~ ~~bamboo~~ ~~mats~~ ~~ect.~~ it is not advisable in view of being perished within a span of one or two years. The destroyed structure of such partions can very well be verified in several schools.

partition walls of birkes/laterate stones are proposed to be erected for fifty schools in the year 1994-95, for fifty schools in the year 95-96 and for forty five sbhools in the year 96-97.

PROVISION

Partition walls :: 145 schools

3.5.10.

REPLACEMENT OF THATCHED/DILAPIDATED/RENTED
BUILDINGS:

As per the survey conducted by DIET Kasargod it is revealed that 176 government schools having Primary Sections are seen running partially or wholly either in the thatched or rented and dilapidated buildings. But the provision is made for the allocation of fund only for the replacement of 93 thatched rented and Dilapidated buildings by permanent structure and the schools are expected to be finalised on the verification of an expert committee.

The construction work of these buildings will be done in three phases i.e. in 1994-95, 1995-96, and the 1996-97.

PROVISION:

No. of Thatched/Dilapidated or
Rented buildings.

3.5.11,

SCHOOL COMPLEX

"Challenges of managing Education" call for a variety of innovative ways and means over to come them. The concept of "School Complex" is emerged as a result of this.

ORGANISATIONAL STRUCTURE:

1. One Primary School as the Centre.
2. Panchayat Level primary Schools as a Single Complex.
3. Group of Schools and teachers can be given a good deal of freedom to develop their own programmes.
4. Will reserve as a viable Unit of area planning.
5. Will form a cluster of 8-10 Institute.

AREA COVERED:

1. The area of the "COMPLEX" will cover the panchayat, within the frame work of local area planning.

OBJECTIVES:

1. To improve planning and management of school Education at the Local Level.
2. To Raise the quality of Education in the area in a formalised way.
3. To accelerate professional development of teaching.

ACTIVITIES:

1. Utilise the facilities, services and support that could be made available for the participating school from the other schools.
2. Inter acting and co-operating with other colleagues with in the school complex for improving the teaching learning process.
3. Make teaching effective by the exchange of ideas among teachers and schools.
4. Conducting teachers meetings workshops demonstration lessons film shows and seminars and study tours.

FUNCTIONS:

PANCHAYAT LEVEL

1. Head Master of the Centre School will be the Chairman of the complex.
2. For this purpose there would be a committee of which head masters of every Primary/School would be a member.

DISTRICT LEVEL

2. District level academic committee will be organised at the District level.
2. District Committee will evaluate the timely functioning of the complex and suggest necessary proposals.
3. Perpare plans for mobilising resources from with in the community.
4. Chalk out district level policies and schemes to raise quality of education.

5. Enables to arrange exhibits in Schools, which are best equipped.
6. Teacher will be able to share experience for providing guidance and support.
7. It will help in evolving academic leadership in teachers and sharing of experiments and innovations in the teaching/learning process at Local level.
8. It helps in general orientation of teachers in subjects like value education, national integration etc.
9. It will enable the teachers to assist the heads in preparing year plans, questions papers and conducting examinations.

PROVISIONS:

1. School complexes. 39
2. Academic and para academic activity
3. Financial help for activities.

3.5.12. STRENGTHENING OF DIET

Since DIET has to act as the District Resource Unit and the Centre of excellence, the faculty members of the DIET have to be equipped well in advance to meet the academic challenges suitable training course are suggested.

Any delay or missing in the managerial and administrative level will be detrimental to the collapsing of whole of the project, Hence a telephone is to be provided in to service soon.

Considering the Geographical peculiarities of Kasargod District a vehicle (Jeep) is to be provided for easy and timely field contacts, monitoring and evaluation of the system.

A "Data Bank with necessary electronic gadgets is highly essential to keep on the transaction effectively and to materials the concept of the Resource centre provision of a computer to be made in this respect.

The campus of the prestigious institution is totally unorganised and instructured for public exploitations thereby poses difficulties in maintaining the integrity. So compound wall with gate is proposed. DIET is situated in remote place where frequency of bus is less for emergency contact with neighbouring schools and educational officers for educational needs, provision for a bicycle is made.

PROVISIONS:

1. Training course of educational planning and Management.
2. Training course of educational/technological applications.
3. Phone.
4. Jeep
5. Bicycle.

3.5.13.

COMPENSATORY EDUCATION

In this scheme it is contemplated that teachers will identify underachievers in the class and administer compensatory classes specially designed for the group to raise the levels of learning. The concerned teacher himself should undertake this assignment. These classes will be arranged beyond usual class time for which a nominal incentive is to be paid.

To raise the level of learning, these pupils need to be given ample opportunities for practice in the content area and there is no such practical books prepared till now. Therefore work books are to be prepared in view of this objective through workshop.

The teaching learning process of compensatory education assumes a new dimension with less number of pupils and individualised instructional strategies. In this process the child should feel that this is not a carry-over of the 10 to 4 routine programme. The pupils attending compensatory Education classes are expected to attain mastery level of learning.

The result of the popular project Aksharapulari launched by DIET Kasargod in 1992 substantiate this statement. Aksharapulari document ANNEXURE NO;

Through a Pre-Test material prepared by DIET Kasaragod it was enumerated that 60% of pupils of std. III and IV of Kasaragod District were not reached the expected level in the learning of alphabets in their other tongue. An exhaustive and elaborate programme was chalked out and planned by DIET and District Saksharatha Samithi for raising, the pupils standard in Mother Tongue. Pupils who were under achievers were given vigorous remedial teaching for one hour beyond the class time with in a short term duration of 26 working days. After the post test it was found that 70% of the children went through the test securing 70% marks. This programme was widely admired and the strategies followed by DIET Kasaragod are being employed by other districts and implemented by the Department through other DIETS.

PROVISION	
1.	Workshop 1
	No. of days 1
	Participant
	Resource persons
2.	Workbook distribution for under achievers.

PROVIDING SUPPLEMENTARY READING MATERIALS FOR CHILDREN

In recent years there has been a growing concern about developing reading the teaching of reading has become a more demanding and essential aspect of the educational process than ever before. But unfortunately, reading remains a neglected area in our schools. This is because of the lack of reading readiness on the part of pupils and lack of training of teachers in the use of appropriate reading materials in the institutions, Reading is a process of dealing with language in its printed form. As such, it is a language activity.

In heterogeneous classes, like the ones we have in our schools, we may find THREE CATEGORIES Students- below average, average, and above average. Accordingly we may have GRADED BOOKS designed to help students develop reading skills. The Library books that are published by the direct publishers are apt for the perusal of average and above average pupils. But unfortunately they do not attend the third category of pupils. Commercial interests sometimes produce cheap reading materials to exploit such pupils. This is the Category which needs Special attention. Hence Books which are fit to their reading habits and reading performances and interests and attitudes are to be produced make use of.

To maximise the achievement in pupils, large varieties of sample literacy pieces are required to be interpolated suiting the ability of the children

The availability of such materials will be fully exploited for this purpose and some new materials are to be prepared to raise the comprehensive ability of reading, thereby encouraging them to read for pleasure.

Work shops for the production of such materials will be organised making use of the Authors of children's Literature.

All Primary Schools should be provided with Library and reading room facilities, provision for getting periodicals should be done regularly.

PROVISIONS:

- | | | |
|----|-----------------|----------|
| 1. | Work shops Nos. | 1 |
| | Experts Nos. | 30 |
| | Duration | 15 days. |
2. Reading materials to all schools:
 3. Periodicals to all Schools:

3.5.15.

OPENING ECCE CENTRES:

The E.C.C.E . Centres pre suppose an oppertunity to create pre-schooling climate for the children below the age 5 who are expected to reach the Primary School very soon while children are being taken care for socialisations nourishment, protection and care, an academic orientation underlines in the moulding of an individual child.

To achieve the above mentioned objective 200 ECCE Centres will be opened attached to the Primary Schools. These centres will be vested with the basic amenities.

The priority ~~an~~ crieterion of selection of the area is done where Anganvadies and Balavadies are rare in number.

Construction under project provision is restricted to 30 in SC/ST Belts, but postings of staff and supply of materials will be made in other Centres on condition that the construction work will be undertaken by the PTA

PROVISIONS:

Class Room- Construction	30
(Preserved for SC/ST belt)	
Teacher and Ayah.	To all newly opened schools
Furniture -	To all newly opened Schools
play and Learning Material	To all schools

3.5.16

DISTANCE EDUCATION:

The impact of the inservice course depends on the follow up activities pursued by the participant. Although participants expect this, there is no chance for further contact. There by the man power and time spent for the courses become, futile. This condition should not be allowed to continue. In case packages of informations and techniques of teaching could be delivered at the doors of the school, it might re-orient them afresh.

In rural Schools of the District, Sources of relevant information to supplement the textual material etc are rarely available. Therefore distance education materials would help the teachers to update their know-how.

On the teachers' part it is leisurely and cost nothing. The education that takes place without face to face contact between the teacher and the taught is said to be distance education. It includes correspondence packages. Feed back about the learning of the distance education of students is received through assignments completed by the students and returned to the main institution, where such assignments are assessed and results are communicated to learners. Distance Education have a number of merits, they provide opportunities to pursue life long education, They help teachers ~~improve their professional~~ in proper utilisation of leisure time.. They help teachers improve their professional competence. They provide opportunitites for learning in a flexible scheduling time of study

They allow individuals to learn at their own pace of learning. Jenkins' Points out the advantages of distance education, as rapid introduction of innovation and flexible scheme.

Printed materials will be supplied monthly once, along with response sheet, for 6 months. At the end of the course, through a contact programme the strength of the course Technique will be evaluated.

PROVISIONS:

1. Learning Materials
2. Contact Class.

ACTION RESEARCH:

Action research in education is an academic class room enquiry conducted by the concerned teacher to meet the immediate problems of the class. It has the integrity and systematic nature of investigation as that of a research.

Since class room problems adversely effect the achievement levels of all pupils, teacher has to play an active role by conducting action research and thereby solving the problems and sustaining a healthy atmosphere in the class.

The project recommends and insiste teachers to conduct action research, on the learning/ teachers/ class room problems, which will ultimately lead to the abolition of notes obstades.

Provisions:

1. One Action Research in each school
per year
2. Financial assistance to Action
Research

3.5.18

PUPILS JOURNAL

Providing opportunity to express the ideas of the children in writing help them to develop the imagination and creativity and to measure their own talents and gain self confidence which in turn gives a positive impact on achievement of the child. Hence it is intended to publish a journal by pupils.

- | | |
|----------------|--------------------------------------|
| 1. Title | - Pupils journal |
| 2. Periodicity | - Quarterly |
| 3. Articles | - Contributions from Primary schools |
| 4. Place | - Kasaragod |
| 5. Cost | - Rs. 5 |
| 6. Circulation | - Intra district |

Providing such an opportunity is the pooling of sprouting talents of the school children which is to be encouraged and nursed.

PROVISIONS:

- | |
|--------------------------------------|
| 1. Free supply to all schools |
| 2. Weightages for Childrens Articles |
| 3. 1500 Copies for the District |

3.5.19.

REFERENCE LIBRARY IN KANNADA LANGUAGE:

Since the reference facilities for Kannada Medium Teachers in Primary Schools, are practically nil, Provisions are to be made to make such authoritative and up-to-date Reference Books, for their perusal.

The Projects aims at establishing schools complex in different panchayats of the District, the vision is to make use of a General Platform for all the Primary School Teachers in the Panchayats. Hence if a reference Library in Kannada is made functional in the complex- centre School, it would be highly convenient for all to make use of it practically.

PROVISION:

Library Nos	19
Area Centre	Panchayat Complex School
Language	Kannada

3.5.20

HAND BOOK FOR TEACHERS

To get the Tribal Children involved in the general School activities, the teachers have to get familiarised with the colloquial terms of Tribals. Since teachers from all over the State work in the Tribal belts of this District, a " Tribal Language Linker ", specially designed, to orient the teachers, will serve the purpose.

This " HAND BOOK ", will be prepared in a workshop of Language report,

The text national of will contain the words and sentences most frequells spoken by the Tribal children and the corresponding Malayalam and Kannada usages there to. The copies of prepared hand books will be made available to the teachers in these schools.

...

CHAPTER - IV

PROJECT COST

4.1.

DPEP, being a programme for the solution of various problems and issues existed in the educational field of Kasargod District, relevant intervention are cited in chapter three which facilitate in the allocation of appropriation. The total cost apportioned for the interventions in the four major areas viz, Equity and Access, Enrolment, Retention and Achievement is ^{254.4459}... millions (Table No.4.1). The detailed costing for components recurring and non-recurring parts are given in the tables appended.

4.2.

The total cost estimated for the intervention under the area. Access and Equity is ^{2.8...9.12}...millions, The cost for various intervention estimated in this caption is stated below: (4.2)

4.2.1 It is proposed to open ten new Primary Schools in different locality of the district where children at the age group of 6-11 are not enrolled due to non-availability of schools. The total cost as recurring and non-recurring estimates for the project period for the intervention is ^{13.420}...Millions (Table 4.2.1.).

4.2.2. ^A ~~The~~ residential type of Gurukula Schools are proposed exclusively for the children of deprived community who are aloof from the main stream of the Society, Rs. ^{11.291}... Millions is set apart for the opening of Gurukula Schools (Table. ^{4-4.2.2}...). The cost estimate includes construction of building, provision of infrastructural facilities and related expenditures. The salary cost of the proposed newly opened schools for the project period is included in the project cost and after the project period their salary and other recurring expenditure will be met from the State Exchequer (Table. ^{4-4.2.2}...) The total number of pupils benefited by this scheme is ~~1360~~ ⁶⁹⁰, and per head expenditure comes to Rs. ^{0.0163M}...

4.2.3. One hundred Non-Formal Education centres are to be started for the benefit of working children at the age group of 6-11 who missed the formal School System. No construction of buildings is meant for this purpose. The Training cost and incentives to instructors in this intervention are estimated as Rs. 3 : 956 . . . Millions (Table 4-23).

An average of 30 working children will be able to accommodate in each centre in the first year and 2684 children during the whole project period. Per capita expenditures under this head is Rs. 8 : 77 . . . The scheme would end as and when the project is over.

4.3. An amount of 4.468 . . . million is apportioned for meeting the intervention under enrolment area (Table 4 : 5 . . .) cost against each intervention is paraphrased hereunder.

4.3.1. Parents and community should be sufficiently made aware of their children's education. For this a vigorous awareness campaign at District and Panchayat levels are to be organised which approximately cost Rs.4 millions (Table 4-5-1)

4.3.2. Another effective intervention for the creation of awareness among the Mothers and parents, is short term courses for three days which requires an expenditure of Rs. 0.468 . million (Table 4 : 5.2 . .)

4.4. A total cost of Rs. 10.454 . . million is apportioned for the intervention in the area of retention (Table . . . 4-6 . . .) The Sub component and cost allocation against each item are detailed below:

4.4.1. Schools in the district have no playgrounds. Hence provision is given for levelling the grounds only in Govt. Schools where land is available . 2.5 . . . million is get apart for this purpose. All Schools are provided with play materials and . 1-4.64 M . . is computed to meet this expenditure.

4.4.2. It is found that there are no wells in ¹³⁰ schools and schools lack water supply system. An amount of Rs. ^{3.25} million and Rs. million is estimated for constructing wells in ¹³⁰ . . . schools and providing pump, motor tank etc. respectively. (Table . . ⁴⁻⁶)

4.4.3. Provision of Rs. ^{3.24} . . . million forms a portion of the total project cost for providing urinals and toilets in ¹⁶² schools where they lack sanitation facilities.

4.5. An amount of Rs. ^{210.6069} million is allocated as the total cost for the different intervention of the achievement area (Table No ⁴⁻⁷) The cost for sub components of this area is detailed below:-

4.5.1. The total cost for training courses to teachers and ptjers ,eamt fpr updating their professional know how is Rs. ^{4.6247} million (Table No. ⁴⁻⁷⁻¹ .) The estimation includes the cost for training of Head Masters; training of Educational Officers, training for resource persons and training for pre-primary Teachers & Table No. ^{4.7.1} : . for the cost estimation is appended.

4.5.2. Supply of Teaching learning equipments is intended to make by an allotment of Rs. ^{8.258} . . millions. (Table No. ^{4.7.2} . .) The cost under this item also (Table) is under the expenditure for the preparation and distribution of Audio Cassettes, supplementary technological materials (slides).

4.5.3. The cost estimated for the preparation and distribution of low cost and zero cost learning materials in Rs. ^{0.2842} million (Table . . ^{4.7-3}) The preparation of learning materials is to be done through workshop.

4.5.4. Opening of two text book sub depots costs Rs. ^{1.76} . . . million which includes the cost of construction of buildings, furniture establishment charge (Table No . . ⁴⁻⁷⁻⁴)

4.5.5. Provision is made for the preparation and distribution of Hand Books by approximation of Rs. ~~1.50~~ ^{1.402} (Table No. .4-.7-5.)

4.5.6. Monitoring and evaluation is to be comprehensive and continuous. Hence a provision of Rs. ~~22.0632~~ Million is set apart to conduct the visits by the resource persons and educational administrators and for the preparation of evaluation tools and to conduct timely evaluation-

4.5.7. All Primary Schools are provided with desks, Benches, Chairs, Tables, Shelves and racks will be supplied to the Schools as per their requirement Rs. ~~47.144~~ million is apportioned for this purpose.

4.5.8. The total cost of estimated for the construction of additional rooms is Rs. ~~15.84~~ million. Construction is to be done in three phases. The estimated cost for the first phase, second phase and third phase is Rs. 5.04 million, ~~5.76~~ million and ~~5.04~~ million respectively (Table No. .4-.7-8. . . .)

4.5.9. Separation walls has been given a provision of Rs. ~~3.625~~ million. The construction work is to be done in 3 phase and the cost for the first, second and third phase is Rs. ~~1.25~~ million, ~~1.25~~ million and ~~1.25~~ million respectively. (Table No. .4-.7-8. . . .)

4.5.10. Rs. ~~29.76~~ million is set apart to meet the expenses in connection with the replacement of ~~98~~ ⁹³ thatched, rented or dilapidated School sheds in the district.

4.5.11. For the formation of Education Complex in Panchayat level, and the conduct of different educational activities, Rs. ~~12.336~~ million is set apart.

4.5.12. A provision of Rs. ~~2.9964~~ million is given to augment the DIET to meet the educational demands of the district. Expenses will be met for providing the vehicle; Telephone, computer and other essential equipments, compound wall approach road and for employing a night watchman.

4.5.13. The total cost estimated for the compensation education for under achievers is Rs. 6.456 . . . million. This cost includes the cost for the preparation and free supply of work books to these groups and the incentives to the teachers.

4.5.14. Provision for library facilities is made in the project. The total cost for the same is fixed as Rs. 2.44 . . . million which includes supply of books, preparation and printing of supplementary readers and also for meeting the expenditure for the periodicals for the project period (Table No. 4.7-13 . . .)

4.5.15. Rs. 42-6125 . . . million is set apart for opening 100 ECCE centres for providing non formal education to children in the age group 6 to 14 who belong to the working class.

4.5.16. The total cost estimated for distance Education is Rs. 7-0 . . . million. It includes the expenditure for organisation, contact programme and for the preparation of printed materials and for conducting of workshop (Table No 4.7-15 . . .)

4.5.17. Provision is made to conduct action research by the teachers in their class rooms Rs. 0.5844 million is kept apart to meet the requirement.

4.5.18. Pupils' Journal is a new venture in promoting the written expression of children. Rs. 0.39 . . . million is set apart to meet the expenditure in connection with the printing and distribution of the Pupils' Journal.

4.5.19. Rs. 1-0 . . . million is set apart for erecting a Kannada Library with sufficient number of authoritative library and reference books.

4.5.20. To bridge the gap between the colloquial tribal language terms and that of Malayalam and Kannada, a language linker will be designed and prepared . Rs. 0.03 . million is set apart to meet its expenses.

CHAPTER-V

THE PROJECT MANAGEMENT:

Since the project assumes the dimensions at the district level, the total participation of the District need to be assured at all levels. This is how the project contemplated to become the programme of the people. To achieve the project goals in toto, every inch of planning and execution of the project should be done at the grass root level. There is no other viable means to ensure this except the committee of people for the effective co-ordination of the programme, a three tier organisational system is to be made at the district, panchayat and the school levels.

The main thrust being the Academic achievement, pre suppose the dominance of an Academic exercises at all stages. Therefore, a three tier Academic Committee will call for functions at District, Panchayath and School Levels.

PROJECT-MANAGEMENT

An autonomous body named Primary Education Development Society of Kerala (PEDSK) is being registered as per the provisions in the charitable societies Registration Act 1955. The society will have to councils.

1. A governing body consisting of 41 members within the Chief - Minister of the state as Chairman and the Minister ~~ix~~ for Education as Vice chairman and M.D as member secretary.

2. An executive committee consisting of members with the minister for Education of the state as chairman and secretary to the Government, General Education department as Vice Chairman and the Managing Director of the society as the convenor.

The Chief executive of the society will be the Managing Director an officer of the Indian Administrative service. The functions of the Governing body will be to provide guidelines for the functioning of the society and to take necessary corrective actions by way of policy directives issued to the MD. The functions of executive committee which consists of expert in various connected fields include rendering necessary technical advice to the M.D and to issue approval any transaction which is beyond the powers delegated to the Managing Director. This executive committee has full financial powers without any restriction. The management structure of the society is designed to incorporate the missionary approach decentralisation of powers and participatory management. The Managing Director is assisted by four project Directors in the rank of additional Director of Education Department as detailed below.

....2/-

- a. Project Director (Academic)
- b. do (Civil Works)
- c. do (Monitoring & evaluation)
- d. do (Finance, audit & accounts)

The Project Director (Academic) will be a provose academic an who has rendered valuable service in the field of Primary Education with DIETs State Institute of Education etc who has post Graduate qualifications. The project Director (Civil works) will be a suprending Engineer taken on deputation from PWD who is authorised to exercise the technical powers of the Chief Engineer in order to deal all the situations develop- ing in the implementation of the project. The project Director (Monitoring & evaluation) will be an expert in the 'MIS' system who possess on MBA in the appropriate branch. The project Director (Finance) shall be a joint secretary from the Finance department or an officer from the Accountant Generals office. These 4 Project Directors are to be provided with minimum office and technical staff as shown in table. The District Project Director who is the implementing officer at the district level works directly under the control of the Managing Director. The District Project Director is given advice by an advisory committee headed by the District Collector. The president of the District Council will be the Vice-Chairman of the advisory committee. The Advisory Committee shall consist - members as detailed below.

.....3/-

The members of the advisory committee are as follows.

1. Deputy Director Education
2. DEO's at that Revenue District
3. District Officers of SC/ST
4. Officer of the KPS / CDS
5. Officer of the Social Welfare Department
6. Five PTA members out of that two will be from other PTAS/
Mother sangamam
7. Five Panchayat Presidents nominated by the Chairman
8. Standing Committee Chairman (Education)
9. Five AEOs nominated by the Chairman
10. District Co-ordinator saksharatha Samithi
11. Three Primary school Headmasters nominated by the Chairman
12. Three High School Headmasters nominated by the Chairman
13. One T.T.I Headmaster nominated by the Chairman
14. DIET Principal
15. The District Project Director (*Member Secretary*)
16. ~~Member Secretary~~ *One Municipal Chairman of that Project District
Nominated by the chairman*
17. ALL MLAs and MPs

One Municipal Chairman of that project District nominated by the Chairman/ The functions of this advisory committee shall be similar to those of the governing body at state level. The District Project Director will be in the ^{rank} service of Joint-Director. He will be assisted by 4 subordinate officers with supporting staff as detailed below.

.....4/-

The DIET of the District headed by the Principal will work under the project Director for the implementation of the project. The capacity of the DIET should be augmented to meet the additional requirements.

b. An engineering division headed by an Assistant Executive Engineer and supporting staff who has the powers of an Executive Engineer in P.W.D.

c. Monitoring and evaluation officer in the rank of Deputy Director Statistics Department.

d. Finance, audit and accounts officer in the rank of Accounts-officer Grade II of Education Department with supporting staff.

