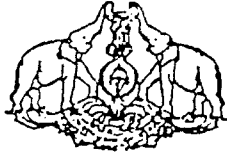


FIFTH DRAFT
7th Jan. 1994



DPEP KERALA STATE

STATE LEVEL INTERVENTIONS

55 483
372
KCEER-D

**GENERAL EDUCATION DEPARTMENT
GOVT. OF KERALA**

Fifth Draft

7th January, 1994.

DPEP

KERALA STATE

STATE LEVEL INTERVENTIONS

GENERAL EDUCATION DEPARTMENT, GOVT. OF

KERALA

NIEPA DC



D08619

- 5483

372

KER-D

LIBRARY & DOCUMENTATION CENTRE
National Institute of Educational
Planning and Administration,
17-B, Sri Aurobindo Marg,
New Delhi-110016

D 8819

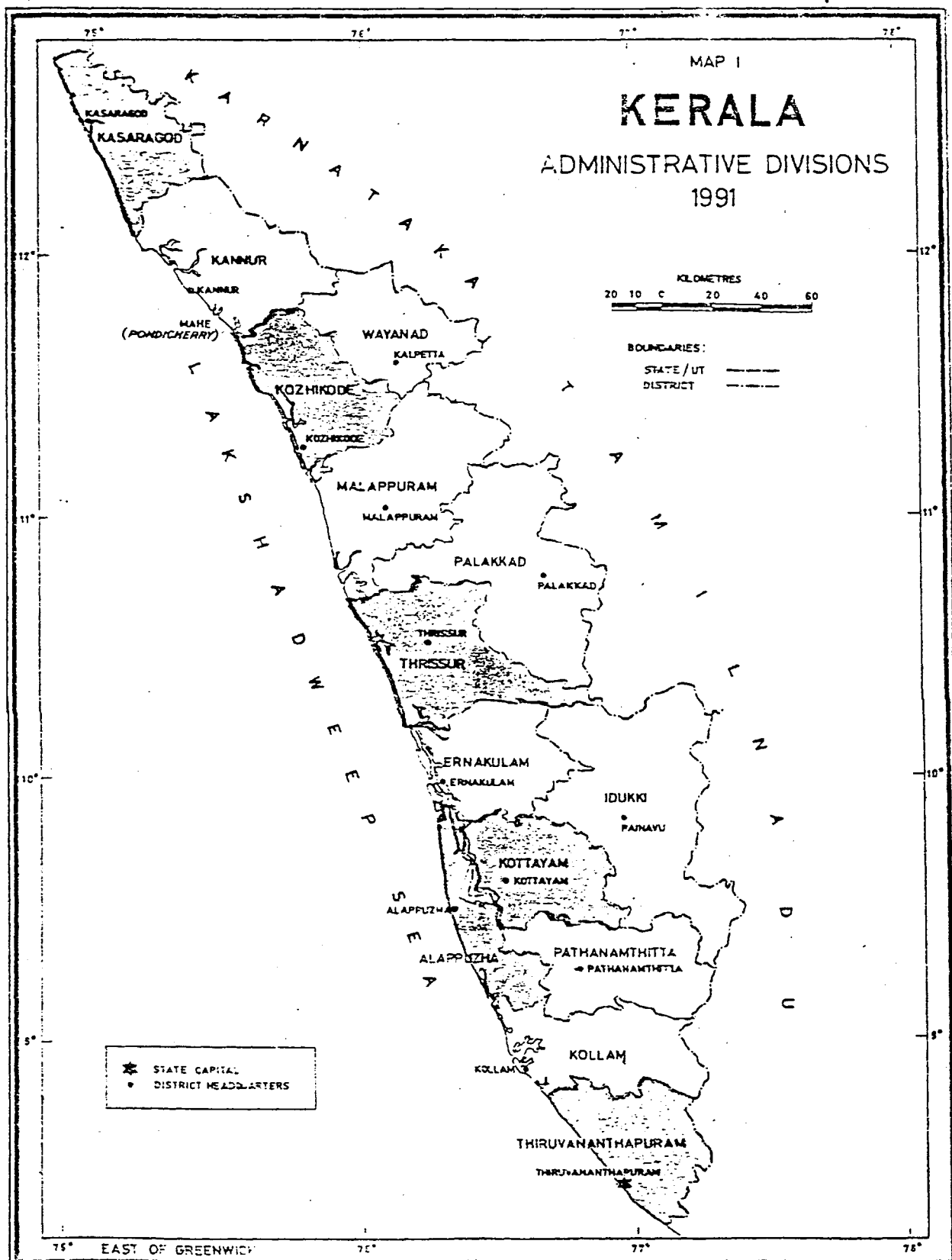
91-5-95

DISTRICT PRIMARY EDUCATION
PROGRAMME IN
M A L A P P U R A M
WAYANAD
AND
K A S A R A G O D
DISTRICTS OF KERALA STATE

STATE LEVEL INTERVENTIONS
DRAFT PROJECT REPORT
(REVISED)

JANUARY, 1994.

GENERAL EDUCATION DEPARTMENT,
GOVERNMENT OF KERALA



Based upon Survey of India map with the permission of the Surveyor General of India

The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line. © Government of India Copyright, 1990.

SOME BASIC DATA ON KERALA

LOCATION: North latitude between 8° 18' and 12° 48'
East longitude between 74° 52' and 77° 22'

Area	38863 Sq. Km.	Population (1991 census Provisional)	Persons 29011237	Males 114218167	Females 14793070
		Literacy:	90.59 %	94.45 %	86.93 %
		Rural	Urban	Combined *	
Birth Rate	19.7		20.2	19.8	
Death Rate	5.9		6.0	5.9	
Infant Mortality Rate	23		15	22	
Important State Festival:	Onam		Staple food: Rice		

Administrative units

No. of districts	14	No. of taluks	61	No. of revenue villages	1452
No. of Dev Blocks	151	No. of Panchayats	983	No. of Municipal Corporations	3