The monitoring and evaluation will have Panchayat level monitoring committees working under him. The Panchayat level committees will have school level committees working under them.

In each project Districts the monitoring committees will be set up in each Panchayat with the Panchayat President as Chairman. The committee consists of the following members
Local Member of the District Council.

Women members selected from Mother PTA in the Panchayat
2 Male members selected from the school PTAs in the Panchayat.
Out of the Panchayat member One Primary Headmaster elected by PTA's of the Panchayat, AEO concerned, One Headmaster of the school complex of that panchayat(In the case of more than one school complex by election by respective PTAs) One HM from High School to be selected by PTAs. One resource person

.....5/-

from the sub centre of that Panchayat if any.

The school level committee consists of the PTA president as the Chairman and the school Headmaster is the member secretary. The Panchayat ward member, the staff secretary of the school, the President of the mother PTA will be the members of that committee.

The above management system have direct access to participatory managements by providing membership at various levels in sufficient numbers from the beneficiaries. The PTA/Mother PTA represent the beneficiaries. A general meeting of all PTA presidents of the District will be convened to elect their representatives from the school level committee, Panchayat level and District level committee and the governing body. This process assures participation by the beneficiaries. The responsibility for the conduct of the election will be vested with the officer in charge of monitoring and evaluation at the district level. The organization chart for the above set up is furnished in Annexure.....The detailed staff structure is furnished in table.....The implementation responsibilities are given in Annexure.....

.....6

organograph

District Level function

Primary Educational
Development society
Kerala.
(PEDSK)

District Project Director

Chairman

District collector

vice - chairman

President District council

Advisory Committee

organograph

Primary Educational Development Society
KERALA

(P E D S K)

Executive committee

chairman

Education Minister

vice-chairman

Secretary to the Government
General Education

Convener

Managing Director
Chief Executive

Project
Directors

①

Project Director
Academic

②

Project Director
Civil Work

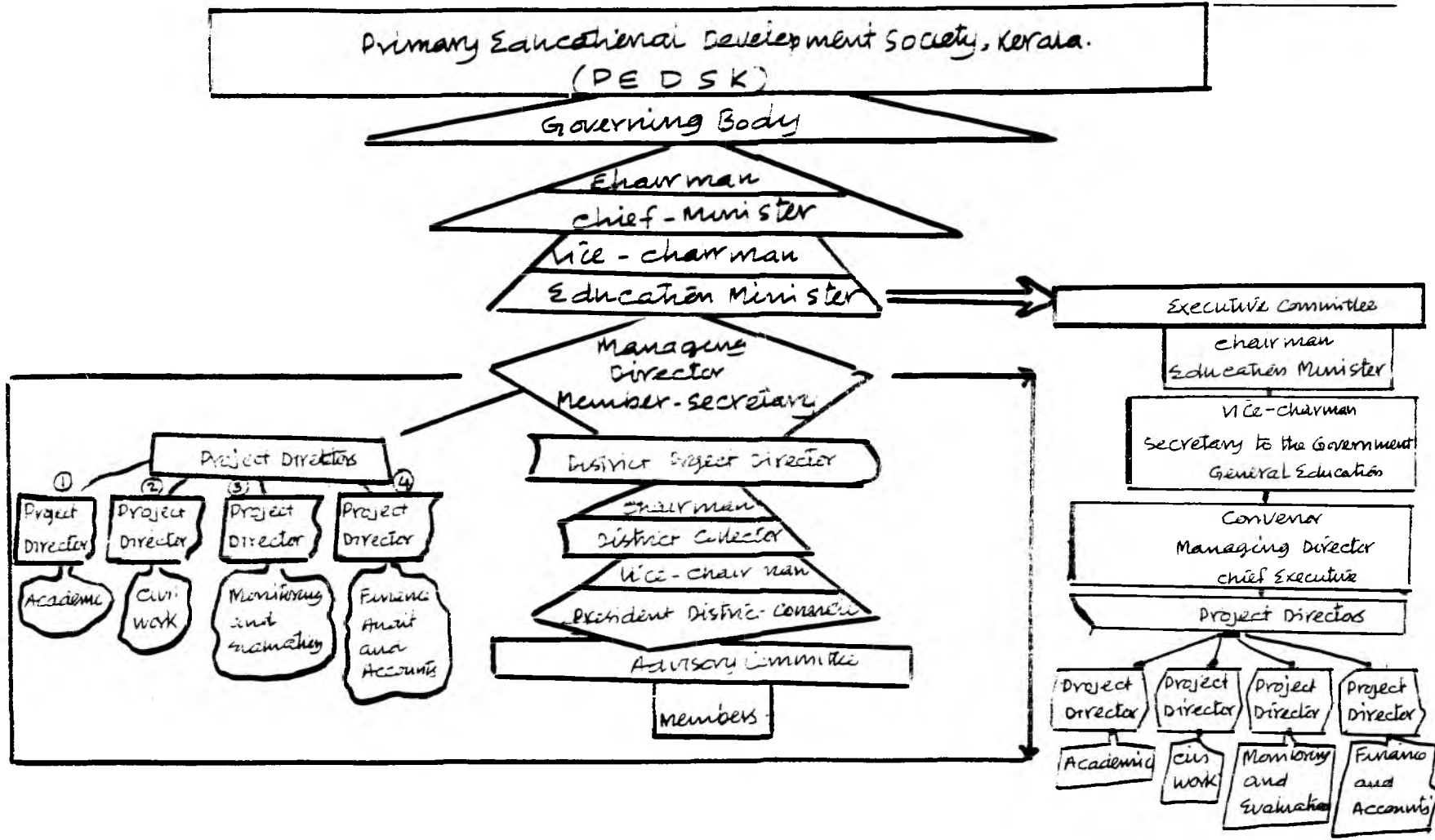
③

Project Director
Monitoring
and
Evaluation

④

Project Director
Finance
Audit
and Accounts

organo graph



State Level

Sl. No.	Nos.	Scale of pay
1. Managing Director	1	5100 - 5700
2. Project Director	4	4800 - 5300
3. Subject Experts	3	2060 - 3200
4. Asst. Engineer	1	
5. Draftsman Grade I	3	
6. Assistant Director (Statistics)	1	
7. Assistant Director (Computer)	1	
8. Junior Supdt	1	
9. Clerks	3	
10. PA	1	
11. Typist	2	

.....7/-

<u>District level</u>	Nos.	Scale
1. District Project Director	3	3000- 5000
<u>Augmenting DIET</u>		
2. Social Officer (Training	3	2500-4000
3. Assistant Executive Engineer	3	
4. Assistant Engineer	3 x 3	
5. Overseer Grade I	3 x 3	
6. Overseer Grade II	3 x 3 x 3	
7. Head clerk	1 x 3	
8. L.D.Clerk	3 x 3	
9. Clerk	9	
10. Watcher/Poon	4 x 3	
11. Driver	1	
12. Accounts Officer	1 x 3	
13. Jr.Suptd.	1 x 3	
14. Clerk	2 x 3	
15. Typists	2	

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CHAPTER-VI

BENEFITS AND RISKS

BENEFITS:-

The project pre-sets educational benefit out of the programme from Village level implementation to the district level. The first signal of the total school system not only reflects in the physical climate of the School, but also updates and modernise to suit the requirements.

By this scheme, the urban/rural village, in which the schools are situated, will witness no more non-entrants and non-achievers. The additionality of infra structure totally reforms the educational transmission system and the school might appear to be a centre of attraction of academic activities for the children. Total enrolment and achievement in the minimum level of learning is made possible. This positive results bring the dropout rate to zero. Female literacy rate also increases to an appreciable level. Minority group gets equal chances thereby standardisation of cultural, political and social well being of the people in the project area, is found to be effected.

RISKS:

The risks involves first in the creation of an awareness in the community in their natural environment and social conditions before executing the programme directly. A deliberate attempt of realisation of objectives in the prevailing situation as the by product of educational negligence around the school area, is once again established. The project and programme of U.E.E. and minimum level of achievement, therefore, anticipates crores of rupees being utilised from planning level upto the assessment stage, hoping to materialise the long cherished constitutional obligation. It is, therefore, more binding on us that it does not go waste and ensure that

: 2 :

this national investment generates the required output. Losing sight of vision and relaxation of acceleration may cripple the tempo at any level hence more responsibility on the part of teachers.

Sustainability, replicability and cost effectiveness:-

Eventhough the financing of the Project is from outside the state, by the time the project period ends, the state government will be able to afford the recurring expenses in connection with the project in the succeeding years. The scheme is replicable. The class rooms recommended to be constructed during the project period is of the same size 6m x 6m which is prevalant in the existing schools. The construction cost estimated with project is low. Hence it can be replicated. The training programme is designed, so as to enable the programmers and planners to extend similar projects in the field.

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CHAPTER-VII

C O N C L U S I O N

The S.S.N. Project, under consideration is a unique one in its dimension and the way in which it takes the Educational problems of the District. The nation at large, the Remote and backward district like Kasargod particularly has an emphatic relevance of such a scheme, in view of the prevailing situations. This also satisfied the National Policy on Education (1986) of Government of India and the World Declaration of U E E at all levels, when the project is being fielded with its multifarious facts.

Over and above, this project intends to effect on the Non-cognitive area of the children, enabling to shape the pupil to an ideal citizen with a national vision to feel proud of his existence here in his surrounding for which any investment in terms of money is undoubtedly long durable. It is therefore, perfectly right to claim that the investment on Education is a capital investment, for the Nation, building, which is surely to manifest in the timely and contemporary needs of national integration, communal harmony, and equity of all.

By all means, the project contemplates to cover the whole game of school age children, and the community and envisages to REACHING THE UNREACHED. Surely we can and we must.

J P E P-PROJECT

Z A S A R A G O D

PROJECT PROPOSALS

Please Note:-

The names of the schools/requirements proposed shown overleaf are as per the findings of the survey. Any discrepancy on spot verification will disqualify the concerned school from priority list and the next school will give the priority as per the decision of the Advisory Committee.

P R I N C I P A L.

D P E P K A S A R A G O D
 (S S N P R O J E C T
 1993- 1994.

D I E T K A S A R A G O D
 24-11-1993.

PROPOSALS

1. New Schools	
2. New Buildings in place of declapidated/Thatched/ Rented buildings	
3. Additional Rooms	
4. Partition walls	
5. Urinals and Toilets	
6. Water supply well Supply system	
7. Play ground/yard levelling	
8. Electrification (Schools)	

STATEMENT SHOWING THE LIST OF LOCATIONS PROPOSED FOR CONSTRUCTION OF NEW SCHOOLS

Location	Panchayat	Sub.St.	Community	No. of families	Nearest Schools from the location	Distance	Remarks	Land available
1. Koyipadi-kadapuram	KUMBALA	KUMBALA	Muslim Fishermen	150	GSBS Kumbala GWLPS Kumbala	2.5Km 2.5km.	Crossing the railway track to neighbouring Schools is the great problem too.	3 acres.
2. Aloor	Muliyar	Kasaragod	Muslims	200	Bovikana HS. Mundakai LPS	5 Kms 5 Kms.	Only a madrasa available.	2 acres will be made available.
3. Ariguli	Chengala	Kasaragod	Mixed Population	300 families	GHS Edneer GUPS Manya GLPS. Pady	3 Kms. 4 KMS 5 Km.		2 acres.
4. Bekile	Udma	Bekal	SC/ST	ST Communi- ties 30 " 18 Muslims families	G.U.P.S. Bara G.U.P.S. Thekilparamba GLPS. Panayal	5 Km 5 Km.		1.60 Acres.
5. Udayapuram	Kodam Belloor		S.P.Mavila Vettuva Hindus.	75	Ambedkar High School	3 Kms.	nearby Anganwadi Strength 40.	Will be 20 acres available
6. Palankallu	Panathadi	Hosdurg						

Sl. No.	Location	Panchayat	Sub dt.	Community	NO. of families	Nearest Schools	Distance	land available	Remarks
7.	Manjampara	Karadka VII	Kumbla	Muslims Hindus	300	AUPS Kundar GHS Adhur	3 4	1 1/2 acres	Mal Yannada Medium a bldg - 60*100' construc- ted by localpublic.
8.	Cheerkayam	West Eleri	Chittarikal	Merijans Hindus Christians	150	Nattakal LPS Paramba LPS Kottakunnu LPS Maloth Kasaba.	3 6 4 3	2 acres	Anganvadi available.
9.	Pockunnath Para	Bedadka	Kasaragod	SC.		GLPS Cheripady AUPS Punnad AUPS Kottodi	6 Kms 7 Kms 6 Kms	2 Acres	ED-Vettuvas Colonies-6.
10.	Morathana	Vorkadi X	Manjeshwar	SC Mugar Pulaya Christians Hindus.	100	GUPS Kadambur AUPS Meapadavu St. Josephs UPS Kaliyoor.	5 8 3	4 Acres	Yannada + Mal - Para- llal divisions required.
11.	Chendad	Pallikara	Bekal	SC	100 SC families	Karichery L.P. School.	4 Kms		Request by the Pancha- yat President Pallikara.

Sl. No.	Location	Panchayath	Sub Dist.	Community	No. of families	Nearest Schools	Distance	Remarks	Land available
12.	Chettuankuzhi	Ward IX Madhur Pancha- yath.	Kasar- god	Harijans	Colony	No School within 4 Kms.		Request by the Panchayat President.	3.1 Acres.
13.	Parekatta	Ward 1 Madhur Pancha- yath	Kasaragod	-	-	Nil		Request by the Panchayat President.	3.1 Acres.
14.	Aranthode	Ward V Madhur	Kasargod	Nayaks (ST)	--	No School within 4 KMS.	--	Request by the Panchayat President.	
15.	Pulikur	Ward III Madhur	Kasargod	Koraga (ST)	--	No School within 4 KMS.	--	Facility across the river. Request by the Panchayath President.	Land avail- able.

16.	Maloth Darkhasa	Balal	Chittarikal	SC	--	Only within 10 KMS.	10 KMS	Request by the Panchayath President	Land availa- ble.
17.	KARAT	Kinanoor Karinthalam	Chittarikal	ST and SC	50 fami- lies	GHS Parappa	5 KMS	--	--
18.	KILIYALA	Kinanoor Karinthalam	Chittarikal	SC and ST and others.	SC, ST and 100 other families	Keezhmala ALPS.	4 KM.	--	--
19.	Maniyoor	Delampadi							
20.	Mundathaduka	Puthige							
21.	Chambakad	Bedacka							
22.	Thacharampoyil	Kayyoor Cheemeni							
23.	Balamoole								

LIST OF SCHOOLS
NEW BUILDINGS INSTEAD OF DELAPIDATED/THATCHED/RENTED
ONE

PROPOSAL

=====

1. BELLURE PANCHAYATH

Nil

~~2. KUMBHAJE PANCHAYATH~~

2. KUMBAJE PANCHAYATH

Nil

3. MANGALPADY PANCHAYATH

1. GHWLPS Mangalpady
2. GHUPS Kurichipalla
3. GHS Shiriya

4. VORKADY PANCHAYATH

4. GLFS Pathur

5. PUTHIGE PANCHAYATH

5. GLFS Kannur
6. GJBS Mogu
7. GHS Angadimugar

6. MEENJAPANCHAYATH

8. GLPS Telekala
9. GLPS Kuloor
10. GLPS Majabail
11. GUPS Kadambar

7. MANJESWAR PANCHAYATH

12. GLPS Kunjathur
13. GLPS Vamanjur
14. GUPS Udyawar

8. KUMBLA-PANCHAYATH

15. GLPS Kidoor.

- 16. GBLPS Bombrana
- 17. GUPS Kodiyamma
- 18. GSBS Kumbala
- 19. GBLPS Ujarulwar
- 20. GBLPS Arikkady.

9. PAIVALIKE PANCHAYATH

& Nil

10. ENMAKAJE

21. GLPS Kajampady

&&y

11. BADIYADKA PANCHAYATH

22. GJBS Ferdala

12. MULIYAR PANCHAYATH

Nil

13. KARADKA PANCHAYATH

23. HHS Karadka

14. DELAMPADY PANCHAYATH

24. GHS Adoor

25. GLPS Kattippara

15. CHENGALA PANCHAYATH

26. G.Jr.BS Pilamkatta

27. GHS Alampady

28. GHS Edneer

16. CHEMNAD PANCHAYATH

29. GLPS Chathankai

30. GUPS Thekkil West

31. GUPS Koliyadkam

32. GHS Chemnad

17. BEDADKA PANCHAYATH

33. GLPS Kulathur I
34. GLPS Tharamthadadka
35. GLPS Kundachi
36. GLPS Manimoola
37. GUPS Manadkam
38. GHS Banthadka

18. MADHUR PANCHAYATH

39. GJBS Madhur
40. GWLPS Shiribagilu
41. GUPS Hidayath Nagar
42. DIET Lab.Maipady

19. MOGRAL PUTHUR

43. GHS Mogral Puthur
Nil

20. UDMA PANCHAYATH

44. GLPS Chettukundu Kadapuram
45. GFLPS Thiruvakoli
46. GUPS Kottikulam
47. GUPS Bare.

21. AJANUR PANCHAYATH

48. GLPS Kallingal
49. GLPS Muchilot
50. GUPS Puthiyakandam

22. BALAL PANCHAYATH

Nil

23. KODOM BELLUR PANCHAYATH

51. GUPS Parakuzhi
52. GHS Attanganam

24. MADIKAI PANCHAYATH

53. GUPS Madikai Alambadi
54. GUPS Kanchirapoil
55. GUPS Poothakkal
56. GHS Madikai II
57. GHS Kakkat

25. PALLIKKARE PANCHAYATH

- 58. GLPS Karippaddy
- 59. GLPS Cherkappara
- 60. GUPS Agasarahole

26. PANATHADY PANCHAYATH

- 61. GLPS Chullickara
- 62. GMWLPS Adottukaya

27. PULLUR PERIYA PANCHAYATH

- 63. GLPS Periya
- 64. GUPS Pulloor
- 65. GUPS Ayambara

28. CHERVATHUR PANCHAYATH

- 66. GWLPS Chervathur
- 67. GHS Chervathur.
- 68. GHS kuttamath

29. KAYYCOR CHELEMNI PANCHAYATH

- 69. GLPS Puliyanur
- 70. GLPS Kayyoor
- 71. GLPS Vellat
- 72. GUPS Nalilamkandam

30. NILESWAR PANCHAYATH

- 73. GLPS Perol
- 74. GUPS Paruthikkamuri
- 75x

31. EAST ELERI PANCHAYATH

- 75. GUPS Thayyeni
- 76. GUPS Kannivayal

32. PILICODE PANCHAYATH

- 77. GWUPS Kodakkad
- 78. GUPS Chandra.

WE
33. EAST ELERI PANCHAYATH

79. GLPS Chennakkam

80. GLPS Moukotte

81. GLPS Kunnumkai

82

34. KINSNOOT KAMINTHALAM PANCHAYATH

82. GLPS Kinanoor

35. THRIKARFUR PANCHAYATH

83. GLPS Valvakkad

84. GLPS Udumbanthala

85. GWUPS Mettumala.

36. PADNE PANCHAYATH

Nil

37. VALLAPARAMBA PANCHAYATH

86. GLPS Thayyil South

87. GLPS Thayyil North

88. GFUPS Udinur kadappuram

89. GFHS Padne.

38. KAMHANGAD MUNICIPALITY

90. GFLPS Hosdurg Kadappuram

91. GLPS Padnakkad

92. GLPS Hosdurg Thervath

93. GHS Uppilikai.

39. KASARAGOD MUNICIPALITY

94. GMLPS Thalankara

92. GUPS Kasaragod

93. GUPS Adkathbail

ADDITIONAL LIST OF DELAPIDATED/THATCHED/RENTED BUILDINGS
=====

1. BELLURE PANCHAYATH

1. GHS Bellure

2. KUMBADAGE PANCHAYATH

Nil

3. MANGALPADY PANCHAYATH

2. GHS Bekur

3. GHS Uppala

4. VORKADY PANCHAYATH

Nil

5. PUTHIGE PANCHAYATH

Nil

6. MEENJA PANCHAYATH

Nil

7. MANJESWAR PANCHAYATH

4. GHS Bangra Manjeshwara

8. KUNBLA PANCHAYATH

Nil

9. PAIVALIKE PANCHAYATH

Nil

10. ENMAKAJE PANCHAYATH

5. GHS Padne

11. BADIYADKA PANCHAYATH

Nil

12. MULIYAR PANCHAYATH

Nil

13. KARADKA PANCHAYATH

6. GHS Adhur

14. DELAMPADY PANCHAYATH

7. GHS Delampady

15. CHENGALA PANCHAYATH

8. GHS Cherkala Central

16. CHEMNAD PANCHAYATH

9. GUPS Chemnadd West

10. GUPS Bendichal

11. GLPS Chemnad East

~~12. GUPS Bendichal~~

~~12. GUPS Bendichal~~

17. BEDADKA PANCHAYATH

12. GUPS Cheripady

13. GUPS Kulathur II

14. GHS Kundankuzhi

18. MADHUR PANCHAYATH

15. GHS Patla

19. MCGRAL PUTHUR PANCHAYATH

Nil

20. UDMA PANCHAYATH

16. GUPS Bekal

17. GUPS Bare

21. AJANUR PANCHAYATH

18. GHS Gavaneshwara

22. BALAL PANCHAYATH

Nil.

23. KODOM BELLUR PANCHAYATH

19. GHS Kolichandkam

20. GHS Kodoth

24. MADIKAI PANCHAYATH

21. GHS Madikai.II

22. GHS Kakkott

25. PALLIKKERA PANCHAYATH

~~23. GUPS Keekan~~

23. GUPS Keekan

24. GHS Pakkam

26. PANATHADY PANCHAYATH

25. GHS Kottodi

27. FULLCOR PERIYE PANCHAYATH

26. GHS Periyé

27. GHS Kalliyot

28. CHEEVATHUR PANCHAYATH

28. GUPS Kooliyad

29. GUPS Mozhakoth

30. GHD Cheemeni

29. KAYYCOR CHEEMENI PANCHAYATH

Nil

30. NILESHWAR PANCHAYATH

Nil

31. EAST ELERI PANCHAYATH

31. GHDs Kamballuur

32. DILICODE PANCHAYATH

Nil.

33. WEST ELERI PANCHAYATH

Nil

34. KINANCOR KARINTHALAM PANCHAYATH

32. GHS Chayoth

35. TRIKARIPORE PANCHAYATH

33. GLPS Maithani

34. GUPS Olavara Sanketha

35. GHS South Thrikaripore

36. PADNE PANCHAYATH

Nil.

37. VALIAPARAMBA PANCHAYATH

36. GLPS Madakkal

37. GHS Udinoor

38. KANHANGAD MUNICIPALITY

38. GLPS Punjavi

39. GUPS Belle

40. GUPS Arari

41. GFUPS Kanhangad

42. GHS Bella East

43. GHS Kanhangad

39. KASARAGOD MUNICIPALITY

44. GLPS Thuruthy

45. GLPS Kollanpady.

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LIST OF SCHOOLS REQUIRED ADDITIONAL ROOMS

PROPOSAL

1. BELLURU PANCHAYATH.

1. GLPS Nettange

2. KUMBDAJE PANCHAYATH

2. GJBS Kumbdaje

3. MANCALPADY PANCHAYATH

3. GBLPS Heroor

4. GLPS Mulinja

5. ~~GBLPS~~ GBLPS Mangalpady

6. GLPS Moosody

7. GHUPS. Kurichipalla

4. YORREDDY PANCHAYATH

Nil

5. RUTHINE PANCHAYATH

8. GGBS Scorambail

9

6. NEENGA PANCHAYATH

9. GUPS Moodambail

7. MANJESHWAR

10. GLPS Kanwathirtha

11. GLPS Udyawar

12. GLPS Badaje

13. GLPS Hosabettu

14. GWLPS Manjeshwar

8. KUMBLA PANCHAYATH

15. GWLPS Kumbala

16. GJBS Peral

9. PAIWALIKE PANCHAYATH

Nil

10. ENMAKATE PANCHAYATH

17. TWLPS Bela
18. GJBS Perdala

12. MULIYAR PANCHAYATH

19. GLPS Panoor
20. GLPS Mundakai
21. GLPS Bavikkara
22. GUPS Kanathur
23. GUPS Muliyar Mopla

13. KARADKA PANCHAYATH

Nil

14. DELAMPADY PANCHAYATH

24. GLPS Parappa
25. GLPS Edapa Vinba
26. TWLPS Adoor
27. GUPS Pallangod
28. GHS. Delampady
29. GHS. Adoor
30. GLPS. Kattippara
31. GHS Adoor II

15. CHIENGALA PANCHAYATH

32. GLPS Erudamkadavu.
33. GLPS Kallumkottom
34. GUPS Cherkala Mopla

16. CHEMNAD PANCHAYATH

35. GLPS Perumbala
36. GLPS Thekkil East
37. GUPS Thekkilparamba
38. GFUPS Keezhoor
39. GUPS Chemberikka

17. BEDHADKA

40. GLPS Vavadkam
41. GLPS Bedadka New

42. GLPS Thavarth

18. MADHUR PANCHAYATH

43. DIET Maipady

19. MOGRAL PUTHUR PANCHAYATH

44. GLPS Kamar

45. GLPS Kavugoli

46. GUPS Mogral puthur

47. GHS.Mogral Puthur

20. UDMA PANCHAYATH

48. GLPS Udma

49. GUPS Kottikulam

50. GLPS Aramanganam

21. MANUR PANCHAYATH

51. GLPS Madiyan

52. GLPS Mukkot

53. GHS Rav ineshwar

22. BELAL PANCHAYATH

54. GLPS Kiatthode

55. GLPS Kanakappallithattu

56. GLPS Konnakkad

57. GLPS Chulli

58. GHS Belal

59. GHS Maloth Kasba

23. KCDON BELUR PANCHAYATH

60. GLPS Attakandam

61. GUPS Banam

62. GHS Belur Thayahur.

24. MADIKAI PANCHAYATH

63. GLPS Keekankot

64. GLPS Malpachery

- 65. GLPS /iyacode
- 66. GLPS Cherlathala
- 67. GHS Madikai
- 68

25. PALLIKKARE PANCHAYATH

- 68. GLPS Karipaddy
- 69. GUPS Parichery
- 70. GUPS Koottakani
- 71. GHS Thachangad

26. PANATHADY PANCHAYATH

- 72. GLPS Kallappally
- 73. GJWGLPS Kodumboor
- 74. GLPS Peruthady
- 75. GUPS Chammundikunnu
- 76. GWUPS Panathur
- 77. GUPS Paranthrakavu
- 78. GHS Balanthode

27. FULLUR PERIYE PANCHAYATH

- 79. GLPS Chalengal
- 80. GUPS Fulloor periya
- 81. GHS Ambalathara
- 82. GHS Kuniya

28. CHERVATHUR PANCHAYATH

- 83. GLPS Moicha
- 84. GLPS Thuruthy
- 85. GWUPS Chervathoor
- 86 . GHS Kuttamath

29. KAYVOR CHEEMENI PANCHAYATH

- 87. GLPS Cheriyaakkara
- 88x

30. NILESHWAR

88

31. EAST ELERI PANCHAYATH

89~~XX~~ GUPS THAYYENI

32. PILIGODE PANCHAYATH

90. GWEPS Pilicoda

91. GUPS Padikkil

92. GUPS Chandra

33. WEST ELERI PANCHAYATH

93. GLPS Kunnankai

94. GLPS Kammadam

95. GLPS Perumpatta

96. GLPS Paramba

97. NGMUPS Kottamala

34. KINANCCR KARINTHALAM PANCHAYATH.

98. GLPS North Fuliyannur.

99. GUPS Chamakkuzhi Koovatti

100. GHS Parappa

35. THRIKARPUR PANCHAYATH

100. GLPS Kooleri

36. PADNE PANCHAYATH

102. GUPS Padne

37. VALIYA PARAMBA PANCHAYATH

103. GLPS Mavilakadappuram

104. GFHS Padnekadappuram

38. KANHANGAD MUNICIPALITY

105. GLPS Hosdurg Theruvath

39. KASARAGOD MUNICIPALITY

106. GLPS Anangoor

107. GUPS Kasaragod

108. GUPS Nullippady

109. GFUPS Adukkathbail.

110. GHS Kasaragod.

LIST OF SCHOOLS REQUIRED PARTITION WALLS PROPOSAL

- | | |
|----------------------------------|-------------------------------------|
| 1. <u>BELLURU PANCHAYATH</u> | Nil |
| 2. <u>KUMBDAJE PANCHAYATH</u> | Govt. J B S Kumbdaje |
| 3. <u>MANGALPPADY PANCHAYATH</u> | 2. GHUPS Kurchipalla |
| | 3. GBLPS Kumbdaje Heroor |
| | 4. GBLPS Mangalpady |
| | 5. GLPS Mulinja |
| 4. <u>VORKADY PANCHAYATH</u> | 6. GLPS Pathur |
| 5. <u>PUTHIGE PANCHAYATH</u> | 7. GLPS Kannur |
| | 8. GJBS Mogu |
| | 9. GSBS Soorambail |
| 6. <u>MEENJA PANCHAYATH</u> | 10. GLPS Tekkala |
| | 11. GLPS Kuloor |
| | 12. GLPS Majabail |
| | 13. GUPS Kadambar. |
| 7. <u>MANJESHWAR PANCHAYATH</u> | 14. GLPS Kunjathur. |
| | 15. GLPS. Kanwathiriha |
| | 16. GLPS. Udyawar |
| | 17. GMLPS Udyarthotta |
| | 18. GLPS. Vamanjoor |
| | 19. GMLPS.Hosabettau |
| 8. <u>KUMBLA PANCHAYATH</u> | 20. GLPS Kidoor |
| | 21. GLPS Bombrana |
| | 22. GUPS Kodyamma |
| | 23. GBLPS Ujarulwar |
| | 24. GWLPS. Kumbala |

25. GMLPS Arikkadi ✓

26. GBLPS. Arikkadi ✓

27. GFLPS. Kumbala
GISES

19. PAIVALIKA PANCHAYATH

Nil Nil

10. ENNAKAJE PANCHAYATH

28. GWLPS. Kajampady ✓

11. BADIADKA PANCHAYATH

29. GWLPS. Bela ✓

30. GBLPS. Perdala.

12. MULIYAR PANCHAYATH

31. GLPS. Panoor ✓

32. GLPS. Mundakai

33. GLPS Ravikkara

34. GUPS Sanathur

35. GUPS Muliya Mappila ✓

13. KARADKA PANCHAYATH

Nil

14. DELAMPADY PANCHAYATH

36. GLPS Kattippara

37. GLPS Parappa

38. GLPS Edappakamba

39. GWLPS. Adhur ✓

40. GUPS. Pavangod ✓

15. CHENGALA PANCHAYATH

41. GLPS. Erudamkadavu

42. GLPS Kallamkottam ✓

43. G. Jr. Basic School Pilankatta

44. GUPS. Cherkala Mappila ✓

16. CHEMNAD PANCHAYATH

- 45. GLPS Perumbala ✓
- 46. GLPS Thekkil East ✓
- 47. GLPS Chathankai ✓
- 48. GLPS. Chemnad East
- 49. GUPS Thekkil West.
- 50. GUPS Koliyadkam
- 51. GUPS Chemnad West ✓
- 52. GUPS Bendichal ✓
- 53. GUPS Thekkil paramba ✓
- 54. GUPS ~~Kishor~~. Keezhoor ✓
- 55. GUPS Chembarika ✓

17. BEDADKA PANCHAYATH

- 56. GLPS Kolathur 1 ✓
- 57. GLPS Tharanthatka ✓
- 58. GLPS Cheripady ✓
- 59. GLPS Vavudkam. ✓
- 60. GLPS Bedadka New ✓
- 61. GLPS Kunduchi ✓
- 62. GLPS Thavanath ✓
- 63. GLPS Manimoola ✓
- 64. GUPS Kolathur II ✓
- 65. GUPS Manadkam ✓

18. MADHUR PANCHAYATH

- 66. GLPS Kudlu
- 67. GJBS Madhur ✓
- 68. GWLPS Shiribagilu ✓
- 69. GUPS Hidayath Nagar ✓
- 70. DIET Maipady ✓

19. MOGRAL PUTHUR PANCHAYATH

- 71. GLPS Kamar ✓
- 72. GLPS Kavugoli ✓
- 73. GUPS Mogral Puthur ✓

20. UDNA PANCHAYATH

74. GLPS Bekal ✓
75. GLPS Thiruvakoli ✓
76. ~~GLPS Karippodu~~
~~GLPS ~~Maettuvandu~~ Kadappuram ✓~~
77. GLPS Mudiakal ✓
78. GLPS Udma ✓
79. GWLPS Bare ✓
80. GLPS Aramanganam
81. GUPS Kottikulam
82. GUPS Bare
83. GFUPS Kottilulam

21. AJANUR PANCHAYATH

84. GLPS Madiyam ✓
85. GLPS Kallingal ✓
86. GLPS Muchilot ✓
87. GLPS Chittan ✓
88. GFUPS Manikoth
89. GUPS Puthiyakandam

22. BALAL PANCHAYATH

90. GLPS Edathode
91. GLPS Kanakappallithatt
92. GLPS Konnakkad
93. GLPS Chulli ✓

23. KODGM BELLUR PANCHAYATH

94. GLPS Attakandam ✓
95. GUPS Parakuzhi Parakkil ✓
96. GUPS Banam

24. MADIKAI PANCHAYATH

97. GUPS Keekankot ✓
98. GLPS Vayacode ✓
99. GUPS Madikai Alampadi ✓
100. GUPS Kanhirapoll ✓

25. PALLIKARE PANCHAYATH

- Chettukundu Kadappu
101. GLPS ~~Karipedy~~
102. GLPS Panayal ✓
103. GWLPS Pallikkare ✓
104. GUPS Ag^hahole ✓
105. GUPS Keekal ✓
106. GUPS ~~Kanchery~~ Kanchery

26. PANATHADY PANCHAYATH

107. GWUPS Panathur
108. G^hUPS. Chullikkara
109

27. PULLUR PERIYE PANCHAYATH

109. GLPS Periyē
110. GUPS Puloor Periyē
111. GUPS Ag^hampara.

28. CHERUVATHUR PANCHAYATH

112. GWLPS Cheruvathur
113. GWUPS Cheruvathur

29. KAYYOOR CHEE'ENI PANCHAYATH

114. GLPS Vellat
115. GLPS Puliyannoor
116. GLPS Che^hyakkara
117. GUPS Moz^hkoth
118. GUPS Nalilankandam
119. GUPS Kooliyal

30. NILESWAR PANCHAYATH

120. ~~GLPS Nilesvar~~ GLPS Nilesvar ✓

31. EAST ELERI PANCHAYATH

121. GUPS Kannivayal ✓

32. EILICODE PANCHAYATH

122. GUPS Padkkil
123. GWUPS Kodakkad

124. GUPS Chandra ✓

125. GUPS Pilicode ✓

33. WEST ELERI PANCHAYATH

126. GLPS Chennadkam ✓

127. GUPS Perumbatta ✓

128. GLPS Paramba ✓

34. KINANOR KARINTHALAM PANCHAYATH

129. GLPS Kinanor ✓

130. GUPS Chamakuzhi kuratti ✓

35. THRIKKARIPORE PANCHAYATH

131. GLPS Kooleri ✓

132. GLPS ~~Udumbanthal~~ Udumbumthal

133. GUPS Mettamal ✓

134. GUPS Olavara Sanketha

36. PADNE PANCHAYATH

135. GUPS Padne ✓

37. VALIYAPARAIBA PANCHAYATH

136. GLPS Thayyil South Kadappuram

137. GLPS Thayyil North kadappuram

138. GLPS Madakkal ✓

139. GLPS Mavilakadappuram ✓

140. GUPS Udinur kadappuram ✓

38. KANNIANGAD MUNICIPALITY

141. GLPS Padnakad ✓

142. GLPS Hosdurg theruvath

39. KASARAGOD MUNICIPALITY

143. GMLPS Thalankara

144. GLPS Thuruthi Theruvath

145. GUPS Adukath bail

ADDITIONAL LIST

MANJESWAR PANCHAYATH

1. GUPS Mdyawar

KUMBLA PANCHAYATH.

2. GSBS Kumbla
3. GJBS Peral

AJANUR PANCHAYATH

4. GMLPS Ajanur

MADIKAI PANCHAYATH

5. GLPS Malpachery
6. GLPS Cherlathala
7. GUPS Poothakkal

PALLIKKARE PANCHAYATH

8. GLPS Cherkappara
9. GUPS Kottakuni

PERUTHADY PANCHAYATH

10. GJWLPS Kadumboor
11. GLPS Peruthady
12. GUPS Parathura kavu
- 13

KHEKURUPANCHAYATH

PULLUR PERIYAL PANCHAYATH

13. GLPS Challengal

CHERUVATHUR PANCHAYATH

14. GLPS Moicha

KAYYOR CHELENI PANCHAYATH

15. GLPS Kayyoor.

NILESWAR PANCHAYATH

16. GLPS Perol
17. GLPS Paruthrikka mari

EAST ELERI PANCHAYATH

18. GUPS Thayeni

PILICODE PANCHAYATH

19. GWLPS Pilicode

WEST ELERI PANCHAYATH

20. GLPS Kunnunkai

21. GLPS Kammaadam

22. GLPS Makkotte

23. GLPS Perumpatta

24. MGMUPS Kottamala

KANNIYAKKURUKKAL PANCHAYATH

25. GLPS North Kulliyannur

26. GLPS Periyannanam

PERIYANNANAM PANCHAYATH

27. GLPS Beerickeri

KANNIYAKKURUKKAL Municipality

28. GUPD Belle

29. GUPS Arai,

KASARAGOD MUNICIPALITY

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LIST OF SCHOOLS REQUIRED WELLS

Sl. No. Name of Schools

I. BELLUR PANCHAYATH:

1. G.L.P.S. Nattanige

II. KUMBADAJE PANCHAYATH

2. GJBS Kumbadaje

III. MANGALPADY PANCHAYATH

3. G.B.L.P.S. Heroor

4. G.H.W.L.P.S. Mangalpady

5. G.B.L.P.S. Mangalpady

6. GHUPS Kurchipalla

7. GLPS Mussodi

8. GLPS Mulinje

9. G.H.S. Bekur

IV. VORKADY PANCHAYATH

10. GLPS Pathur

V. PUTHIGE PANCHAYATH

1. GLPS Kannur

12. GJBS Mugu

13. GSBS Soorambal

VI. MEENJA PANCHAYATH

14. GLPS Talakala

15. GLPS Kuloor

16. G.L.P.S. Majibail

17. GUPS Moodambail

18. GUPS Madambar

VII. MANJESHWAR PANCHAYATH:

19. GMLPS Udyarthotta

20. G.L.P.S. Umanjoor

Sl.No. Name of School

21. GUPS Udyawar
22. GHS Bangara Manjeshwar
23. GLPS Badaje
24. GLPS Kanwathirtha
25. GWLPS Manjeshwar
26. GLPS Udyawar
27. GMLPS Hosabettu
28. GLPS Kunjathur
29. GWLPS Kumbala
30. GMLPS Arikkadi
31. GBLPS Arikkadi
32. GJBS Peral
33. G.F.L.P.S. Kumbala

VIII. PAIVALIKE PANCHAYATH

34. G.H.S. Paivalike
35. GHS Paivalike Nagar

IX. ENMAKAJE - PANCHAYATH

36. G.W.L.P.S. Kajampady
37. GHS Padre

X. BADIADKA PANCHAYATH

38. G.B.L.U.P.S. Perdala
39. GWLPS Bela

XI. MULIYAR PANCHAYATH:

40. GLPS PANOR
41. GLPS Bavikkara
42. GLPS Mundakkai
43. GUPS Kanathur
44. GVHSS Iriyanni.

Sl. No. Name of School

XII. KARADKA PANCHAYATH

45. G.H.S. Adhur

XIII. DELAMPADY PANCHAYATH

46. GLPS Parappa

47. GLPS Edaparamba

48. GWLPS Adhur

49. GLPS Kattipara

50. GHS Delampady

51. GHS Adoor

52. GHS Adoor-II

14. CHENGALA PANCHAYATH

53. GLPS Erudumkadavu

54. G.L.P.S. Kallumkoottam

55. GJBS Filankatta

56. GHS Edneer

15. CHEMNAD PANCHAYATH

57. G.L.P.S. Perumbala

58. G.L.P.S. Thekkil East

59. G.L.P.S Chandragiri

60. GLPS Chemnad East

61. GUPS Chemnad West

62. GUPS Bendichal

63. GUPS Chembirikka

64. GLPS Bavikkara

65. GLPS Chathakkai

66. GLPS Kalnad New

67. GLPS Kalnad Old

68. GHS Chemnad

Sl.No. Name of School

16. BEDADKA PANCHAYATH

69. GLPS Vavadka
70. GUPS Manadukkam
71. GLPS Kollathur-I
72. GLPS Cheripady
73. GLPS Manimoola
74. GLPS Kundoochi
75. GLPS Tharanath.
76. GLPS Bedadka New.

17. MADHUR PANCHAYATH:

77. GJBS. Madhur
78. DIET, Maipady
79. GWLPS Shiribagilu
80. GUPS Hidayath Nagar
81. GHS Patla

18. MOGRAL PUTHUR PANCHAYATH:

82. GLPS Kamar,
83. GUPS Mogralputhur
84. GLPS Kavugoli

19. UDMA PANCHAYATH

85. GLPS Chettukundu Kadappuram
86. GFLPS Bekal
87. GLPS Thiruvakolu
88. GLPS Udma
89. GWLPS Bare.
90. GLPS Aramanganam
91. GFUPS Kottikulam
92. GUPS Bare

Sl. No. Name of School

20. AJANCOR PANCHAYATH

94. GLPS Madiyan
95. GLPS Kallingal
96. GLPS Muchiloth
97. GLPS Mukkoth
98. GLPS Chithari
99. GLPS ~~xxxxxxx~~ MUTTAMTHALA
100. GFUPS AJANUR KADAPPURAM
101. GFUPS Manikoth

21. BALAL PANCHAYATH:

102. GLPS Ednakkad
103. GLPS Chulli
104. SUM GLPS Edathode
105. GLPS Kanekapallithattil

22. KODOM-BELUR PANCHAYATH

106. GLPS Aattakandam
107. GUPS Banam
108. GHS Belur Thayannur
109. GHS Kalichanadkkam

23. MADIKAI PANCHAYATH

110. GLPS Keekankot
111. GUPSKanhirapoil

24. PALLIKARE PANCHAYATH

112. GLPS Karipody
113. GWLPS Pallikare
114. GUPS Agarabole

Sl. No. Name of School

25. PARATHADY PANCHAYATH:

115. G.L.F.S. Kallappally
116. G.L.P.S. Perudhady
117. G.TwLPS Kodamboor
118. GHINLPS Adottukaya
119. GUPS Chamundikunnu
120. GYUPS Paranthrakavu
121. GHS Balanthodu
122. GHS Kottol

26. FULLUR PERIYA PANCHAYATH

123. GLPS, Challingal

27. CHERUVATHUR PANCHAYATH

124. GLPS Moicha
125. GLPS Thuruthi
126. GHS Kuttamath

28. KAYYCOR-CHEEMENI PANCHAYATH

127. GLPS Kayybor
128. GLPS Cheriyaakkara
129. GLPS Puliyanur
130. GUPS Kooliyad
131. GUPS Nalilakandam

29. NILESHWAR PANCHAYATH:

132. GLPS Perol
133. GLPS Paruthikkamuri

30. EAST-ELERI PANCHAYATH

134. GUPS Thayyeri
135. GUPS Kannivayal

Sl. No. Name of School

31. PILLICODE PANCHAYATH:

136. GUPS Padkkil

32. WEST ELERI PANCHAYATH:

137. GLPS Kunnumkai

138. GLPS Kammadam

139. GLPS Perumpatta

140. GLPS Mukkotte

141. GLPS Paramba

142. AUPS Kunnumkai

143. GUPS Perumbatta

144. MGMUPS Kottamala

145. AUPS Pilachikara

146. ALPS Nattakkal

147. ALPS Elerithattummal

33. KINANOOR-KARINTHALAM PANCHAYATH

148. GLPS North Euliyannur

149. GLPS Kinanoor

150. GLPS Periyanganam

151. GUPS Chamakuzhi Koovatti

152. SKGM AUPS Kumbalampalli

153. AUPS Berikulam

154. GHS Chayoth

155. GHS Farappa

34. THRIKARIPUR: PANCHAYATH

156. GLPS Udumbunthala

157. Islamic ALPS Ayitti

158. ALPS Thankayam

35. PADINI PANCHAYATH:

Sl. No. Name of School

36. VALIYAPARAMBA PANCHAYATH:

- | | |
|-----|-------------------------------------|
| 159 | GLPS Thayyil South Kadappuram |
| 160 | GLPS Thayyil North Kadappuram |
| 161 | GLPS Mavila Kadappuram |
| 162 | ALPS Edayilakkad |
| 163 | ALPS Padne Kadappuram Valiyaparamba |
| 164 | GFUPS Udinoor Kadappuram |
| 165 | MAUPS Mavila Kadappuram |

37. KANHANGAD MUNICIPALITY:

- | | |
|-----|--|
| 166 | GLPS Punjavi |
| 167 | Kareenul Islam LPS Arangodi, Kanhangad |

38. KASARAGOD MUNICIPALITY:

- | | |
|-----|------------------|
| 168 | GLPS Anangur |
| 169 | GLPS Kollampady |
| 170 | GUPS Nullipady |
| 171 | GUPS Kasaragod |
| 172 | GUPS Adkathbail |
| 173 | GMLPS Thalagara |
| 174 | GFUPS Adkathbail |

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LIST OF SCHOOLS REQUIRED WATER SUPPLY

PROPOSAL

=====

1. BELLURU PANCHAYATH.

1. GLPS Nettange

2. KUNBADAJE PANCHAYATH

2. GJBS Kumbadaje

3. AUPS Mouvar

4. AUPS ~~Yethedka~~ Yethedka

3. MANGALPPADY PANCHAYATH

5. GBLPS Heroor

6. GLPS Mulinje

7. GHWLPS Mangalpady

8. GBLPS Mangalpady

9. GLPS Moosodi

10. GHUPS Kurichipala

11. Navodaya ALPS Kodibail

12. GHS Uppala

13. GHS Bekoor

14. SRUPS Kubanoor

4. VORKADY PANCHAYATH

15. GLPS Pathur

16. Anekal AUPS

5. PUTHIGE PANCHAYATH

17. GJBS Mugu

18. GSBS Soorambail

19. GLPS Kannur

20. GHS Angadinugar

21. AUPS Dharmathadka

6. MEENJA PANCHAYATH

22. GLPS Talekala

23. GLPS Kuloor

24. GLPS Majebail

25. VVAUPS Miyapadavu

26. GUPS Moodambail

7. MANJESHWAR PANCHAYATH

28. GLPS Kunjathur
29. GLPS Kannathirtha
30. GLPS Udyawar
31. GLPS Udyarthotta
32. GLPS Vamanjoor
33. GLPS Badaje
34. GLPS Hosebettu
35. GWLPS Manjeshwar
36. GUPS Udyawar
37. GHS Bengra Manjeshwara
38. ALPS Udyawar Bhaghavi
39. ALPS Mariyasharama
40. SATLPS Manjeshwar

8. KUMBLA PANCHAYATH

41. GLPS Kidoor
42. GBLPS Bombrana
43. GUPS Kodyamma
44. GSBS Kumbala
45. GHS Mogral
46. GBLPS Ujarulwar
47. GWLPS Kumbala
48. GMLPS Ankkady
49. GBLPS Arikkady
50. GJBS Keral
51. GFLPS Kumbala
52. KMAUPS Arikkady

9. PAIVALIKA PANCHAYATH

53. HAUPS Chippar
54. AUPS Kurudapadavu
55. SSAUPS Chevar
56. DBAUPS Kayyar
57. Sri.DPAUPB Sajankila

10. ENMAKAJE PANCHAYATH

- 38. GWLPS Kajampady
- 59. GHS Paddre
- 60. SVAUPS Swarge
- 61. SMMAUPS Mundiathadka

11. BADIADKA PANCHAYATH

- 62. GWLPS Bela
- 63. GBUPS Dale
- 64. ALPS Kilingar
- 65. AUPS Plathadka

12. MULIYAR PANCHAYATH

- 66. GLPS Fanoor
- 67. GLPS Mundakai
- 68. GLPS Mooliar
- 69. GLPSBavikara
- 70. GUPS Manathur
- 71. GUPS Muliyaar Kapila
- 72. CALPS Bepu
- 73. SDPALPS Palla

13. KARADKA PANCHAYATH

- 74. GHS Karadka
- 75. GHS Audhur
- 76. AUPS Mulleria
- 77. AUPS Aundar
- 78. ALPS Channangod

14. DELAMPADY PANCHAYATH

- 79. GLPS Attippara
- 80. GLPS Parappa
- 81. GLPS Edaparamba
- 82. GWLPS Adoor
- 83. GUPS Ballancode
- 84. GHSDBampady
- 85. GHS Adoor
- 86. GHS Adoor.II

15. CHENGALA PANCHAYATH

- 88. GLPS Erudumkadavu
- 89. GLPS Kallumkoottum
- 90. GJr Basic School Pilankatta
- 91. GHS Alampady
- 92. GHS Cherkalam Central
- 93. GHS Edneer
- 94. GMUPS Cherkala

16. CHEMNAD PANCHAYATH

- 95. GLPS PERUMPALA
- 96. GLPS Kalanad New
- 97. GLPS Thekkil East
- 98. GLPS Chandragiri
- 99. GLPS Chathankai
- 100. GLPS Chemnad East
- 101. GLPS Kalanad Old
- 102. GUPS Thekkil West
- 103. GUPS Koliyadkkom
- 104. GUPS Chemnad West
- 105. GUPS Bendichal
- 106. GUPS Thekkil paramba
- 107. GFUPS Kizhur
- 108. GUPS Chembarika
- 109. NIALPS Dele

17. BEDADKA PANCHAYATH

- 110. GLPS Kolathur I
- 111. GLPS Tharanthattadka
- 112. GLPS Cheripady
- 113. GLPS Vavadka
- 114. GLPS Bedadka New

115. AUPS Munnad
116. AUPS Kuttikole
117. GLPS Kunduchi
118. GLPS Thavanath
119. GUPS Kulathur II
120. GLPS Manimoole
121. GUPS Manadka
122. GHS Mandankuzhi
123. AUPS Kavivedakam Karivedakam

18. MADHUR PANCHAYATH

124. GJABS Madhur
125. GWLPS Shiribagilu
126. GUPS Hidayath nagar
127. DIET Maipady
128. GHS Patla
129. SGKHS Kudlu

19. MOGRAL PUTHUR PANCHAYATH

130. GLPS Kavugoli
131. GUPS Mogralputhur
132. GLPS Kambar
133. GHS Mogral puthur
134. ALPS Kallangai

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20. UDMA PANCHAYATH

135. GLPS Chettukundu kadappuram
136. GFLPS Bekal
137. GLPS Thiruvagole
138. GLPS Mudiakkal
139. GLPS Udma
140. GWLPS Bare
141. GLPS Aramanaganam
142. GUPS Bare.

143. GFUPS Kottikulam

21. AJANUR PANCHAYATH

144. GLPS "adiyan

145. GLPS Kallingal

146. GLPS Muchilot

147. GLPS Mukkot

148. GLPS Chithara

149. GFUPS Ajanur kadappuram

150. GFUPS Manikoth

151. GUPS Puthiyakandam

152. GHWS Ramnagar

153. MPSGBHSS Bellikoth

154. GHS Raveneshwar

155. Himayathul AUPS Chittari

156. AUPS Beleshwar

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~~XXXXXXXXXX~~
~~XXXXXXXXXX~~ BELAL PANCHAYATH

22. BELAL PANCHAYATH

157. GLPS Edathode

158. GLPS kanakapallithattil

159. GLPS Konnakkad

160. GLPS Chulli

161. GHS Belal

162. GHS Maloth Kasba

163. ALPS Kallanchira

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23. KODAMBELLUR PANCHAYATH

164. GLPS Attakandam

165. GHS Kalichanadakan

24. MADIKAI PANCHAYATH

- 166. GLPS Keekamkot
- 167. GLPS Malpachery
- 168. GLPS Vayakode
- 169. GLPS Cherlathala
- 170. GUPS Madikai Alampady
- 171. GUPS Kanhirapoil
- 172. GUPS Poothakal
- 173. GHS Madikai.II
- 174. GHS Madikai I

25. PALLIKKERA PANCHAYATH

- 175. GLPS Karipody
- 176. GLPS Panayal
- 177. GWLPS Pallikkera
- 178. GLPS Cherkapara
- 179. GUPS Agasarahole
- 180. GUPS Keekan
- 181. FUPS Karichery
- 182. GUPS Kootakani
- 183. GWMAUPS Pallikkera
- 184. GHS Pakkam
- 185. GHS Thachangad
- 186. SMAUPS Panayal
- 187. Islamia ALPS Bekal

26. PANATHADY PANCHAYATH

- 188. GLPS Kalleppally
- 189. GLPS Chullikkera
- 190. GTWLPS Adamboor
- 191. GHINLPS Adottukaya
- 192. GLPS Perithady

- 193. GUPS Cheluvankunnu
- 194. GWUPS Panathur
- 195. GUPS Pananthrakavu
- 196. GHS Belanthode
- 197. GHS Kottodi
- 198. ALPS Kallar
- 199. St. Mary's AUPS Malakkallu

27. PULLUR PERIYA PANCHAYATH

- 200. GUPS Pullur Periyē
- 201. GUPS Ayampara
- 202. GUPS Pullur
- 203. GHS Ampalathara
- 204. GHS Kuniye
- 205. GHS Kalliot

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28. CHERUVATHUR PANCHAYATH

- 206. GLPS Mēicha
- 207. GLPS Thuruthi
- 208. GWUPS Cheruvathur
- 209. GHS Kuttamath
- 210. GUPS Muzhakoth
- 211. Raja's AUPS Achanthuruthi
- 212. AUPS Kaithakkad
- 213. AUPS Kovval Cheruvathur
- 214. ALPS Kodankode Islāmia
- 215. ALPS Kariyil

29. KAYYUR CHEEMENI PANCHAYATH

- 216. GLPS Bellat
- 217. GLPS Cheriyaakkara
- 218. GLPS Kayyur
- 219. GLPS Puliyannur
- 220. GUPS Nalilānkandam
- 221. GUPS Kooliyad

- 222. GUPS Podavoor
- 223. AUPS Alamthatta
- 224. ALPS Thimiri
- 225. ALPS Kundayam

30. NILESHWAR PANCHAYATH

- 226. GWLPS Nileshtar
- 227. GLPS Perul
- 228. GLPS Parathikamuri
- 229. AUPS Nileshtar
- 230. ALPS Kadinhimmoole
- 231. ALPS Moolleppally
- 232. AUPS Chathamath

31. EAST ELERI PANCHAYATH

- 233. GUPS Theyyeni
- 234. GUPS Kannivayal
- 235. GHSS Kamballur
- 236. ALPS Parakkadavu
- 237. BHALPS Munayamkundu
- 238. SNDPAUPS Kadumeni

32. RALICODE PANCHAYATH

- 239. GWLPS Pillicode
- 240. GUPS Padikkil
- 241. AUPS Molatt
- 242. AUPS Puthilot
- 243. ALPS Pollapoil
- 244. ALPS Isathul Islam
- 245. GWUPS Kodakkad
- 246. GWUPS Pillicode
- 247. GUPS Chandera

3. WEST ELERI PANCHAYATH

- 248. GLPS Kunnumkai
- 249. GLPS Chennadkam
- 250. GLPS Kammadam
- 251. GLPS Moukkot
- 252. GLPS Perumpatta
- 253. GLPS Paramba
- 254. GUPS Perumpatta
- 255. MGMUPS Kottamala
- 256. AUPS Kunnankai
- 257. AUPS Pilachikkara
- 258. ALPS Elerithattummel
- 259. Vimala ALPS Bheemadi
- 260. ALPS Nattakkal
- 261.

34. KINANUR KARINTHALAM PANCHAYATH

- 261. GLPS North Puliyanur
- 262. GLPS Mar Periyanganam
- 263. GLPS Kinanoor
- 264. GUPS Chammakkuzhā Koovatti
- 265. GHS Chayoth
- 266. GHS Parappa
- 267. SKGMAUPS Kumbalampally
- 268. AUPS Berikulam
- 269. AUPS Nellyyadkam
- 270. ALPS Keezhumala

35. THRIKARIPUR PANCHAYATH

- 271. GLPS Maithanam
- 272. GLPS Kooleri
- 273. GLPS Udumpanthala
- 274. GLPS Beerichery
- 275. GWUPS Mettammal
- 276. GUPS Olevara sankethan

- 277. GLPS Valvakkad
- 278. ALPS Thankayam
- 279. ALPS Iyitte Islamia
- 280. ALPS North Thrikarpur
- 281. ALPS Kunnacherry

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36. PADNE PANCHAYATH

- 282. GUPS Padne
- 283. Thekkekad AUPS Padne
- 284. ALPS Udinur south Islamia
- 285. ALPS Udinur Thadiyan Kavval
- 286. ALPS Orie
- 287. AUPS Udinur Central
- 288. ALPS Udinur Edachakai

37. VALIA PARAMBA PANCHAYATH

- 289. GLPS Thayyil South Kadappuram
- 290. GLPS Thayyil North Kadappuram
- 291. GLPS Madakkal
- 292. GLPS Mavila kadapuram
- 293. GFUPS Udinur kadappuram
- 294. GFHS Padne kadappuram
- 295. ALPS Edayilankkad
- 296. ALPS Padne hadappuram Valiaparamba
- 297. MAUPS Mavilakadappuram

38. KANHANGAD MUNICIPALITY

- 298. GLPS Punjavi
- 299. GFLPS Hosdurg kadappuram
- 300. GLPS Padnekkad
- 301. GLPS Kottacheri
- 302. GLPS Hosdurg theruvath
- 303. GUPS Bella
- 304. GUPS Arai.

306. GUPS Hosdurg kadappuram.
307. RM GFUPS Kanhangad
308. GHS. Bella East
309. GHS Uppilankal UPPILIKAI
310. GHS Kanhangad
311. AUPS Hosdurg theruvath
312. BM&ACPS Hosdurg
313. ALPS Bella kadappuram
314. CBMALPS Bella Kadappuram
315. PPJS&ECS Kanhangad kadappuram.

39. KASARAGOD MUNICIPALITY

316. GMLPS Thalankara
 317. GLPS Thalankara padinhara
 318. GLPS Thiruthi
 319. GLPS Anangur
 320. GLPS Kollampady
 321. GUPS Adkathbail
 322. GUPS Nullipady
 323. GFUPS Adkathbail
 324. GUPS Kasaragod
 325. ALPS Pallam
 326. PTMAUPS Bedira
 327. AUPS Nellikunnu
 328. MIALPS Thalankara.
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LIST OF SCHOOLS REQUIRED URINALS AND TOILETS

PROPOSED

Sl. No.	Name of School
	<u>BELLUR PANCHAYATH:</u>
1.	G.L.P.S. Nettanige
	<u>KUMBADAJE PANCHAYATH</u>
2.	Government J.B.S. Kumbadaje
	<u>MANGALPADY PANCHAYATH</u>
3.	G.B.L.P.S. Heroor
4.	G.L.P.S. Muliyar
5.	G.B.L.P.S. Mangalpady
6.	G.L.P.S. Moorody
7.	G.H.U.P.S. Kuruchipalla
	<u>VORKADY PANCHAYATH</u>
8.	G.L.P.S. Puthur
	<u>PUTHIGE PANCHAYATH</u>
9.	G.L.P.S. Kannur
10.	G.J.B.S. Mugu
11.	G.S.B.S. Soorambail
	<u>MEENJA PANCHAYATH:</u>
12.	G.L.P.S. Thalakala
13.	G.L.P.S. Kuloor
14.	G.L.P.S. Majibail
15.	G.U.P.S. Moodambail
16.	G.U.P.S. Kadambar
	<u>MANJESHWAR PANCHAYATH:</u>
17.	G.L.P.S. Kunjathur
18.	G.L.P.S. Kanwathirtha

Sl. No.	Name of School
19.	G.L.P.S. Udyawar,
20.	G.M.L.P.S. Udyarthotta
21.	G.L.P.S. Vamanjoor
22.	G.L.P.S. Badaje
23.	G.M.L.P.S. Hosabettu
24.	G.W.L.P.S. Udyawar Manjeswar
25.	G.U.P.S. Udyawar

KUMBLA PANCHAYATH:

26.	G.M.L.P.S. Arikkady
27.	G.L.P.S. Kidoor

PAIVALIKE PANCHAYATH:

28.	G.H.S. Paivalike
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ENMAKAJE PANCHAYATH:

29.	G.W.L.P.S. Kejampady
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BADIYADKA PANCHAYATH:

30.	G.W.L.P.S. Bela
31.	G.B.L.U.P.S. Perdala

MULIYAR PANCHAYATH:

32.	G.L.P.S. Panoor,
33.	G.L.P.S. Mundakkai
34.	G.L.P.S. Bavikkera
35.	G.U.P.S. Kanathur
36.	G.U.P.S. Mulyar Mappila
37.	G.V.H.S.S. Iriyanni

KARADUKKA PANCHAYATH

Sl.No. Name of School

DELAMPADY PANCHAYATH

38. G.L.P.S. Parappa
39. G.L.P.S. Edapparamba
40. G.W.L.P.S. Adhur
41. G.U.P.S. Pallangod
42. G.L.P.S. Kattippara

CHENGALA PANCHAYATH:

43. G.L.P.S. Erudumkadavu
44. G.L.P.S. Kallumkoottem
45. G.Jr. Basic School Pilankatta
46. G.M.U.P.S. Cherkala

CHEMNAD PANCHAYATH:

47. G.L.P.S. Perumbala
48. G.L.P.S. Kalanad New
49. G.L.P.S. Thekkil East
50. G.L.P.S. Chandragiri
51. G.L.P.S. Chemnad East
52. G.L.P.S. Chathamkal
53. G.L.P.S. Kalanad Old
54. G.U.P.S. Thekkil West
55. G.U.P.S. Kollyadukan
56. G.U.P.S. Chemnad West
57. G.U.P.S. Bendichal
58. G.U.P.S. Thekkil Paramba
59. G.F.U.P.S. Keezhoo
60. G.U.P.S. Chembrikka

BEDADKA PANCHAYATH:

61. G.L.P.S. Kolathur I
62. G.L.P.S. Tharanthatadka
63. G.L.P.S. Cheripady
64. G.L.P.S. Vavadka

Sl.No.	Name of School
65.	G.L.P.S. Bedadka New
66.	G.L.P.S. Kundeshi
67.	G.L.P.S. Tharanath
68.	G.L.P.S. Manimoola
69.	G.U.F.S. Kiltathur-II
70.	G.U.F.S. Maraduklam
<u>FAMILY PANCHAYATH</u>	
71.	G.U.F.S. Kudlu
72.	G.J.B.S. Madhur
73.	G.W.L.P.S. Chitralu
74.	G.U.F.S. Hidayath Nagar
75.	DIT Naipady
<u>MOORAMBUR PANCHAYATH</u>	
76.	G.L.P.S. Kumbhar
77.	G.L.P.S. Ravugoli
78.	G.U.P.S. Moggallur
<u>MOORAMBUR PANCHAYATH</u>	
79.	G.P.L.P.S. Nello
80.	G.L.P.S. Vellimogoli
81.	G.L.P.S. Madhur
82.	G.L.P.S. Uma
83.	G.W.L.P.S. Bar
84.	G.L.P.S. Arkanth
85.	G.L.P.S. Kottikulam
86.	G.P.U.F.S. Kottikulam
87.	G.B.P.S. Pare
88.	G.L.P.S. Chettuker in Kadappuram

Sl. No. Name of School

AJANNUR PANCHAYATH:

- 89. G.L.P.S. Madiyan
- 90. G.M.L.P.S. Ajannur
- 91. G.L.P.S. Kallungal
- 92. G.L.P.S. Muchilol
- 93. G.L.P.S. Mukkot
- 94. G.L.P.S. Chithari
- 95. G.F.W.P.S. Ajannur Kadappuram
- 96. G.F.U.P.S. Menikoth
- 97. G.U.P.S. Puthiyakondam

BALAJI PANCHAYATH:

- 98. G.L.P.S. Edathode
- 99. G.L.P.S. Puzhappalilathol
- 100. G.L.P.S. Koonkhal
- 101. G.L.P.S. Chullil

KOILCHEELUR PANCHAYATH:

- 102. G.L.P.S. Attakandam

MADIKAI PANCHAYATH:

- 103. G.L.P.S. Keekan Kot
- 104. G.L.P.S. Mallappacherry
- 105. G.L.P.S. Vayakode
- 106. G.L.P.S. Cherlathala
- 107. G.W.P.S. Madikai Alambadi
- 108. G.U.F.S. Kadhappoil
- 109. G.U.P.S. Poothakkal

PALJIKKARA PANCHAYATH:

- 110. G.L.P.S. Panayal
- 111. G.W.L.P.S. Pallikkara

Sl.No. Name of School

112. G.W.P.S. Agragoli
113. G.W.P.S. Keekan
114. G.U.P.S. Karicherry
115. G.U. P.S. Kottakkanni
116. G.U.P.S. Karipody

PANATHADY PANCHAYATH:

117. G.U.P.S. Chamundikunnu

PULLUR-FERIYA PANCHAYATH:

118. G.L.P.S. Chalingal
119. G.U.P.S. Pullur-Feriyā
120. G.U.P.S. Ayampara
121. G.U.P.S. Pullur

CHERUVATHUR PANCHAYATH:

122. G.L.P.S. Moicha
123. G.L.P.S. Thuruthi
124. G.W.U.P.S. Cheruvathur

KAYOOR -CHEENENI PANCHAYATH

125. G.L.P.S. Kayoor
126. G.L.P.S. Pullannoor
127. G.L.P.S. Cheruvakkera
128. G.U.P.S. Mozhakoth
129. G.U.P.S. Halla kadam
130. G.U.P.S. Kooliyad

NILESHWAR PANCHAYATH:

131. G.W.L.P.S. Nileshtar
132. G.W.L.P.S. Nileshtar
133. G.L.P.S. Faruthikkanavt

Sl.No. Name of School

EAST ELERI PANCHAYATH:

134. G.U.P.S. Theyannur
135. G.U.P.S. Kannivayal

PILICODE PANCHAYATH:

136. G.W.L.P.S. Pilicide
137. G.U.P.S. Paduppil
138. G.W.U.P.S. Kodakkad
139. G.U.P.S. Chandra
140. G.U.P.S. Pilicode

WEST ELERI PANCHAYATH

140. G.L.P.S. Chennadukkam
142. G.U.P.S. Perumbatta

KINANGOR-KARINDHALAM PANCHAYATH

143. G.L.P.S. North Puliyanur
144. G.L.P.S. Periyanganam
145. G.U.P.S. Chamakkuzhi Kuvatti

TRIKARIPUR PANCHAYATH:

146. G.L.P.S. Melikana
147. G.L.P.S. Kottteri
148. G.L.P.S. Beericheri
149. G.L.P.S. Udumbumthala
150. G.W.U.P.S. Mattummel
151. G.U.P.S. Olavara Banketha

PADNE PANCHAYATH:

152. G.U.P.S. Padne

VALLIYABARAMBA PANCHAYATH

153. G.L.P.S. Theyil South Kadappuram
154. G.L.P.S. Theyil North Kadappuram
155. G.L.P.S. Madakkal

-3-

Sl. No.	Name of School
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- | | |
|------|------------------------------|
| 156. | G.L.P.S. Mavilakadappuram |
| 157. | G.F.U.P.S. Udinur Kadappuram |

KANHANGAD MUNICIPALITY:

- | | |
|------|-------------------------------|
| 158. | G.F.L.P.S. Hosdurg Kadappuram |
| 159. | G.L.P.S. Paduakkad |
| 160. | G.L.P.S. Kottacherri |
| 161. | G.L.P.S. Hosdurg Theruvath |
| 162. | G.U.P.S. Bella |
| 163. | G.U.P.S. Arani |
| 164. | G.U.P.S. Hosdurg Kadappuram |
| 165. | G.F.U.P.S. Kanhangad |

KASARAGOD MUNICIPALITY:

- | | |
|------|---|
| 166. | G.M.L.P.S. Thalagara |
| 167. | G.L.P.S. Thalagara Padinhar |
| 168. | G.L.P.S. Thuruthi |
| 169. | G.W.L.P.S. Kasaragod |
| 170. | G.L.P.S. Ananloor |
| 171. | G.L.P.S. G.L.P.S. Kollampady |
| 172. | G.U.P.S. Akkathbail |
| 173. | G.U.P.S. Kasaragod |
| 174. | G.U.P.S. Mullipady |
| 175. | G.U.P.S. Akkathbail |

ADDITIONAL LIST URINALS AND TOILETS

Sl.No. Name of School

BELLURU PANCHAYATH

1. G.H.S. Bellur

MANGALPADI PANCHAYATH:

2. G.H.S. Heroor New

3. G.H.S. Mangalpady

4. G.H.S. Shiriya

5. G.H.S. Mppala

6. G.H.S. Bekoor

PUTHIGE PANCHAYATH:

7. G.H.S. Angadimoger

MEENJA PANCHAYATH:

--- N I L ---

8. MANJESHWAR PANCHAYATH

8. G.H.S. Bangare Manjeshwar

9. PAIVALIKE PANCHAYATH:

9. G.H.S. Paivalike

10 G.H.S. Paivalike Nagar

ENNAKAJE PANCHAYATH

11. G.H.S. Padre

BADIYADKA PANCHAYATH:

- N I L -

MULIYAR PANCHAYATH:

12. G.V.H.S.S. Iriyanni

DELAMPADY PANCHAYATH

13. G.H.S. Adoor

14. G.H.S. Adoor-II

15. G.H.S. Delampady

Sl. No.	Name of School
<u>CHENGALA PANCHAYATH</u>	
16.	G.H.S. Alampady
17.	G.H.S. Cherkula Central
18.	G.H.S. Edneer
<u>CHEMNAD PANCHAYATH:</u>	
19.	G.H.S. Chemnad
20.	G.H.S. Chandragiri
<u>BEDADKA PANCHAYATH:</u>	
21.	G.H.S. Kundankuzhi
22.	G.H.S. Bethurpara
23.	G.H.S. Banthadka
<u>MADIUR PANCHAYATH</u>	
24.	G.H.S. Fatla
25.	S.G.K.H.S. Kudlu
<u>MOGRAL PUTTUR PANCHAYATH:</u>	
26.	G.H.S. Mogralputhur
27.	G.F.H.S. Bekal
28.	G.H.S. Udma
<u>AJANUR PANCHAYATH:</u>	
29.	G.H.W.H.S. Ramnagar
30.	G.H.S. Rayanishwar
<u>BALAL PANCHAYATH:</u>	
31.	G.H.S. Balal
32.	G.H.S. Maloth Kasta
<u>KODOM BELUR PANCHAYATH</u>	
33.	G.H.S. Belur Thuyannur
34.	G.H.S. Kalichanadukkam
<u>MADIKAI</u>	
35.	G.H.S. Madikai-II

Sl. No.	Name of School
36.	G.H.S. Madikal
37.	G.H.S. Kakkad
<u>PALLIKKARA PANCHAYATH</u>	
38.	G.L.P.S. Geerakappara
39.	G.H.S. Thachangad
40.	G.H.S. Pakkom
<u>PANATHIADY PANCHAYATH</u>	
41.	G.W.U.P.S. Panthur
42.	G.U.P.S. Paranthirakara
43.	G.H.S. Balanthode
44.	G.H.S. Kottodi
<u>PULLUR-PERIYA PANCHAYATH</u>	
45.	G.L.P.S. Periya
46.	C.H.S. Ambalathara
47.	G.H.S. Periya
48.	G.H.S. Kuniya
49.	C.H.S. Kalliyol
<u>CHERUVATHUR PANCHAYATH</u>	
50.	G.H.S. Kuttameth
51.	G.F.H.S. Cheruvathur
<u>KAYYOOR CHEEMENI PANCHAYATH</u>	
52.	G.L.P.S. Vellat
53.	G.H.S. Kayyoor
54.	G.H.S. Cheemeni
<u>NILSHYAM PANCHAYATH</u>	
55.	G.L.P.S. Perol

LIST OF SCHOOLS
 REQUIRES ^{ment} OF PLAYGROUND/YARD TRAVELLING
 =====

1. BELLURU - PANCHAYATH

1. GLPS. Nettange
2. CHS Belluru

2. KUMBADAGI - PANCHAYATH

3. Govt. J H S. Kumbadaje

3. MARGALPADY - PANCHAYATH

4. GLPS. Melinja
5. GLPS. Moosodi
6. GH. LPS. Mangalpady
7. GHUPS. Kurichippala
8. GHS. Bekur.

4. VOORKADY - PANCHAYATH

9. GLPS Pather

12x

5. PUTHIGE - PANCHAYATH

10. GLPS Kannur
11. GJBS. Mogu
12. GSBC. Soorambail

6. PERENJA - PANCHAYATH

13. GLPS Talakkala
14. GLPS. Najabail
15. GUPS. Loodambail

16. GUPS. Kodambar. 203

7. MANJESHWAR- PANCHAYATH.

17. GUPS.Kunjathur
18. GLPS.Kanwathirtta
19. GLPS Badaje
20. GWLPS.Manjeshwar
21. GUPS.Udyawar

8. KUMBLA-PANCHAYATH

22. GLPS.Kidoor
23. GBLPS.Bombrana
24. GUPS.Kodiyamma
25. GFLPS.Kumbla
26. GJBS.Peral
27. GWLPS.Kumbla

9. PAIVALIKE-PANCHAYATH.

28. GHS.Paivalike Nagar

29

10. ENMAKAJE-PANCHAYATH

Nil

11. ~~MAKADKA~~ BADIADKA-PANCHAYATH

29. GWLPS.Bela
30. GWUPS.Perdala

12. MULIYAR-PANCHAYATH

31. GLPS.Bavikkara
32. GUPS.Kanathur
33. GUPS.Muliyar Moila
34. GVHSS.Iriyanni. x

13. KARADKA-PANCHAYATH

35. GHS.Karadka. 204

14. DELAMPADY-PANCHAYATH

36. GLPS.Kattippara

37. GWLPS.Adoor

38. GHS.Delampady

39. GHS.Adoor

40. GHS.Addo II

15. CHENGALA-PANCHAYATH

41. GLPS.Lrudamkadavu

42. GLPS.Kallunkottam

43. G.Jr.Basic School Pilankatta

44. GMUPS.Cherkala

45. GHS.Atampady

46. GHS. Edneer.

16. CHEMNAD-PANCHAYATH

47. GLPS.Perumbala

48. GHS.Chemnad

49. GLPS. Chathamkal

50. GLPS. Chemnad East

51. GUPS. Thekkil West

52. GUPS. Koliyadkam

53. GUPS. Chemnad West

54. GUPS. Bendichal

55. GUPS. Thekkilparamba

56. GUPS.Chemberika.

17. BEDADKA-PANCHAYATH

57. GLPS.Tharamthatadka

58. GLPS.Kunduchi

59. GLPS. Thevanath.

60. GWLPS. Vavadykam

61. GUPS. Kolathur II

62. GLPS. Manimoola

63. GLPS. Cheripady
64. GLPS. Dedadka new
65. GUPS. Dedadka Kanadka
66. GHS. Bandhadka
67. GHS. Kundamkuzhi

18. MADHUR-PANCHAYATH

68. GJBS. Madhur
69. GWLPS. Shiribagilu
70. GUPS. Hidayathnagar
71. DILT Maipady

19. MOGRAL PUTHUR-PANCHAYATH

72. GLPS. Kamar
73. GUPS. Mogral Puthur

20. UDHA-PANCHAYATH

74. GFLPS. Bekal
75. GLPS. Mudiyakal
76. G_wLPS. Bare.
77. GLPS. Aramanganam
78. GLPS. Chettukundu kadappuram
79. GUPS. Bare.
80. GHS. Udma
81. GLPS. Thiruvakoli

21. AJANUR-PANCHAYATH

82. GLPS. Madiyan
83. GHS. Bellikoth
84. GUPS. Puthiyakandam

22. BALAL-PANCHAYATH

85. GLPS. Edatnode
86. GLPS. Manatappallithatt
87. GUPS. Bazam
88. GHS. Maloth kamba
89. GHS. Belur Thayanur.

23. KODAM-BELUR-PANCHAYATH

- 90. GHS. Kodeth
- 91. GHS. Kalichanadukom
- 92. GLPS. Naikayam
- 93. GLPS. Parakalai

24. MADIKAI-PANCHAYATH

- 94. GHS. Kakkod
- 95. GHS. Madikai-II
- 96. GLPS. Keekankot
- 97. CLPS. Malpachery
- 98. GLPS. Vayacode.
- 99. GUPS. Madikai Alampadi
- 100. GUPS. Kanchirapoil

25. PALLIKKARE-PANCHAYATH

- 101. GLPS. Karipody
- 102. GHS. Pallikkare
- 103. GUPS. Agsarhole
- 104. GUPS. Koottakuni
- 105. GUPS. Karichery
- 106. GLPS. Panayal

26. PANATHADY-PANCHAYATH.

- 107. GTWLPS. Kundamboor
- 108. GUPS. Chammundikunnu
- 109. GUPS. Paranthrakavu.

27. PULLUR-PERIYE-PANCHAYATH

- 110. GLPS. Challingal
- 111. GLPS. Periyē
- 112. GUPS. Ayambara.
- 113. GUPS. Pulloor
- 114. GHS. Kalliyot.

115. GHS.Ambalathara

116. GHS.Periye

117. GHS.Kuniye

28. CHERVATHUR-PANCHAYATH

118. GHS. Kuttamath

29. KAYYOOR-CHEEMENI-PANCHAYATH.

119. GHS.Cheemeni

120. GUPS.Mozhakoth

121. GUPB. Nalilankandam

122. GUPS.Kooliyad

123. GHS.Kayyoor

30. NILSHWAR-PANCHAYATH

124. GWLPS.Nileswar

125. GLPS.Perol

126x

31. EAST ELERI-PANCHAYATH

126. GUPS.Kannivayal

127. GHS.Kamballoor

128. GUPS. Thayyeni,

128x

32. PILICODE-PANCHAYATH

129. GUPS.Padikkil

130. GWUPS.Kodakkad

33. WEST ELERI-PANCHAYATH

131. GLPS.Chennadkam

34. KINANDOR-KARINTHALAI-PANCHAYATH

132. GUPS.Periyanganam

133. GUPS.Chamakuzhikuvatti

208

35. THRIKARIPORI-PANCHAYATH

Nil.

36. PADNE-PANCHAYATH

134. GHS.Padne

~~135x~~

37. VALLAPARAMBA-PANCHAYATH

Nil

38. KANHARGAD MUNICIPALITY

135. GHS.Bella-East.

136. GHS.Upplikal

137. GUPS.Arai.

39. KASARAGOD MUNICIPALITY

138. GHS.Kasaragod.

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LIST OF SCHOOLS REQUIRED ELECTRIFICATION PROPOSAL.BELLUR PANCHAYATH .1

1. GLPS Nettange
2. GHS Belluru

Ex

KUMBADAJE PANCHAYATH .2

3. Govt, JBS kumbdaje

MANGALAPADY PANCHAYATH .3

4. GBLPS.Messan Heroor
5. GLPS Kulinja
6. GHLPS.Mangalapady
7. GBLPS Mangalpady
8. GLPS Moosodi
9. GHUPS.Kurchipalla

VORKADY PANCHAYATH .4

10. GLPS Pathur

PUTHIGE PANCHAYATH .5

11. GLPS kannur
12. GJBS.Kogu
13. GSBS.Soorambail

MEENJA PANCHAYATH .6

14. GLPS.Telekala
15. GLPS.Kuloor
16. GLPS.Majabail
17. GUPS Moodambail
18. GUPS.Kodambar.

MANJESWAR PANCHAYATH .7

19. GLPS.Kunjathur
20. GLPS.Kunmathirtha
21. GLPS.Udyawar

2/0

DELAMPADY PANCHAYATH. 14.

45. GLPS. Parappa
46. GLPS. Edaparamba
47. GWLPS Adhur
48. GLPS. Kattipara
49. GHS. Delampady
50. GHS. Adoor
51. GHS. Adoor II

CHENGALA PANCHAYATH. 15

52. GLPS. Edudamkadavu
53. GLPS. Kallumkottam
54. G. Jr. Basic School Pilankatta
55. GMUPS. Cherkala
56. GHS. Alampady.
57. GHS. Edneer.

CHENNAD PANCHAYATH. 16

58. GLPS. Perumbala
59. GLPS. Kalanad New
60. GLPS. Thekkil east
61. GLPS. Thekkil west
62. GLPS. Chathankai
63. GLPS. Chennad east
64. GLPS. Kalanad Old
65. GUPS. Koliyadkam
66. GUPS. Benchichal
67. GUPS. Thekkil Paramba

BEDADKA PANCHAYATH. 17

68. GLPS. Kolathur I
69. GLPS. Theranthadka
70. GLPS. Cheripady.
71. GLPS. Vavadka
72. GLPS. Bedadka new
73. GLPS. Kundechi
74. GLPS. Tharantthattadka

76. GUPS. Manadka

MADHUR PANCHAYATH.18.

- 77. GLPS. Kudlu
- 78. GJBS Madhur
- 79. GWLPS. Shiribagilu
- 80. GUPS. Hidayath Nagar

MOGRAL PUTHUR PANCHAYATH.19

- 81. GLPS. Kamar
- 82. GLPS. Kavugoli
- 83. GUPS.Mogralputhur
- 84. GHS.Mogralputhur

UDMA PANCHAYATH.20

- 85. GFLPS. Bekal
- 86. GLPS.Thiruvakoli
- 87. GLPS. Mudiakal
- 88. GLPS Udma
- 89. GWLPS Bare
- 90. GLPS Arananganam
- 91. GUPS.Bare
- 92. GLPS. ChettukunduHadappuram
- 93. GUPS. Kottilulum.

AJANUR PANCHAYATH.21.

- 94. GLPS Madiyan
- 95. GMLPS Ajanur
- 96. GLPS Kallingal
- 97. GLPS Muchilot
- 98. GLPS ~~MMkkkk~~ Mukkot
- 99. GFUPS Manikoth
- 100. GUPS Puthiyakandam

101. GHWS Ramnagar
102. GHS Ravaneshwar

BELAL PANCHAYATH.22

103. GLPS Kanakathihett
104. GLPS Konnakkal
105. GLPS Ch^ualli
106. GHS Belal
107. GHS Malcthkasba

KODOMBELLUR PANCHAYATH.23

108. GWLPS Narikayam
109. GLPS Attakandam
110. GUPD Panangad
111. GUPD Parakkazhi
112. GUPS Banam
113. GHS Attanganam
114. GHS Kalichanadkom

MADIKAI PANCHAYATH.24

115. GLPS Keekankot
116. GLPS Malpachery
117. GLPS Vayocode
118. GLPS Cherlathala
119. GUPS Madikai Alampady
120. GUPS Kanhirampoil

PALLIKKARA PANCHAYATH.25

121. GLPS Panayal
122. GWLPS Pallikkera
123. GLPS Cherkappara
124. GUPS Agasarahole
125. GUPS Karichery
126. GUPS Kottakani

127. SMAUPS Panayal

128. GHS Pallikkera

129. GLPS Karipody

PANATHADY PANCHAYATH.26.

130. GLPS Kallappally

131. GLPS Chulikkara

132. GTWLPS Kodambar

133. GHWLPS Adottukaya

134. GUPS Chamundikunnu.

135. GUPS Paranthrakavu

PULLUR PERIYE PANCHAYATH.27

136. GLPS ^{CHALINGAL} Challingal

137. GLPS Periyē

138. GUPS Ayampara

139. GHS Kuniya

140. GUPS Pullar

CHERUVATHUR PANCHAYATH.28

141. GLPS Moicha

142. GLPS Thuruthi

143. GUPS Chervathur

KAYYOOR CHEEMENI PANCHAYATH.29

144. GLPS Kayoor

145. Puliannur GLPS.

146. GLPS Cheriakkara

147. GUPS Nalilankandam

148. GUPS Kooliyad

149. GLPS Vellat.

NILESWAR PANCHAYATH.30

150. GWLPS Nileswar

151. GLPS Nileswar

152. GLPS Perol

153. GLPS ^{Parathikamuri} ~~Parichikkavu~~

EAST ELERI PANCHAYATH.31

- 154. GUPS Thayyeni
- 155. GUPS Kannivayal
- 156. GHS Kamballur
- ~~157x~~

PILICODE PANCHAYATH.32.

- 157. GUPS Padkkil
- 158. GWUPS Kodakkad
- 159. GUPS Chandra
- 160. GUPS Pilicode

WEST ELERI PANCHAYATH.33.

- 161. GLPS Chennadkam
- 162. GLPS Kammadam
- 163. GLPS Kunnumkai
- 164. GLPS Monkotte
- 165. GLPS Perumpatta
- 166. GLPS Paramba
- 167. GUPS Perumbatta
- ~~168x~~

KINANNOOR KARINTHALAM PANCHAYATH.34.

- 168. GLPS North Puliannoor.
- 169. GLPS Periyanganam
- 170. GLPS Kinanoor
- 171. GUPS Chamakkuzhikuvatti

THRIKARIPUR PANCHAYATH.35.

- 172. GLPS Valvakkad
- 173. GLPS Mailkana(Maithani)
- 174. GLPS Koolery
- 175. GLPS Beerichery
- 176. GLPS Udumbanthala
- 216 177. GWUPS Mottummale
- 178. GUPS Olavara Sanketha.

PADNE PANCHAYATH 36

179. GUPS Padne

18

VALIYA PARAMBA PANCHAYATH.37

180. GLPS Thayyilsouthkadappuram

181. GLPS Thayyil North kadappuram

182. GLPS Madikkal

183. Mavilakadappuram

184. GFUPS Udinur kadappuram

KANHANGAD MUNICIPALITY

185. GFLPS Hosdurg kadappuram

186. GLPS Panchavi

187. GLPS Padnekkad

188. GLPS Kottecherry

189. GLPS Hosdurg theruvath

190. GUPS Bella

191. GUPS Hosdurg kadappuram

192. GFUPS Kanhangad

KASARAGOD MUNICIPALITY

193. GMIPS. Thalankara

194. GLPS Padiahara

195. GLPS Thuruthi

196. GWLPS Kasaragod

197. GLPS Anangar

198. GLPS Kollampady

199. GUPS Nullippady

200. GFUPS Adkath bail.

.....

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Name of BLOCKS, Municipalities, Panchayats and Wards
Kasaragod Dist.

T-1-1

NAME OF PANCHAYATHS

(KASARAGOD REV. DIST.)

<u>Name of Panchayat.</u>	<u>No. of Wards</u>	
1. MANJESHWAR	23. AJANUR
2. VORKADY	24. MADIKAI
3. MEENJA		25. KODOM-BELOOR
4. PAIVELIKE		26. PANATHADY
5. MANGALPADY		27. BALAL
6. KUNBLA		28. NILESHWAR
7. PUTHIGE		29. KINANUR-KARINTHALAM
8. ENNAKAJE		30. WEST EIERI
9. BELLURU		31. EAST EIERI
10. KUNBADAJE		32. KAYYUR-CHEEMENI
11. BADIADKA		33. CHERVATHUR
12. MADHUR		34. FILI CODE
13. MOGRAPUTHUR		35. PADNE
14. CHENGLA		36. TRIKARIPUR
15. KARADKA		37. VALIYAPARANDA
16. DELAHADY		
17. MULIYAR		<u>MUNICIPALITIES</u>
18. MEMANIKK CHEMNAD		38. KASARAGOD
19. BEDADKA		39. KANJANGAD.
20. UDHA		-----
21. FALLIKARA		
22. PUPPUR PERIYE		

EDUCATIONAL SUB DISTRICTS

- | | |
|---------------|-----------------|
| 1. MANJESWAR | 4. BEKAL |
| 2. KUNBLA | 5. HOSDURG |
| 3. KASARAGOD. | 6. CHERVATHUR |
| | 7. CHITTARIKKAL |

POPULATION TABLE. RURAL - STEAM ISL

	S	C		S	T	Total population			
	M	W	Total	M	W	Total	M	W	T
...	37889	37319	75208	14651	14173	28824	442648	452634	895282
...	3291	3471	6762	190	169	359	86155	40071	126226
...	41180	40790	81970	14841	14442	29283	528803	542705	1071508

CATEGORY WISE STRENGTH IN STANDARDS 1-V in 1-10

KASARAGOD DISTRICT

(As per the Report of the 6th working Day-1993-94)

Category	Boys	Girls	Total
Scheduled Caste	6239	6086	12325
Scheduled Tribe	988	958	3947
Others	62066	57569	
TOTAL	62293	64613	133906

Details of U.P.L.P Teachers
on 15-6-52

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L.F. Section/L.P. School

HeadMaster (L.P)	207	33	-	-	-	-	-	-	207	33
L.P. School Asst.	1071	1395	5	10	-	-	1	-	1077	1405

LANGUAGE TEACHER

Malayalam	--	-	-	-	-	-	-	-	-	-
Hindi	--	3	-	-	-	-	-	-	-	3
Tamil	--	-	-	-	-	-	-	-	-	-
Sanskrit	--	-	-	4	-	-	-	-	-	4
Arabic	110	29	88	18	5	1	1	-	204	48
Kannada	-	-	-	-	-	-	-	-	-	-
Urdu	-	-	-	1	-	-	-	-	-	1
Others	-	-	1	-	-	-	-	-	1	-
Total	110	32	89	20	5	1	1	-	205	53

SPECIAL TEACHER

Phy. Edn	-	2	-	-	-	-	-	-	-	2
Drawing	-	-	-	-	-	-	-	-	-	-
Craft	-	-	-	-	-	-	-	-	-	-
Music Dance	-	1	-	1	-	-	-	-	-	2
Sewing/Needle Work	-	1	-	1	-	-	-	-	-	2
Clothing Tailoring	-	-	-	-	-	-	-	-	-	-
Others	1	-	-	-	-	-	-	-	1	-
Total	1	5	-	2	-	-	-	-	1	7

Grand Total

1389 1465 94 32 5 1 2 - 1490 1498

Details of UP/LP Teachers
as on 15-6-1992

	Full Time				Part time				Total	
	M	F	M	F	M	F	M	F	M	F
<u>UP Section(UP School)</u>	M	F	M	F						
Head Masters (UP)	119	21	-	-	-	-	-	-	119	21
UP School Asst	986	746	1	5	1	-	-	2	908	753
<u>LANGUAGE TEACHER</u>										
Malayalam	-	-	-	4	-	-	-	-	-	-1
Hindi	56	102	24	27	10	13	2	7	92	149
Tamil	-	-	-	-	-	-	-	-	-	-
Sanskrit	19	31	21	23	-	2	-	2	40	58
Arabic	36	12	18	4	1	-	-	1	55	17
Kannada	3	4	1	-	-	-	-	-	4	4
Urdu	5	4	18	6	3	1	3	1	29	12
Others	-	-	-	-	-	-	-	-	-	-
Total	119	153	82	61	14	16	5	11	220	241
<u>SPL TEACHERS</u>										
Prp. Edn	17	14	-	-	4	10	1	-	22	15
Drawing	15	3	2	-	3	-	-	-	20	15x 3
Craft										
Music Dance	3	1	1	1	4	-	1	-	5	2
Sewing/Needlework	1	5	-	-	-	4	-	-	1	6
Cutting & Tailoring	-	-	-	-	-	-	-	-	-	-
Others	2	-	-	-	-	-	-	-	2	1
Total	39	24	3	1	7	2	2	2-	51	27
GRAND TOTAL	1183	844	86	67	22	18	7	13	1298	1042

Panchayath DANATHADY

Name of School.	1:30	1:30	1:40	1:50	1:60	1:70	1:80
ALPS Ranipuram.		2	1		1		
G.L.P.S. Kallappally.	4						
Holy Family ALPS Rajapuram.					4	4	
G.L.P.S. Chullikara.		8					
G.T.W.L.P.S. Kodumboor.	3	1					
G.H.W.L.P.S. Adottakaya.		1	3				
G.L.P.S. Perunthady.	1	2	1				
ALPS Kallar.		3	2	1			
G.U.P.S. Chamendikulam.			3	1	1	1	
G.W.O.P.S. Panathoor.				6	7		
G.U.P.S. Pranthakavu.		1	2	2			
St. Mary's A.U.P.S. Mala Kallu.				7	4	2	
G.H.S. Balunthode.					5		2
G.H.S. Kettody.			6	1	3		
Holy Family H.S. Rajapuram.					2	1	

Panchayath : Madikai.

Teacher Pupil ratio

Name of School.	1.20	1.30	1.40	1.50	1.60	1.70	1.80
G.L.P.S. Keekankot.	1	3					
G.L.P.S. Maplacherry.	1		3				
U.L.P.S. Uayacode.	1		3				
G.L.P.S. Cherna Thelu.	4						
G.U.P.S. Madikai Aambadi.		2	2	1	2		
G.U.P.S. Kambirapoi.		1	4	1			
G.U.P.S. Poothakkal.				2	3		
G.H.S. Madikai II		2	7	1			
G.H.S. Madikai Achinkanam.		4	3	4			
G.H.S. kakkad.			14				

Pauchayath : : Manjeshwar.

Name of School	1:20	1:30	1:40	1:50	1:60	1:70	1:80
G.L.P.S. Kanwathitha,			4	4			
Marishramen A.L.P. School, Kunjathur.		1	3		1		
A.L.P.S. Udyawar Bhagawathi		3	1				
G.L.P.S. KUNJATOR.			16				
G.L.P.S. Badaje.			1	1	1	1	
G.L.P.S. Manjeshwar		2	3				
G.L.P.S. Vamanjuz.		9	3				
G.M.L.P.S. Hosabettu.		6	2				
G.H.S. Bangra - manjeshwar.				3	4		
S.A.T.G.P. Manjeshwar			6	2			
G.L.P.S. Udyawar.			11				
V.A.C.P.S. Panoor.				2	2		1 1
G.M.L.P.S. Udyawar thotta.	1	2	1				
G.U.P.S. Udyawar				2			
S.A.T.H.S. Manjeshwar				4			
		244					

Panchayath Chemnad

No	Name of School	1:20	1:30	1:40	1:50	1:60	1:70	1:80
	G.L.P.S. Perumbala			3	1			
	G.L.P.S. Kalanad new			6			1	
	G.L.P.S. Thekkil East		4					
	G.U.P.S. Chandragiri				10	1		
	G.L.P.S. Chathaiskar		3	1				
	G.U.P. School, Thekkilwest			4	2	2		
	G.U.P. School, Koliyadkam			4	6			
	G.U.P.S. Chemnad west			2	8	7		
	G.L.P.S. Kalanad old			2	1	1		
5	G.F.U.P.S. Kizhuv						1	1
11	G.U.P.S. Chemparika			1	3	1		
2	G.U.P.S. Bendichal				1	2	2	
3	G.L.P.S. Chemnad East			2		6		
4	G.H.S. Chemnad					3		
5	N.S.A.L.P.S. De li		2	5				
6	G.U.P.S. Thekkil Paramba				6	7		

Pauchayaths : NILESHWAR

Name of School	1:20	1:30	1:40	1:50	1:60	1:70	1:80
A.C.P.S. Thaikadappuram			3	5			
G.C.P.S. Pavi Thikkemur	2	2					
G.W.C.P. Thakalappur		2	6				
A.C.P.S. Moolapally		3	1				
G.C.P. Nileskwar		6	2				
R.C.P.S. Nileskwar		1	2	1			
G.C.P.S. Perol		2	2				
A.L.P.S. Palam	2	2					
A.U.P.S. Nileskwar			12				
A.U.P.S. Chathamal		3	2				
St. Ans AUPS Nileskwar			2	12	2		
G.H.S. Kottappuram		6	2	2			

Panchayath: PUTHIGE

Name of School.	1:20	1:30	1:40	1:50	1:60	1:70	1:80
A.L.P.S. Badoor Padavu.			3	1			
MIACPS Challangaym.			3		1		
Kandal ALPS			3	1			
G.L.P.S. Kakkur		2	2				
A.J.B.S. Puthige		1	3				
G.J.B.S. Mugu			1	3			
Dharmathedka A.V.P.School.			1	3	2		
G.S.B.S. Soorambail.					3	1	1
G.H.S. Angadi moguru				2	2	5	1

Panchayath KODOM-BELUR

Name of School.	1:20	1:30	1:40	1:50	1:60	1:70	1:80
G.L.P.S. Attakkindam.	1	2	1				
G.U.P.S. Banam		2	3				
G.U.P.S. Parakkadu			1	3	1		
G.H.S. Thayanur		1			2	2	1
G.H.S. Kalichanadukottam				8		1	

Panchayath Thrikaripur

Name of School	1:20	1:30	1:40	1:50	1:60	1:70	1:80
A.L.P.S, Thankayam.		8					
G.L.P.S. Kooleri.		6	1				
G.L.P.S. Beericheri.			3	1			
G.L.P.S. Udampam Thala.		4	4				
St. Paul's A.P.S.			10	9			
G.O.P.S., Olavara Sanketha.		1		3			1
G.H.S. Thrikaripur South.			1		3	1	1
G.L.P. School, Valva kad		3	1				
A.C.P. School, North Thrikaripur.							
Kunnacherry A.C.P.S.		1	3				
Ayidhi Islamiya School		1	3				
G.L.P.S. Marithani.		4					
G.W.V.P.S. Mettummal.		3	7				
P.M.A.D.T.S.H.S. Kairkottadam		3	9				
G.V.H.S. Thrikaripur		24	4				

Panchayats MULIYAR

No	Name of school	1.20	1.30	1.40	1.50	1.60	1.70	1.80
1	K.A.L.P.S. Kottoor	2	7					
2	G.L.P.S. Panoor	4						
3	P.A.L.P.S. Driyanni		4	2	2			
4	G.L.P.S. Mundakai	1		3				
5	L.P.S. Bepai	1	3					
6	L.P.S. Bavikara		1	3				
7	S.D.P.A.L.P.S. Malle		3					
8	A.U.P.S. Bovikana			6	12			
9	G.U.P.S. Kanathur			3	2	1		
10	G.U.P.S. Muliya				4	4	2	

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Name of School	1:20	1:30	1:40	1:50	1:60	1:70	1:80
A.L.P.S. Kakkabeth	1	3					
G.L.P.S. Nettanige		3	1				
S.S.A.L.P. School Pameyala		3	1				
G.H.S. Bellur				9	6		

Panchayat 115. Mangalpadu.

	Name of School	1:20	1:30	1:40	1:50	1:60	1:70	1:80
1.	A.L.P School, Ichilangod. general		4					
2.	Islamic A.P. school, Ichilangod		4					
3.	G.B.L.P. School, Herook.	3	1					
4.	S.R.A.V.P School, Kubanoch		2	4		2		
5.	Govt. High School, Herook. (New)				6	4		
6.	Govt. C.P. School, Mulinja		2	2				
7.	G.H.W L.P. School, Mangalpadu.			2	2			
8.	G.H.V.P.S. Kurchipalla			10				

Panchayats : CHENGALA

No.	Name of School.	1:20	1:30	1:40	1:50	1:60	1:70
	J.J.A.L.P.S. Chengala.		2	2			
	B.A.H.M.A.C.P.S. Panachila.			8			
	Fathima A.L.P.S. Narampady. Muvvat.			2		1	3
	Govt. Jr. Basic School, Pinarakkal.		4	1	2	2	
	A.L.P. School Purdush P.O. Nekkoje		4	4	2		
	K.M.A.U.P.S. Kallinkattu.			5		2	
	A.K.M.M.A.U.P.S. Paika P.O. Nekkoje			3	6	2	
	G.H.S. Edneer.			6	6	2	
	H.H.S. IB Higher Secondary School.		1				
	Vidya Ranya U.P. School, Pady.		2	2			
	G.L.P. School Ennalamkottam.		2	2			
	J.J.A.L.P.S. Cheroor.			10			
	G.L.P. School, kallumkottam.		4				
	G.M.U.P. School, Cherkala.		1	1	3		
	T.I.H.S. Naimarucola.					2.2	1
	G.H.S. Alampady.			6	7	2	
	G.H.S. Cherkala, central.		255			5	6

Panchayat kumbdaje

	Name of School.	1:20	1:30	1:40	1:50	1:60	1:70	1:80
1	S.A.P.A.L.P.S. Agalpada	1	2	1				
2	V.V.A.C.P.S. Keerikad	4						
3	G.T.B.S. Kumbdaje	4			1	4		
4	A.U.P.S. Yelhadka		2	2	1			
5	S.A.P.H. Agalpada				2			

Panchayath West Eleri

Sl No.	Name of School	1:20	1:30	1:40	1:50	1:60	1:20
1.	G.L.P.S. Paramba	3	1				
2.	G.L.P.S. Chennedukkam		4				

Panchayats - Kasaragod.

	Name of School.	1:20	1:30	1:40	1:50	1:60	1:70	1:80	1:90
1	A.L.P.S. Pallam.		3.	1					
2	G.W.L.P.S. Kasaragod	4.							
3	A.U.P.S. Velhikkunnu.			5	10				
4	G.C.P.S. Adkashabai.			16		6			
5	G.H.S. Kasaragod			2					
6	G.L.P.S. Anagod.	2	3			1	1	2	
7	G.L.P.S. Kollampadi.		2	1	1				
8	P.T. A.U.P.S. Bacher.				1	1	2		1
9	M.M.A.C.P.S. ^{Thuridhi} Bacher		3.	2.					
10	B.E.M. Highschool Kasaragod.					1			

Panchayath : PADNE

Sl. No.	Name of School.	1:20	1:30	1:40	1:50	1:60	1:70	1:80
1.	A.L.P.S. ORIE PADNE		3	2				
2.	PADNE THEKKERAD ALPS		1	3	1			
3.	A.L.P.S. Thadiyan Korvel.		6	2				
4.	ALPS Udinoor South Islamiya.		7	2				
5.	G.U.P.S. PADNE			18	1			
6.	AUPS Udinoor Central			11	2			
7.	Edachakan: AUPS		2	8				

Panchayath : Kinnaroo
Karinthalam,

I. No.	Name of School	1:20	1:30	1:40	1:50	1:60	1:70	1:50
1	G.L.P.S. Puliyannoor.		2	2				
2	G.L.P.S. Kinnaroo	4						
3	G.L.P.S. Keezhmala		3	1				
4	G.L.P.S. Periyanganam		1	1		2		
5	G.U.P.S. Chamakkuzhi		5					
6	A.U.P.S. Nelliya dukkam		6	2	1			
7	S.K.G.M.A.U.P.S. Kumbalappally		6	5				
8	A.U.P.S. Binikkulam,				4	1		
9	G.H.S. Chayoth			7	5			
10	G.H.S. Parappa.			8	6			

TOTAL NUMBER OF PRIMARY TEACHERS IN STANDARD 1-V IN KASARAGOD DISTRICT

Sl. No.	Category	Male	Female	Total
1.	Scheduled Caste	106	104	210
2.	Scheduled Tribe	29	8	37
3.	Others	2643	2428	5071
	TOTAL	2788	2540	5328

Qualification Chart of Teachers

Kasaragod District

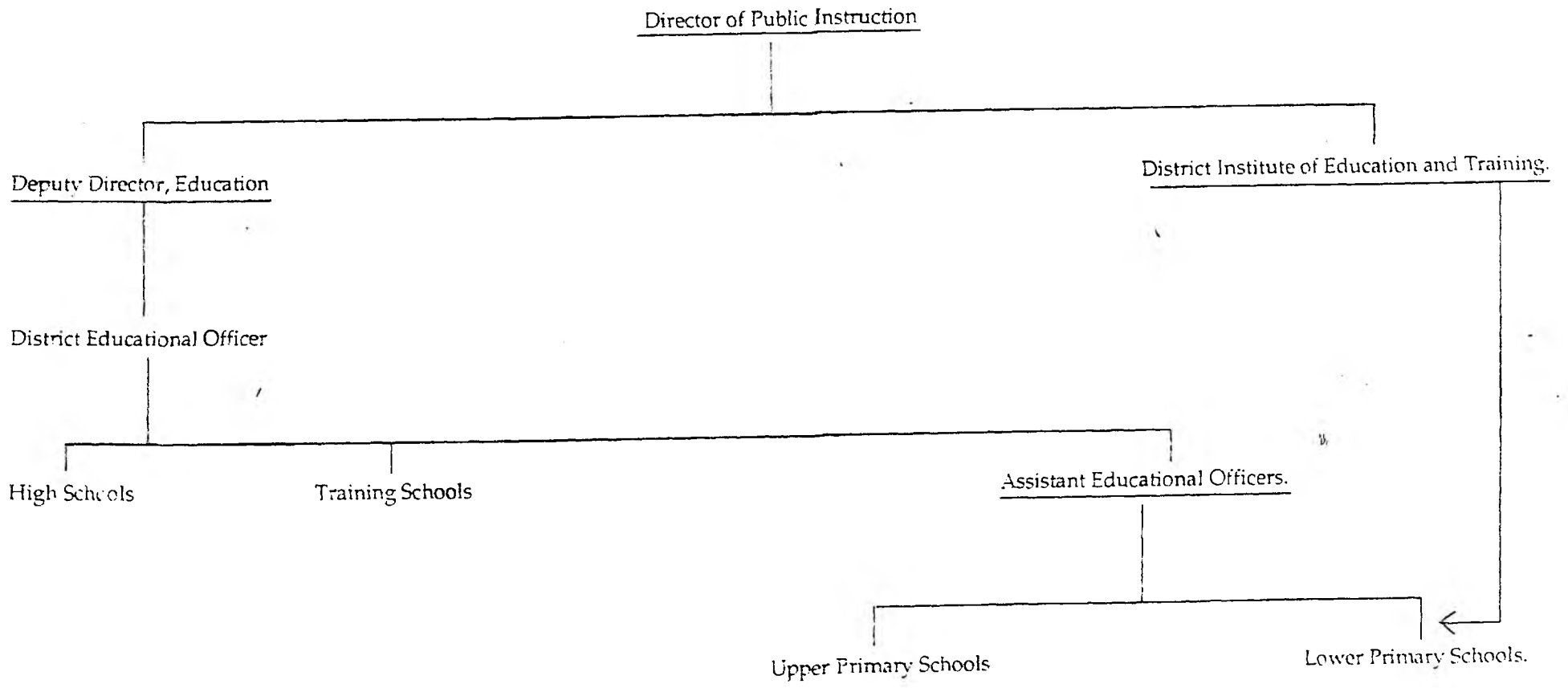
No	Name of Sub District	SSLC TTC	PDC T.T.C	BA TTC	BA/BR/BCom BEd	MA/MSc BEd	MA/MSc MED
1	Manjeshwar	325	73	14	74	14	-
2	Kumbala	390	76	18	70	16	-
3	Kasaragod	481	192	40	174	20	-
4	Bekal	300	135	21	140	13	-
5	Hasdurg	355	183	41	131	13	-
6	Cheruvathur	415 374	101	38	123	-	-
7	Chittarickal	290	131	14	78	11	-
	Total	2646 2617	891	186	790	87	-

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TABLE - 1: 5

GENERAL EDUCATION DEPARTMENT, KERALA

Organisation Chart.



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NO. OF CHILDREN ENGAGED IN LABOUR IN THE AGE GROUP OF
6-14 IN KASARAGOD DISTRICT

Sl. No.	Nature of work	Nos.	Panchayaths where this problem exists mainly
1.	Beedi workers	1346	Cheruvathur, Kasaragod Madhur, Manjeshwar, Vorkady, Paivalike, Badiadka, Kanhangad, Nileshwar etc,
2.	Hotel Workers	379	Kasaragod Municipality, Kanhangad Municipality, Nileshwar, Kumbla, Manjeshwar, Badaadka.
3.	Fishing	643	Valiaparamba, Nileswar, Ajanur, Udma, Kasaragod, Kumbla, Manjeshwar, Nogralputhur, Kanhangad
4.	Maid servants	106	Panathady, West Eleri, East Eleri, Badaadka, Badiadka etc,
5.	Baby Silling in boome	210	Valiyaparamba, Ajanur, Udma, Panathadi, Chengala, West Eleri, Manjeshwar, Kumbla, Mangalady etc.
TOTAL:		2684	

LIST OF NURSARY SCHOOLS PANCHAYATWISE

KASARAGOD.

	Name	Location.
1. <u>PUTHICE PANCHAYATH:</u>		
Nursery School:	Muhimath English Medium Nursery School	Ward No.IV
2. <u>MANJESHWAR PANCHAYATH</u>		
Anganavadi Nursery Schools	1. Udaya English Medium Nursary School 2. S A T Nursery School	Near S.A.Temple IXth ward in S A High School
3. <u>Mogral Puthur</u>		
<u>Balavadi</u>	1. 2. 3. 4.	Mogral Naikaup Kidoor Kumbla
Nursary School	1. Little Lilly Nursery school Kumbla 2. Essa Nursery School	Kumbla Mogral.
4. <u>PAIVALIKE</u>		
<u>Balavadi.</u>	1. Govt. Balavadi, Kuruda- ppadavu 2. Govt. Balavadi, Attegoli	Ward No.III Kundappadavu. Ward No.VII Kayyur.
5. <u>ENNAKAJE</u>		
<u>Balavadi</u>	1. 2. 3. 4. 5.	Berigappadavu sheni kattukukke swarga. perla.
6. <u>BADIADKA</u>		
<u>Anganavadis</u>	1. 2. 3. 4. 5. 6.	pallathadka Badiadka. Manya Bela Nirchal Keraga Kolani, perdala
Nursary Schools	1. Chinmaya Vidyalaya 2. Panchayath Nursery school.	Badiyadka Chedekal.

XXXXXXXXXX	Name	Location
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7. KARADKA

Nursary School	1	Mulleria
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8. CHEMNAD

Anganavadi	1	Thekkil Ferry
	2	Ukrampady
	3	Chattanchal
	4.	Pallathunkal
	5	Paramb
	6.	Pannikkallu
	7	Poinachi
	8.	Bendichal
	9.	Aninha
	10	Meodambail
	11.	Perumbal
	12	Bencor
	13	Kunda
	14	Chiravathukkal
	15	Falichiyadukam
	16	Chemnad Ferry
	17	Paravanadkkam
	18	Aramananganam
	19	Beli
	20	Kalanad
	21	Vaniyar Meela
	22	Chembarika
	23	Kekkal
	24	Karakkunnum metta
	25	Chathankai
	26	Kighur Kadappuram
	27	Theruvath.
	28	Melparamb
	29	Oravumkara

Nursary School

1	Chacha Nursary School	Chattanchal
2	Viswajan Nursary School	Chattanchal
3	Aliya Nursary School	Paravanadkkam
4	Sa-Adiya Nursary School	Beli
5	Rose garden nursary School	Kalanad

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	Name	Location
9. <u>ALHUR</u> Anganvadi	1.	Isth ward-Chettunkuzhi
	2	XIII ward Paipady
	3	IInd ward Mannippady
	4	Ist wara neppkuri
	5	VIIth ward soorlu
Balavadi	1 Kudlu Yuvajana sangha	Ward No.II Kudlu
	2 Tharunakala Vrinda	Ward No.VI Parakkila
	3 Dithra Kala Vrinda	Ward No.VI Madhur
	4	
10. <u>UDHA</u> Nursary School	1 Ambika Cottage and nursary school	Palakkunnu
11. <u>AJANDR</u> Anganavadi	1	W.No.10 Navaneshvaram
	2	W.No.10 Kozagiri
	3	W.No.13 Chithirikadapu- ram
	4	W.No.12 Kolaveyayal
	5	W.No.11 Adikkannan
	6	W.No.12 Kallinkal
	7	W.No. 7 Bellikoth
	8	W.No.7 Puthiyakandam
	9	W.No.7 Panakuzhi
	10	W.No.7 Adavunkunnu
	11	W.No.2 Kattedi
	12	W.No.7 Kattukulangara Kizhakkebellikoth
	13	W.No.5 Kattukulangara
	14	W.No.8 Malappadam
	15	W.No.3 Padiyan,
12. <u>BALAL</u> Anganavadi	1	Adathode
	2	Kallachira
	3	Veenara
	4	Arumanjar
	5	Kattix Arumanjar
	6	Shullix Balal
	7	Chulli
	8	Malan
	9	Konnakkad
	10	cherisakkode

	NAME	DESCRIPTION
13 KODUMBELUR		
Anganvadi	1	Sarkari W.No.VI
	2	W.No.5 Kunhikochi
	3	W.No.1 Udayapuram
	4	W.No.3 Ayyankkavu
	5	W.No.3 Arakkal
	6	W.No.9 claicode
	7	W.No.1 kedoth
	8	W.No.3 Nerakannathad- ka
	9	W.No.7 Phayannur
	10	W.No.4 Panayad
	11	W.No.8 Kalichanadkam
	12	W.No.8 Attakkandam
	13	W.No.7 Cheralam
	14	W.No.2 Chullikkara
	15	W.No.2 Thungal
	16	W.No.2 Aiyret
	17	W.No.9 Banam
	18	W.No.5 Parakkallingal
14. PALLIKKERA		
Nursary school	1.	Islamia nursary and L.P.School Pallikkera
15 PULLUR PERIYA		
Anganvadi.	1.	W.No.8
nursary school	1.	Netaji nursary school
	2	Ambedkar Nursary school
16 CHERUVATHUR		
Balavadi	1.	Vadakke Valappil Harijar Balavadi Kuthiyakandam
	2.	Priyadarshini- balavadi Puthiyakandam
	3	Thuruthi
Nursary school	1	Nellickal Bhaga- vathi Near Nellickal kshethra nursary- school bhagavathi temple.
17. EASTMILLERI		
Nursary school	1	chittarikkal
	2	kannivayal
Balavadi	1	chittarikkal
	2	kannivayal

	Name	Location
<u>WEST-TLERI</u>		
18. Balavadi Nursary School	1.	Narambancheri
	2	Varakkad
	3	Mandapan
	4	Cheerkayam
	5	Bheemadi
	1 Panchayath Nursary School	Panchayat Nursary School	Flachikara
2 Central Govt. Nursary School	Central Govt. Nursary school,	Lummankai
3. Nursary School (Block)		Bheemadi
19. KINANCOOR-KARINDHALAM Balavadi Nursary-school	1	Gramalakshmi Mahila samajam Balavadi
	2.	Dhesea sevika Mahila samajam Balavadi
	3.	Orama sree Mahila-samajam Balavady
	4.	Clint Balavady
	1. Panchayath Nursary school	chayoth
20. CALI VARADAM Balavadi	1.	W.No.3, Kannuveedu-kadappuram
	2.	W.No.1, Edayilakad
21. BASARAGUD Municipality Ohganvadi.	1.	Kellaupady
	2.	Kullippady
	3.	chala
	4.	Fort road
	5	Theruveth Ceranics
	6.	Thuruthipally. ² road.
	7.	Ponneroola
	8.	Thalangara
	9.	Kadappuram (Beach road 3)
	10.	Anapoor HSS club
	11.	Beevanthbail, Hill kunnu
	12.	Kottakani
	13.	Cherangai Kadappur
	14.	Adkathbail
	15.	Kellogudde
	16	Marakanagar
	17	Kozakkad.

LIST OF SCHOOLS WORKING IN SESSIONAL SYSTEM

<u>Name of Schools</u>	<u>No. of Class division</u>		<u>Total</u>
	<u>1 to V</u>	<u>VI to X</u>	
1. G.H.S. Balamthode	15	19	34
2. G.H.S. Uppala	22	13	35
3. G.H.S. Mogral	18	12	30
4. G.H.S. Mogral puthur	20	19	39
5. G.H.S. Bengara Manje	17	14	31
6. G.H.S. Kundamkuzhy	28	26	54
7. G.H.S. Paivalika Nagar	16	13	29
8. G.H.S. Angadimogu	23	15	38
9. G.H.S. Kanhangad	14	13	27
10. G.H.S. Bandadka	22	20	42
11. G.H.S. Edneev	13	10	28
12. G.H.S. Bekur	20	16	36
13. G.H.S. Rameshwaram	16	14	30
14. G.H.S. Ambalathara	15	13	28
15. G.H.S. Thachangad	12	14	26

Details of Accommodation
in Dept. HS with Std 1 to 10.

Name of school	Details of Accommodation available.	No. of Class divisions sanctioned for 1993-94
2	3	4.
HS Baloth Kasba	a) 215' x 20' - 2 b) 120' x 18' - 1 c) 100' x 18' - 1 d) 100' x 20' - 2.	26 + 13 = 39
HS (Balanshiksha sessional system)	(a) 100' x 20' - 1. (b) 20' x 20' - 3. (c) 60' x 20' - 1.	17 + 17 = 34.
HS Tirappa.	(a) 220' x 20' - 2. (b) 80' x 20' - 1. (c) 60' x 20' - 2. (d) 60' x 18' - 2.	23 + 14 = 37.
HS Bellikoth.	(a) 212' x 25.5' - 2. (b) 120' x 20' - 1. (c) 70' x 17' - 1. (d) 116' x 16' - 1. (e) 14' x 14' - 1. (f) 100' x 20' - 1. (g) 25' x 12' - 1. (h) 80' x 20' - 1. (i) 40' x 20' - 1.	22 + 15 = 37.

2.	3.	4.
GHS Uppala. (seasonal system)	(a) 100' x 12' - 1. (b) 100' x 20' - 2. (c) 40' x 18' - 1. (d) 80' x 20' - 1.	25+10
GHS Kalichanadka	(a) 100' x 20' - 2. (b) 100' x 20' - 1. (c) 60' x 20' - 2.	15+6=
GHS Kannalka.	(a) 215' x 20' - 2. (b) 80' x 20' - 2. (c) 60' x 20' - 1. (d) 100' x 18' - 1. (e) 22.5' x 20' - 1. (f) 26.5' x 18' - 1. (g) 21' x 24' - 1.	24+11=
GHS Mangal. (seasonal system)	(a) 100' x 20' - 1. (b) 80' x 20' - 1. (c) 60' x 20' - 4.	22+8=
GHS Shiniya.	(a) 150' x 20' - 2. (b) 60' x 20' - 2. (c) 40' x 20' - 2.	20+6=
GHS Balal.	(a) 80' x 20' - 1. (b) 60' x 20' - 1. (c) 40' x 20' - 1. (d) 40' x 20' - 1. (e) 2-213 x 6.113 - 1.	11+5=16

2.	3	4.
GHS Kumbhat.	(a) 80' x 20' - 3. (b) 60' x 20' - 2. (c) 40' x 20' - 1.	13 + 5 = 18.
GHS Chankala Central	(a) 100' x 20' - 2. (b) 80' x 20' - 1. (c) 60' x 20' - 2.	21 + 7.
GTS Chawwalla	(a) 115' x 20' - 1. (b) 110' x 20' - 1. (c) 62' x 15' - 1. (d) 75' x 15' - 1. (e) 45' x 15' - 1. (f) 15' x 15' - 1. (g) 120' x 20' - 1. (h) 80' x 20' - 1. (i) 100' x 20' - 1. (j) 60' x 20' - 1.	24 + 19 = 43.
GHS Badlika.	(a) 80' x 20' - 2. (b) 60' x 20' - 2. (c) 7.2 M x 5.5 M - 20	16 + 12 = 28
GHS Patta	(a) 100' x 20' - 1. (b) 80' x 20' - 1. (c) 20' x 20' - 3. (d) 60' x 20' - 1. (e) 120' x 18' - 2. (Anti-disastrous shelter)	17 + 10 = 27.

2.	3	4.
GITS - 2017 - 2018 (Sessional system)	(a) 80' x 20' - 2. (b) 50' x 20' - 3. (c) 100' x 20' - 1.	25 + 14 =
GITS For more detail (Sessional system)	(a) 100' x 20' - 1. (b) 20' x 20' - 1. (c) 40' x 20' - 1. (d) 62' x 22' - 2. (e) 80' x 12' - 1.	19 + 12 =
GITS Khandan Singh (Sessional system)	(a) 120' x 20' - 1. (b) 20' x 20' - 5. (c) 60' x 20' - 1. (d) 40' x 20' - 1.	33 + 21 =
GITS Belur Thayanar	(a) 7.2M x 5M - 10. (b) 4.3M x 5M - 12.	15 + 8 = 23
GITS Parimalite Nagar (Sessional system)	(a) 40' x 20' - 1. (b) 80' x 20' - 4. (c) 60' x 20' - 1.	21 + 8 =
GITS Delampady	(a) 100' x 20' - 1. (b) 43' x 20' - 1. (c) 80' x 20' - 1.	14 + 0 =
GITS Rangulimagan (Sessional system)	(a) 120' x 20' - 1. (b) 80' x 20' - 2. (c) 100' x 20' - 1. (d) 140' x 20' - 1.	27 + 11 =
GITS Ramnagar (Sessional system)	(a) 140' x 20' - (Rested) (b) 40' x 16' - 1. (c) 30' x 20' - 1. (d) 60' x 20' - 2.	13 + 9 =

2	3	4.
13 Kuttanna	(a) 40.5M x 8.2M - 2. Concrete (b) 80' x 20' - 1. Concrete. (c) 100' x 20' - 2. (d) 100' x 16' - 1. (e) 40' x 20' - 2.	$14 + 20 = 34$
25 Kamballu	(a) 120' x 20' - 2. (b) 40' x 20' - 2. (c) 80' x 20' - 1. (d) 140' x 20' - 1. (e) 60' x 20' - 2. (f) 20' x 20' - 1.	$17 + 8 = 25$
43 Ramaniyaga	(a) 106' x 17' - 1. (b) 15.5' x 21' - 1. (c) 57' x 18.5' - 1. (d) 20' x 20' - 3. (e) 40' x 20' - 1. (f) 80' x 20' - 1.	$15 + 6 = 21$
13 Kottapuram	(a) 80' x 20' - 1. (b) 60' x 20' - 4. (c) 60' x 30' - 1. (d) 12M x 6M - 1. (e) 40' x 20' - 1.	$14 + 6 = 20$
Edineer seasonal system)	(a) 108' x 17' - 1. (b) 50.5' x 12.3' - 1. (c) 80' x 20' - 1. (d) 19' x 3.6' - 1.	$22 + 6 = 28$
Pekun seasonal system)	(a) 100' x 20' - 1. (b) 48' x 15' - 1 (f) 20' x 15' - 1. (c) 60' x 20' - 1. (d) 80' x 18' - 1.	$24 + 12 = 36$

2	3	4
GHS Padme.	(a) 100' x 20' - 2. (b) 100' x 20' 60' x 20' - 1.	11 + 6 = 17.
GHS Kottodi.	(a) 72' x 18' - 1. (b) 60' x 20' - 4. (c) 80' x 20' - 1.	15 + 7 = 22.
GHS South Poikampu.	(a) 40' x 16' - 1. (b) 9' x 9' - 1. (c) 60' x 20' - 1. (d) 100' x 20' - 2. (e) 80' x 20' - 1. (f) 40' x 20' - 3.	16 + 11 = 27.
GHS Chayath.	(a) 45.2M x 7.2M - 2. (b) 60' x 20' - 1. (c) 100' x 20' - 1. (d) 80' x 20' - 2. (e) 120' x 20' - 1. (f) 20' x 20' - 1.	20 + 14 = 34.
GHS Pakkiam.	(a) 87' x 20' - 1. (b) 40.75' x 20' - 2. (c) 15' x 13' - 1. (d) 38' x 11' - 1. (e) 60' x 20' - 1. (f) 16.6M x 2.9M - 1. (g) 60' x 20' - 1.	14 + 7 = 21.
GHS Padme Kalapuram.	(a) 100' x 20' - 1 (Rented) (b) 30' x 15' - 1 (") (c) 100' x 20' - 2. (d) 120' x 20' - 1. (e) 60' x 20' - 1. (f) 40' x 20' - 1.	15 + 8 = 23.

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2	3	4.
to Belluon	(a) 100' x 20' - 1. (b) 40' x 12' - 2. (c) 80' x 20' - 1. (d) 60' x 20' - 2. (e) 20' x 20' - 1.	23 + 8 = 31.
to Karameshwara (professional systems)	(a) 125' x 15' - 1 (Rem lead) (b) 20' x 20' - 1 (11) (c) 50' x 20' - 1. (d) 100' x 20' - 1. (e) 80' x 20' - 1. (f) 60' x 20' - 1.	20 + 10 = 30
to Manaballappa (professional systems)	(a) 80' x 20' - 2. (b) 60' x 20' - 1. (c) 40' x 20' - 1. (d) 100' x 20' - 1.	19 + 9 = 28.
to H. S. D. D. S. (New)	(a) 60' x 20' - 2. (b) 80' x 20' - 2.	10 + 3 = 13
to The changed (professional systems)	(a) 80' x 20' - 3. (b) 60' x 20' - 1.	16 + 10.
to Pella East	(a) 80' x 20' - 2. (b) 70' x 18' - 1. (c) 60' x 20' - 3. (d) 40' x 20' - 1.	20 + 8 = 28
to Kalliot	(a) 32.4' x 13.5' - 1. (b) 54' x 13.5' - 2. (c) 40.5' x 13.5' - 1. (d) 60' x 20' - 1. (e) 20' x 13.5' - 1.	13 + 6 = 19.

2	3	4
GHS Adoo - II	(a) 100' x 20' - 1. (b) 80' x 20' - 1. (c) 60' x 20' - 1. (d) 40' x 20' - 1. (e) 64' x 64' - 1.	14 + 6 = 20.
GHS Adoo	(a) 100' x 20' - 3. (b) 60' x 20' - 1. (c) 24' x 20' - 1. (d) 50' x 14' - 1. (e) 24.3' x 12.6' - 1. (f) 40' x 20' - 1.	23 + 9 = 32
GHS Uposlikari.	(a) 60' x 20' - 2. (b) 80' x 20' - 1. (c) 100' x 20' - 1. (d) 40' x 20' - 3.	18 + 8 = 26
GHS. Nampradi.	(a) 40' x 20' - 1. (b) 80' x 20' - 3. (c) 120' x 20' - 2. (Rembed)	21 + 5 = 26.
GHS Cheemasani.	(a) 60' x 20' - 1. (b) 80' x 20' - 2. (c) 120' x 20' - 1. (d) 40' x 20' - 1.	16 + 14 = 30

PTD

Details of Accommodation in Dept Hs with V to X std which is Reasoning under seasonal system.

2	3	4.
<p>GHS Udama. (Biggest Dept. Hs in this Dist. with a total of 3295 students).</p>	<p>(a) 100' x 20' - 2. (b) 80' x 20' - 4. (c) 60' x 20' - 1. (d) 40' x 20' - 1. (e) 40' x 18' - 1.</p>	<p>28+28.</p>
<p>GHS Chandragiri.</p>	<p>(a) 20' x 20' - 20 (b) 80' x 20' - 1. (c) 100' x 20' - 1. (d) 30' x 20' - 1.</p>	<p>23+10</p>
<p>GHS Cheerimad.</p>	<p>(a) 175' x 20' - 1 (b) 100' x 20' - 2. (c) 60' x 20' - 1 (AD shelter).</p>	<p>12+12</p>

TABLE NO-1

PROJECT COST BY COMPONENT.

Table - 4 - 1

Sr.No	COMPONENT	SUB COMPONENT.	Rs Million
A	<u>Cost of equity and access.</u>		
	Sc1	opening of new schools.	13.670
	Sc2.	opening of Gurukul schools.	11.291
	Sc3.	Non formal Education	3.956
		Sub Total	28.917
B	<u>Cost of Enrolment</u>		
	Sc4.	Cost of awareness campaign.	4.0
	Sc5.	Praining for the members of PTA and UPA	0.468.
		Sub total	4.468.
C	<u>Cost of Retention</u>		
	Sc6.	Play ground and yard levelling.	2.5
	Sc7	Sports materials	1.464
	Sc8	Dropping water facilities	3.25
	Sc9.	Urinals and toilets	3.24
		Sub Total	10.454
D	<u>Cost of Achievement.</u>		
	Sc10	Graining Cost	4.6247
	Sc11	Distant education	7.0
	Sc12.	Handbook for teachers	1.402
	Sc13	teaching learning equipment	5.258
	Sc14	Electrification	3.0
	Sc15	Preparation and Supply of low cost teaching aid	0.2847
	Sc16	Preparation and Supply of reading materials	2.44
	Sc17.	opening text book depot	1.76
	Sc18.	Replacing thatched/rentend/dilapidated Dunties	29.76
	Sc19.	Construction of additional rooms.	15.84
	Sc20	Construction of Separation walls.	3.625
	Sc25	furniture	47.144
	Sc22	Compensatory education	6.456
	Sc23	School complex	12.336
	Sc24	Strengthening of DIBT	2.9964
	Sc25	opening ECLG Centres.	42.6125
	Sc26	Action Research	0.5844
	Sc27.	Field interaction Monitoring and Evaluation	22.0632
	Sc28.	Childrens journal	0.39
	Sc29	Reference library - Kannada.	1.0
	Sc30	Hand books in tribal language.	0.03
		Subtotal	210.6069
		Grand total Subtotal A+B+C+D	254.4459

PROJECT COST BY EXPENDITURE

TABLE 4.2.

No	Category of expenditure	Rs million	Remarks
	<u>INVESTMENT COST</u>		
1	Civil work.	72.099	
2	Furniture	51.706	
3	Equipment	12.111	
4	Books	7.2115	
5	Vehicle	0.3	
6	Local fellowship	12.4532	
	Sub Total	155.9237.	
	<u>Recurrent cost</u>		
1	Salary / incentives	57.9984	
2	Consumable materials	34.6888	
3	Operation and Maintenance	5.885	
	Subtotal	98.5222.	
	Total project base cost.	254.4459.	

PROJECT COST - BY COMPONENTS

CATEGORY OF EXPENDITURE

Table - H-3

Sl No	Category	Sc ₁	Sc ₂	Sc ₃	Sc ₄	Sc ₅	Sc ₆	Sc ₇	Sc ₈	Sc ₉	Sc ₁₀	Sc ₁₁	Sc ₁₂	Sc ₁₃	Sc ₁₄	Sc ₁₅	Sc ₁₆	Sc ₁₇	Sc ₁₈	Sc ₁₉	Sc ₂₀	Sc ₂₁	Sc ₂₂	Sc ₂₃	Sc ₂₄	Sc ₂₅	Sc ₂₆	Sc ₂₇	Sc ₂₈	Sc ₂₉	Sc ₃₀	Total		
1	INVESTMENT COST Civil works	6.41	3.159				2.5		3.25	3.24								0.4	29.76	15.84	8.625				0.95	3.6							72.099	
2	Furniture	1.135	0.373															0.054				47.144				3.0							51.706	
3	Equipment	1.925	0.326					1.464						5.258	3.0			0.01							0.158								12.141	
4	Books		0.05	0.3								1.0	1.402					2.44						0.6		0.025			0.39	1.0	0.03		7.2245	
5	Vehicle																								0.3								0.3	
6	Local fellowship			0.056		0.468					1.6247					0.2847									0.415	0.3								12.4532
	Subtotal	9.470	4.208	0.356		0.468	2.5	1.464	3.25	3.24	1.6247	1.0	1.402	5.258	3.0	0.2847	2.44	0.464	29.76	15.84	3.625	47.144	0.6		0.89	6.625	0.5844	6.024	0.39	1.0	0.03		155.9237	
1	Recurrent Cost Salary / Diaria	4.2	1.584	3.6														1.296					5.856		1.724	36.0		3.75					57.9984	
2	Consumable materials		0.06		4.0							6.0												12.336				4.2928					34.6888	
3	Operation or Maintenance		5.439																							0.396							5.835	
	Subtotal	4.2	7.083	3.6	4.0							6.0						1.296					5.856	12.336	2.1044	36.0		16.0428					98.5222	
	Grand Total	13.67	11.291	3.956	4.0	0.468	2.5	1.464	3.25	3.24	4.6247	7.0	1.402	5.258	3.0	0.2847	2.44	1.76	29.76	15.84	3.625	47.144	6.456	12.336	2.9964	42.6125	0.5844	22.0632	0.39	1.0	0.03		254.4459	

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Total cost for Equity and access.

Sl. No	Description	No.	Unit Cost	Cost per year	94-95	95-96	96-97	97-98	98-99	99-2000	Total cost (with)
1	Cost for opening New Schools.	10		3.8593	2.931	4.088	3.441	0.9	1.11	1.2	13.67
2	Cost for opening Gurukul School	1		3.7542	3.7542	1.1296	1.3996	1.6996	1.654	1.654	11.291
3	Cost for the Non formal Education.	100			0.731	0.645	0.645	0.645	0.645	0.645	3.956
	Total				7.4162	5.8626	5.4856	2.2446	3.409	3.499	28.917

Cost for opening New Schools.

Sl. no	Description	NO	Unit	Cost per year	94-95	95-96	96-97	97-98	98-99	99-200	Total for the project	Remarks	
1	Construction of building for school in 1st and 2nd phase	10		1.92	1.728	2.304	1.728	-	-	-	5.76	Schools in I phase in 1st and 2nd 1st and 3rd 1st 3rd.	
2	Grant for purchase of text books for 1st and 2nd phase	10		0.04	0.12	0.16	0.12	-	-	-	0.40		
3	Drinking water facility	10		0.025	0.075	0.1	0.075	-	-	-	0.25		
4	Water supply	10		0.05	0.167	0.15	0.15	-	-	-	0.5		
5	Establishment charge	10		0.0025	0.7	0.09	0.3	0.6	0.9	1.11	4.2		
6	Furniture	10		0.1135	0.3783	0.3405	0.4570	0.3405	-	-	1.135		
7	Lab Equipments	10		0.1425	0.478	0.4275	0.5700	0.4275	-	-	1.425		
Total					3.8593	2.931	4.083	3.441	0.9	1.11	1.2	13.670	

Cost for opening Anonkula School

Sl. No	Description	Qty	Unit Cost	Cost per year. (months)	94-95	95-96	96-97	97-98	98-99	99-200	Cost for the proposed project	Remarks.
1	Construction of school building hostel and quarters	1	3.17		2.709	.25	.25	.25			3.459	
2	Cost of Furniture	1			0.1762	.0656	.0656	.0656	-	-	0.373	
3	Cost of library books	1	50,000		.05						.05	
4	Learning Equipment		126000		.126						.126	
5	Electrical charges, Hostels, Quarters		100000		.2						0.2	
6	Electricity and other expenditure		10000		.01	.01	.01	.01	.01	.01	.06	
7	Establishment charges	1	16500	6.264	0.204	.294	.284	.294	.294	.294	1.584	
8	Boarding and other charges	1	75000		.279	.57	.81	1.08	1.35	1.35	5.439	
	Total				3.7542	1.1296	1.3996	1.6996	1.654	1.654	11.291	

Construction Cost of Gurukulam School.

Sl. No	Description	No	Unit Cost	Cost per unit	94-95	95-96	96-97	97-98	98-99	99-2000	Cost for this period in million	Remarks.
1	Rooms for the scholars 20 x 20.	1 x 10	72,000	.72	.72						.72	
2	Hostel 100 x 20 (12 rooms, Bed room, kitchen, dining, store)	1 x 12	72,000	.864	.864						.864	
3	Quarters	1 x 5	2,50,000	0.3125	.5	.25	.25	.25			1.25	
4	Stunais	1 x 5	30,000	0.15	.15						.15	
5	Compound wall	1 x 1	300,000	0.3	.3						0.3	
6	Well	1 x 1	25,000	0.025	.025						.025	
6	Water supply system	1 x 1	50,000	0.05	.05						.05	
7	Play ground	1 x 1	1,00,000	0.1	.1						.1	
8	Total				2909	.25	.25	.25			3.459 3.459	

Cost of furniture for Gurukula School

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Sl.No	Description	No.	Unit Cost	Cost Per Year	94-95	95-96	96-97	97-98	98-99	99-2000	Cost for the Project in Millions	Remarks
1	Bench	1x50	500	6000	.01	.005	.005	.005	-	-	.0025	40 in class rooms 10 in Reading room
2	Desk	1x50	700	8000	0.014	.007	.007	.007			0.035	40 in class rooms 10 in Reading room
3	Chalk board	1x5	600	750	.0012	.0006	.0006	.0006			.003	4 class rooms 1 Library
4	Chair	1x20	500	2500	.004	.002	.002	.002			.01	
5	Table	1x20	1500	7500	.012	.006	.006	.006			.03	
6	Coat	1x120	1500	45000	.045	.045	.045	.045			.18	30 x 4 students
7	shelf	1x9	10000	45000	.09						.09	
Total					0.1762	.0656	.0656	.0656			0.373	

COST FOR LEARNING MATERIALS.

S/NO	Description	Nos	Unit Cost	Cost for the year	04-95	05-96	06-97	07-98	08-99	09-2000	Cost for 16 th period notified	Remarks.
1	Slide projector	1	4000	0.04	0.04						0.04	
2	Public address system	1	10000	0.01	0.01	-					0.01	
3	Over head projector	1	10000	0.01	0.01						0.01	
4	Tape Recorder.	1	5000	0.005	0.005						0.005	
5	Models and charts/Globe	1	10000	0.01	0.01						0.01	
6	Science kit	1	10000	0.01	0.01						0.01	
7	Mathematic kit.	1	10000	0.01	0.01						0.01	
8	Work experience kit	1	10000	0.01	0.01						0.01	
9	Musical instrument	1	6000	0.006	0.006						0.006	
10	Agricultural kit	1	1000	0.001	0.001						0.001	
11	T.V.	1	25000	0.25	0.25						0.25	
12	VCR	1	25000	0.25	0.25						0.25	
	Total			0.126	0.126						0.126	

ESTABLISHMENT CHARGE FOR GURUKULA SCHOOLS

Sl. No.	Description	Nos.	Unit Cost Rs	Cost Per Year Million	Yearly Expenditure						Cost of the Project	Remarks	
					94-95	95-96	96-97	97-98	98-99	99-2000			
1	Teachers	1x4	2500	.09	.03	.06	.09	.12	.12	.12	.54	Rs 2500/- Per month	
2	Warden	1x2	500	.012	.012	.012	.012	.012	.012	.012	.072	Rs 500/- Per month	
3	Hm	1x1	3000	.036	.036	.036	.036	.036	.036	.036	.216	Rs 3000/- Per month	
4	Watchman	1x1	1500	.018	.018	.018	.018	.018	.018	.018	.158	Rs 1500/- Per month	
5	Clerk	1x1	2000	.024	.024	.024	.024	.024	.024	.024	.144	Rs 2000/- Per month	
6	Peon	1x1	1500	.018	.018	.018	.018	.018	.018	.018	.108	Rs 1500/- Per month	
7	Sweeper	1x1	1000	.012	.012	.012	.012	.012	.012	.012	.072	Rs 1000/- Per month	
8	Ayah	1x1	1000	.012	.012	.012	.012	.012	.012	.012	.072	Rs 1000/- Per month	
9	Cook	1x1	1000	.012	.012	.012	.012	.012	.012	.012	.072	Rs 1000/- Per month	
10	Counsellor	1x1	2500	.03	.03	.03	.03	.03	.03	.03	.18	Rs 2500/- Per month	
Total													
					2.04	.234	.264	.294	.294	.294	1.584		

Cost for the Non-Formal Education

Sl. No	Description	Nos	Unit-cost	Cost per year	94-95	96-96	96-97	97-98	98-99	99-2000	Cost for the period	Remarks
1	Incentives to instructors at the N.F.E centres	100	6000	0.6	0.6	0.6	0.6	0.6	0.6	0.6	3.6	Rs 500/- per month.
2	Training cost for instructors	100	560	0.056	0.056	-	-				0.056	
3	Learning materials Primes - slate				0.075	0.045	0.045	0.045	0.045	0.045	0.3	
	Total				0.075 0.731	0.645	0.645	0.645	0.645	0.645	3.956	

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TOTAL COST ENROLLMENT

Sl. No.	Description	No.	Unit cost	Cost per year	Yearly Expenditure					Total cost for the Project	Remarks	
					94-95	95-96	96-97	97-98	98-99			99-200
1.	Cost for awareness campaign	..	..	..	1.800	0-8	0-4	0-4	0-4	0-4	4-000	
2.	Cost for training for the members of PTA and Mother PTA	--	--	--	0.117	0-117	0-117	0-117	0-117	0-117	0-468	
TOTAL					1.717	0.917	0.517	0.517	0.517	0.517	4-468	

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COST FOR AWARENESS CAMPAIGN

Sl. No.	Description	No.	Unit Cost	Cost per year	94-95	95-96	96-97	97-98	98-99	99-2000	Cost for the project	Remarks
1.	District level campaign	1	1.5	0.25	0.6	0.3	0.15	0.15	0.15	0.15	1.5	
2.	Panchayat level campaign	39	0.064	0.416	4.0	0.5	0.25	0.25	0.25	0.25	2.5	
GRAND TOTAL					1.6	0.8	0.4	0.4	0.4	0.4	4.0	

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COST OF TRAINING FOR MEMBERS OF PTA AND MOTHER PTA,

Duration of Course: 3 days

No. of R Fs. 3

No. of Participants 50

Total No. of course 40

Sl. No.	Description	No.	Unit cost	Cost per year	94-95	95-96	96-97-	97-98	98-99	99-2000	Cost for the Project period	Remarks
1.	D.A to R Ps	3	100	0.009	0.009	0.009	0.009	0.009	--	--	0.036	Rs.100each
2.	T.A. to R Ps	3	100/-	0.003	0.003	0.003	0.003	0.003	--	--	0.012	Rs.100 eac Rs. 50 eac
3.	D.A to participants	50	50/-	0.075	0.075	0.075	0.075	0.075	--	--	0.300	Rs.35 each
4.	T.A to Participants	50	35/-	0.0175	0.0175	0.0175	0.0175	0.0175	--	--	0.070	
5.	Contingency	50	25/-	0.0125	0.0125	0.0125	0.0125	0.0125	--	--	0.050	
	Total			0.117	0.117	0.117	0.117	0.117			0.468	

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Total Cost for Retention

Table -4-6.

Sl. No	Description	No.	Unit Cost	Cost per year million	94-95	95-96	96-97	97-98	98-99	99-2000	Cost for the Project million	Remarks
1.	Play ground and yard levelling	100	25000		0.75	1.00	0.25	.			2.5	30 set back in this. I phase 40 in II and 30 in III phase
2	Sports materials	488	3000		1.464						1.464	
3	Drinking water facilities	130	25000	3.25	3.25	-					3.25	
4	Urinals and Toilets	162	20000	3.24	3.24						3.24	
	Retal cost				8.704	1.0	0.25				10.454	

cost of achievement-

Table 4.7

Sl. NO	Description	Qty	unit cost in Ru	Cost (Rs) year in budget	94-95	95-96	96-97	97-98	98-99	99-2000	cost for the project	Remarks
1	Training cost				2.1847	0.835	0.835	0.77	-	-	4.6247	H.7.1
2	Distant Education			3.0	3.0	2.0	2.0	-	-	-	7.0	H.7.5
3	Hand book for Teachers	40		1.402	1.402	-	-	-	-	-	1.402	H.7.5
4	Teaching Learning Equipmt	478		5.253	5.258	-	-	-	-	-	5.258	H.7.2
5	Electrification	200	.015	3.00	3.00	-	-	-	-	-	3.00	H.7.2
6	Preparation & supply of low cost learning aids			0.2847		-	-	-	-	-	0.2847	H.7.3
7	Supply of Reading material			.005	2.44	-	-	-	-	-	2.44	H.7.13
8	Opening Text Book depot			680	0.680	.216	.216	.216	.216	.216	1.76	H.7.4
9	Replacing Thatched defec. & dated Rented bldg	93	.32	4.82	9.6	12.8	7.36	-	-	-	29.76	H.7.9
10	Construction of additional	220	.072	5.28	5.04	5.76	5.04	-	-	-	15.84	H.7.8
11	Separation walls	145	.025	1.21	1.125	1.25	1.25	-	-	-	3.625	H.7.8
12	Furniture			47.144	47.144	-	-	-	-	-	47.144	H.7.7
13	Compensatory Edn			1.076	1.076	.076	1.076	1.076	1.076	1.076	6.456	H.7.12
14	School complex	39		2.576	3.356	1.796	1.796	1.796	1.796	1.796	12.336	H.7.10
15	Strengthening of DIET	1		1.2394	0.3514	0.3514	0.3514	0.3514	0.3514	0.3514	2.9964	H.7.11
16	Cost for ECCE Programme	200		12.6125	6.0	6.0	6.0	6.0	6.0	6.0	42.6125	H.7.14
17	Action Research	487	200	.0974	.0976	.0974	.0974	.0974	.0974	.0974	0.5844	H.7.16
18	Field Interaction monitoring and Evaluation	487		3.6772	3.6772	3.6772	3.6772	3.6772	3.6772	3.6772	22.0632	H.7.6
19	childrens journal	500	10/-	0.065	0.065	0.065	0.065	0.065	0.065	0.065	0.39	H.7.17
20	Reference library (karnal)			1.0	-	-	-	-	-	-	1.0	H.7.18
21	Handbook for Tribals languages			.03	.03						.03	H.7.19
	Total				112.7119	23.764	35.924	23.649	7.279	7.279	210.6069	

COST FOR TRAINING COURSES

Sl. No.	Table No.	Training Courses	Expenditure					Remarks
1.		In-service Training Course for Primary School Teachers	3	8	5	0	7	
2.		Pre-Service and In-Service Training for Pre-Primary Teachers	0	1	9	5		
3.		Training Course for Head Masters	0	3	7	8		
4.		Course for Educational Officers	0	0	0	1	6	5
5.		Training for Key Resource Persons	0	0	6	2	3	5
6.		Training to Resource Persons	0	1	3	7		
		TOTAL	4	6	2	4	7	0

COST FOR IN-SERVICE TRAINING COURSE FOR PRIMARY SCHOOL TEACHERS

No. of Participants - 40
 No. of Courses 150
 Duration 10 days

Sl. No.	Description	Nos.	Unit cost Rs.	Cost per year	YEARLY EXPENDITURE						Cost for the project	Remarks
					94-95	95-96	96-97	97-98	98-99	99-2000		
1.	DA to Resource person	3	100/-	0.075	0.18	0.09	0.09	0.89	--	--	0.45	
2.	TA to R.P	3	100/-	0.0075	0.018	0.009	0.009	0.009	-	--	0.045	
3.	DA to participants	40	50/-	0.6	1.2	0.6	0.6	0.6	-	-	7.0	
4.	TA to participants	40	35/-	0.0341	0.082	0.041	0.041	0.041	-	--	0.205	
5.	Contingency	40	25/-	0.023	0.06	0.03	0.03	0.03	-	--	0.15	
TOTAL					1.740	0.770	0.770	0.770			3.830	

COST FOR PRE-SERVICE AND INSERVICE TRAINING FOR PRE-PRIMARY TEACHERS

Sl No.	Description	No.	Unit Cost Rs.	Cost per year	YEARLY EXPENDITURE						Cost for the project	Remarks
					94-95	95-96	96-97	97-98	98-99	99-2000		
1.	Project Allowance to Educators	3	2000/-	0.06	0.06	0.06	0.06	--	--	--	0.18	Pre Service Training for 50 teachers for 12 months in 94-95
2.	Contingencies	-	5000/-	0.005	0.005	0.005	0.005	--	--	--	0.015	In service Training for Teachers for 3 month in the year 95-96, 96-97
GRAND TOTAL				0.065	0.065	0.065	0.065	--	--	--	0.195	

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No. of Participant - 10
 No. of courses 15
 Duration 10 days

COST FOR TRAINING COURSES FOR HEAD MASTER

Nos	Description	Nos.	Unit cost Rs.	Cost per year	94-95	95-96	96-97	97-98	98-99	99-2000	Cost for the project	Remarks
1.	D.A to RPS	2	100/-		0.03	-	-	-	-	-	0.03	Rs.100/- day as DA
2.	TA to RPS	2	100/-		0.003	-	-	-	-	-	0.003	
3.	DA to HM	40	20000		0.30						0.03	Rs.100/ as Trav elling Allowan
4.	TA to HM	40	2000		0.03						0.3	Rs.50/per head
	Contingency	40	1000		0.015						0.03 0.015	Rs.50/r head
					0.378						0.378	

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COST FOR COURSES FOR EDUCATIONAL OFFICERS

Duration of Course: 5 days

No. of Participants: 7

Sl. no.	Description	No.	Unit Cost	YEARLY EXPENDITURE						Cost for the project	Remarks
				94-95	95-96	96-97	97-98	98-99	99-200		
1.	D.A to KRPS	2	100	0.001	-	-	-	-	-	0.001	2 persons Rs.100/- 2x100x5=0.001
2.	TA to KRPS	2	100	0.0002	-	-	-	-	-	0.0002	
3.	DA to participants.	7	3500	0.00035	-	-	-	-	-	0.00035	7x5=100
4.	Contingent charges	7		0.0001	-	-	-	-	-	0.0007 0.0001	
	Total			0.00165						0.00165	

TRAINING FOR KEY RESOURCE PERSONS

Duration 5 days

No. of Participants: 25

Sl No	Description	Nos	Unit Cost Rs.	Cost per year	YEARLY EXPENDITURE						Cost for the project	Remarks
					94-95	95-96	96-97	97-98	98-99	99-200		
1.	D.A to Trainers	2	300	0.003	0.003	.	.	.	.	.	0.003	Rs.300/- person 2x300x5= Rs.3000/-
2.	T A to Trainers	2	1500	0.003	0.003	.	.	.	.	.	0.003	T.A Rs.1500/- per person
3.	DA to Participants	25	130	0.01875	0.01875						0.01875	
4.	T.A to Participants	25	1500	0.06 0.0375	0.06 0.0375						0.06 0.0375	T.A Rs.1500 per person
5.	Contingencies	25	40	0.0001	0.0001						0.0001	
					0.06375						0.06375	

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COST FOR TRAINING TO RESOURCE PERSONS

Duration 10 days

No. of Participants
in one course

50.

No. of courses

4

No.	Descriptions	No	Unit Cost	Cost per year	94-95	95-96	96-97	97-98	98-99	99-2000	Cost for the project period	Remarks
1.	D A to trainers	5	100		0.02	--	--	--	--	--	0.02	Rs.100/-per-son (5)
2.	T A to trainers	5	100		0.002						0.002	Rs.100/-per persons
3.	D A to participants	200	50		0.1						0.1	Rs.50/per head
4.	T A to Participants	200	50		0.005						0.1	Rs.5/- per head
5.	Contingency	200	25		0.005						0.005	Rs. 25 per head
					0.137						0.137	

Providing Teaching Learning Equipments

Sl.No	Description	Nos.	Unit Cost	Cost Per Year	94-95	95-96	96-97	97-98	98-99	99-2000	Cost for the Project	Remarks
1	Tape Recorder (Two-in-one)	478	.005	1.434	1.434						1.434	
2	Models, Charts, globes etc.	478	.008	3.824	3.824						3.824	
3	Total			5.258	5.258						5.258	

Electrification

Sl.No	Description	Nos.	Unit Cost	Cost Per Year	94-95	95-96	96-97	97-98	98-99	99-2000	Cost for the Project	Remarks
1	Electrification	200	.015	3.000	3.000						3.000	

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COST FOR WORKSHOP ON PREPERATION OF LOW COST, ZERO COST LEARNING AIDS

Duration 2 days
No. of Course -39
Participants -40
No. of EPS-2

No.	Description	No.	Unit Cost	Cost per year	94-95	95-96	96-97	97-98	98-99	99-200	Cost for the project period	Remarks
1.	DA to Participants	1560	Rs. 50/-	0.156	0.156	--	--	--	--	--	0.156	Rs.50/-per head for two days
2	DA to Participant	1560	Rs. 35/-	0.0546	0.0546	--	--	--	--	--	0.0546	Rs.35/-per head
3	DA to Resource person	2	Rs. 100/-	0.0156	0.0156	--	--	--	--	--	0.0156	Rs.100/-per head
4.	TA to Resource person	2	Rs. 100/-	0.0078	0.0078	--	--	--	--	--	0.0078	Rs. 100/per head
5	Contingencies	1560	Rs. 25/-	0.039	0.039						0.039	Rs.25/-per head
6	Raw Materials- Papers, Card board, Pen	39	Rs.300/-	0.0117	0.0117	--					0.0117	Rs.300/-per course
GRAND TOTAL					0.2847						0.2847	

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COST FOR THE CONSTRUCTION OF TEXT BOOK DEPOT.

No.	Description	Nos	Unit Cost	Cost per year	& 94-95	95-96	96-97	97-98	98-99	99-2000	Cost for the project period	Remarks
1.	Construction for buildings' 40x20x12 Size room for store room and 15x15x2 for Office room	2	200000	0.4	0.4	--	--	--	--	--	0.4	
2.	Furnitures											
	Chair	2	500	0.005	0.005	--	--	--	--	--	0.005	
	Shelf	2	10000	0.04	0.04	--	--	--	--	--	0.04	
	Table	2	1500	0.09	0.009	--	--	--	--	--	0.009	
3.	Typewriter	2	5000	0.01	0.01	--	--	--	--	--	0.01	
4.	Establishment charge		0.216	0.216	0.216	0.216	0.216	0.216	0.216	0.216	1.296	
			222	680	0.680	0.216	0.216	0.216	0.216	0.216	0.216	1.75

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DPEP

Kasaragod

COST FOR TEXT BOOK DISTRIBUTION

No.	Description	Nos.	Unit cost Rs.	Cost per year in million	YEARLY EXPENDITURE					Cost for the Project	Remarks
					94-95	95-96	96-97	97-98	98-99			99-2000
1	Establishment Charge										
	a. Pay for text book Dept Manager	2	30000	0.06	0.06	0.06	0.06	0.06	0.06	0.36	Rs.500/ per mo
	b. Pay for Clerk	2	24000	0.048	0.048	0.048	0.048	0.048	0.048	0.288	Rs.200/ per mo
	c. Pay for Attender	2	18000	0.036	0.036	0.036	0.036	0.036	0.036	0.216	Rs.150/ per mo
	d. Pay for Feen	2	18000	0.036	0.036	0.036	0.036	0.036	0.036	0.216	Rs. 15 per mo.
	e. Pay for Watchman	2	18000	0.036	0.036	0.036	0.036	0.036	0.036	0.216	Rs. 15 per mo.
	GRAND TOTAL			0.216	0.216	0.216	0.216	0.216	0.216	1.296	

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KASARAGOD

COST OF WORK SHOP FOR PREPARATION OF COMPETENCY BASED HAND BOOK FOR TEACHERS

Duration 15 days

No. of Experts 40

No. of work shop-3

No.	Description	Nos.	Unit Cost	Cost for the year	94-95	95-96	96-97	97-98	98-99	99-2000	Cost for the project period	Remarks
1.	Honorarium to experts	40	200	0.36	0.36	--	--	--	--	--	0.36	R.200 per head
2.	Tr. to experts	40	250	0.03	0.03	--	--	--	--	--	0.03	R. 250 per head
3.	Contingency charges including material	40	100	0.012	0.012	--	--	--	--	--	0.01	20x50x 1000
4.	Printing and supplying of hand books from STD 1 to V for all subjects Total 20 books average Rs.50/-per book. Two copy each to schools		50/-	1.0	1.0	--	--	--	--	--	--	1.0
				1.402	1.402						1.402	

D P E P
K A S A R A G O D

Sl. No	Description	Nos	Unit cost	Cost per year	Yearly Expenditure						cost of the project	Remarks
					94-95	95-96	96-97	97-98	98-99	99-2000		
✓ 1.	Travelling allowance for the District Inspection TEAM	487	8,78,400	0.8784	0.874	0.874	0.874	0.874	0.874	0.874	5.2704	
✓ 2.	Travelling allowance for Resource Persons.	487	1,25,000	0.125	0.125	0.125	0.125	0.125	0.125	0.125	0.75	
✓ 3.	Project allowance to Resource Persons	125	300	0.625	0.625	0.625	0.625	0.625	0.625	0.625	3.75	
	Total				1.6284	1.6284	1.6284	1.6284	1.6284	1.6284	9.7704	
4.	Preparation and distribution Evaluation tools				2.0488	2.0488	2.0488	2.0488	2.0488	2.0488	12.2328	
	Grand total				3.6772	3.6772	3.6772	3.6772	3.6772	3.6772	22.0632	

PREPARATION AND DISTRIBUTION OF EVALUATION TOOLS

SL. No.	Description	Nos	Unit cost in Rs.	cost per year	Yearly expenditure					cost for the project	Remarks	
					94 - 95	95 - 96	96 - 97	97 - 98	98 -99			99-2000
1.	Preparation of Evaluation tools	487	15/	1.995	1.995	1.995	1.995	1.995	1.995	1.995 ^{1.095}	11.97	
	a. Rs.15/-per child											
	Total strength of pupil 0.133											
2.	Administration of test	487	100/-	0.488	0.488	0.488	0.488	0.388	0.488	0.488	0.2928	
3.	Stationary and contingency		5000/-	0.005	0.005	0.005	0.005	0.005	0.005	0.005	0.03	
Total (for 477 schools)				2,0488	2.0488	2.0488	2.0488	2.0488	2.0488	2.0488	12.2928	

Providing Infrastructure facilities

Sl. No.	Description	Nos.	Unit Cost Rs	Cost Per Year	94-95	95-96	96-97	97-98	98-99	99-2000	Cost for the Project	Remarks
1	Desks	30000	700	21.0	21.0	-	-	-	-	-	21.0	
2	Benches	10400	500	5.2	5.2	-	-	-	-	-	5.2	
3	File racks	944	1000	944	944	-	-	-	-	-	944	
4	Chairs	2500	500	1.25	1.25	-	-	-	-	-	1.25	
5	Tables	2500	1500	3.75	3.75	-	-	-	-	-	3.75	
6	Shelves	1500	10000	15.0	15.0	-	-	-	-	-	15.0	
	Total			47.144	47.144	-	-	-	-	-	47.144	

CONSTRUCTION OF ADDITIONAL ROOMS AND SEPARATION WALLS

Sl. No.	Description	Nos.	Unit cost Rs.	Cost per year Millions	YEARLY EXPENDITURE						Cost for the Project	Remarks
					94-95	95-96	96-97	97-98	98-99	99-2000		
1.	Construction of Additional Rooms (2rooms per school)	220 Rooms School	0.144 0.072	5.28	5.04	5.75	5.04	--	--	--	13.84	94-95-35 95-96-40 96-97-35
2.	Separation Walls.	145	2.025	1.25	1.25	1.25	1.25	--	--	--	3.625	94-95-50 95-96-50 96-97-45
GRAND TOTAL					6.29	6.855	6.29	--	--	--	19.465	

L P E P
K A S A R A G O D

COST FOR NEW BUILDINGS FOR DELAPIDATED THATCHED BUILDINGS

Sl. No.	Description	Nos	Unit cost	Cost per year in million	Yearly Expenditure						Cost for the project.	Remarks
					94-95	95-96	96-97	97-98	98-99	99-200		
	Cost for new buildings	93	0.32	4.82	9.6	12.8	7.36	-	-	-	29.76	
	TOTAL	93	0.32	4.82	9.6	12.8	7.36	-	-	-	29.76	

Quality circle (School complex)

H-7-13

(Panenayattu) municipal level)

Sl.No	Description	No	initial cost in Rs	cost per year	Yearly Expenditure						Total for the project	Remarks
					94-95	95-96	96-97	97-98	98-99	99-2000		
1	Organisation	39	20,000	0.78	0.78	0.78					1.56	
2	Implementation of schemes	39	26,500 26,050	1.016	1.016	1.016	1.016	1.016	1.016	1.016	6.096	
	a) Academic discussion on subject and instructional courses on achievement											
	b) Community contact.	39	20,000	0.78	0.78	0.78	0.78	0.78	0.78	0.78	4.68	
	Total.			2.576	2.576	1.796	1.796	1.796	1.796	1.796	12.336	

Cost for Strengthening of DIET

Sl.No.	Description	NOS.	Unit Cost Rs.	Cost Per Year Million	94-95	95-96	96-97	97-98	98-99	99-2000	Cost for the Project
1	T.V. + V.C.R.	1	40000	.040	.040						.040
2	Computer Pc at 160MP	1	75000	.075	.075						.075
3	Auto slide Projector	1	5000	.005	.005						.005
4	Projector Screen	1	2000	.002	.002						.002
5	Type writer (Mak & Kaw)	2	8000	.016	.016						.016
6	Duplicator	1	5000	.005	.005						.005
7	Installation of Telephone	1	10,000	.01	.01						.01
8	Recurrent Telephone Charges		30000	.03	.03	.03	.03	.03	.03	.03	.18
9	Camera	1	5000	.005	.005						.005
10	Conveyance (Vehicle)	1	300000	.3	.3						.3
11	Installation of Telephone Vehicle shed	1	150000	.015	.015						.015
12	Salary to driver	1	2000	.025	.025	.025	.025	.025	.025	.025	.15
13	Diesel/Service		12,000	.012	.012	.012	.012	.012	.012	.012	.072
14	Project allowance to Principal		7,50	.009	.009	.009	.009	.009	.009	.009	.054
15	Project allowance to Faculty Members	20	600	.006	.144	.144	.144	.144	.144	.144	.864
16	Project allowance to clerks	4	300	.003	.0144	.0144	.0144	.0144	.0144	.0144	.0864
17	Project allowance to other supporting staff	5	250	.0025	.015	.015	.015	.015	.015	.015	.09
18	Salary to Impl. Project Officer	1	5000	.06	.06	.06	.06	.06	.06	.06	.36
19	Water in	1	1500	.018	.018	.018	.018	.018	.018	.018	.108
20	Stationery		2000	.024	.024	.024	.024	.024	.024	.024	.144
	Total				.8244	.3514	.3514	.3514	.3514	.3514	2.5814

COST FOR COURSES FOR DIET STAFF IN PLANNING AND MANAGEMENT

Duration 10 Days

No. of Participants -25

Course - 1

Course Lecturers -3

Sl. No.	Designation	No.	Unit Cost in Rs.	Cost per year	94-95	95-96	96-97	97-98	98-99	99-200	Cost for the project	Remarks
1.	DA to Participants	25	150	0.0375	0.0375	--	--	--	--	--	0.0375	Rs.150/-per head
2.	T.A to Participants	25	5000	0.125	0.125	--	--	--	--	--	0.125	Rs.5000/-per head
3.	D.A to Course Lecturers	3	300	0.009	0.009	--	--	--	--	--	0.009	Rs.300 per head
4.	T.A to Course Lecturers	3	5000	0.015	0.015	--	--	--	--	--	0.015	Rs.5000 per head
5.	Contingencies	25	100	0.0025	0.0025	--	--	--	--	--	0.0025	Rs.100 per head
TOTAL				0.1890	0.1890						0.189	

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CCST OF THE COURSE FOR DIET STAFF IN COMPUTER APPLICATION AND MIS SYSTEM

Duration of the Course- 14 days

No. of Participants - 25

No. of Course - 5

No. of Trainer -5

Sl. No.	Description	No.	Unit Cost	Cost per year	94-95	95-96	96-97	97-98	98-99	99-2000	Project Cost	Remarks
1.	D.A to Participant	25	150/-	0.0525	0.025	--	--	--	--	--	0.0525	Rs.150 per person
2.	TA to Participant	25	5000/-	0.125	0.125	--	--	--	--	--	0.125	Rs.5000 per person
3.	DA to Trainers	5	300/-	0.021	0.021	--	--	--	--	--	0.021	Rs.300/-per person
4.	TA to Participants	5	5000/-	0.025	0.025	--	--	--	--	--	0.025	Rs.5000/-per person
5.	Contingencies	25	100/-	0.0025	0.025	--	--	--	--	--	0.0025	Rs.100/-per person
	TOTAL			0.2260	0.226	--	--	--	--	--	0.226	

[05] FOR COMPENSATORY EDUCATION.

Sr No.	Description	No.	Unit Cost Rs.	Cost per mill.	94-95	95-96	96-97	97-98	98-99	99-00	Cost for the project	Remarks.
1.	Workbooks to be supplied to the students - Rs. 5/- per copy.	20000	100000	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.6	
2.	Project incentives to teachers for extra teaching	HSS	2000 (2x10x100)	0.976	0.976	0.976	0.976	0.976	0.976	0.976	5.856	
	TOTAL			1.076	1.076	1.076	1.076	1.076	1.076	1.076	6.456	

SUPPLY OF READING MATERIALS- [LIBRARY FACILITIES]

Sl. No	Description	Nos	Approx Cost	Cost Per Year	24-25	25-26	26-27	27-28	28-29	29-30	Cost to be paid (Rupees)	Remarks
1.	Supply of Library books.	488	5000	0.005	2.44	-	-	-	-	-	2.44	
	Total			0.005	2.44	-	-	-	-	-	2.44	

COST FOR E C C E PROGRAMME

D P E P
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Sl.	Description	Nos	Unit cost	Cost per year	94-95	95-96	96-97	97-98	98-98	99-2000	Cost of the project	Remarks
✓ 1.	Construction of ECCE Centre.	30	1,20,000	3.6	3.6	-	-	-	-	-	3.6	
✓ 2.	Establishment Teacher salary	200	1500/ P.M	3.6	3.6	3.6	3.6	3.6	3.6	3.6	21.6	
✓ B.	Helpers	200	1000/- P.M	2.4	2.4	2.4	2.4	2.4	2.4	2.4	14.4	
✓ 3.	Furniture and palnying material	200	15,000/-	3.0	3.0	-	-	-	-	-	3.00	
✓ 4.	Printing and supply of hand books	500	25/-	0.0125	0.0125	-	-	-	-	-	0.0125	
	Total				12.6125	6.0	6.0	6.0	6.0	6.0	42.6125	

Cost for Distance Education

Sl. No	Description	No.	Unit Cost	Copies Year	94-95	95-96	96-97	97-98	98-99	99-2000	Cost for the project	Remarks
1	Organisational Expenditure (Conti- Programme)		1.0	2.0	2.0	2.0	2.0				6.0	
2	Workshop for preparing and printing learning material		1.0	1.0	1.0						1.0	
	Grand Total			3.0 2.0	3.0	2.0	2.0				7.0	