No. of Municipalities and Townships	61	No. of Cantonments	1		

Educational facilities

Universities	5	Medical Colleges	5	Engineering colleges	8
Dental Colleges	2	Veterinary Colleges	1	Pharmacy Colleges	1
Nursing Colleges	3	Ayurveda Colleges	4	Homeo Colleges	3
Polytechnics	29	Tech High Schools	48	Fine Arts Colleges	1
Arts and Science Colleges	172	High Schools	2437	UP Schools	2891
		L.P Schools	6812		

Health facilities

	Hospitals			Dispensaries CH Centres PH Centres TB Centres/Clinics			
	Allopathic	Ayurvedic	Homeo	Allopathic			
Govt	140	101	24	48	54	881	20
Others	1894	134	35	1701			

Registered Doctors: Allopathic: 17532, Homeo: 3636, Ayurvedic: 5702, Dental: 943
Nurses: 22413, ANMS/JPHN: 9098, Dental Mechanics and hygienists: 312

Communication facilities

Radio Stations: 7 TV Stations: 14 Head Post Offices: 50
Sub Post Office: 1410, ED Sub Post Offices: 550, Branch Post Offices: 2881
Telephone Exchanges: 633, Telephone connections: 2472795, Public Call Booths: 4420

National Highway: 1011 Kms, State Highway: 1927 Kms Other Roads: 17909 Kms

No. of Rivers: 44 Major Irrigation Projects: 10, Hydro Electric Projects: 10

Banking: Nationalised Banks: 1529, Other Private Banks: 940
Gramin Banks: 269, Cooperative Banks: 373

1989 SRS Provisional

CENSUS OF INDIA 1991 - PROVISIONAL POPULATION TOTALS

K E R A L A S T A T E

POPULATION OF KERALA :-

<u>Males</u>	<u>Females</u>	<u>Total</u>
14218167	14793070	29011237

DECADAL POPULATION GROWTH 1981-91

1) Absolute	3557557
2) Percentage	13.98 percent.
	747 persons per sq.km.

DENSITY OF POPULATION

1040 FEMALES PER 1000 MALES.

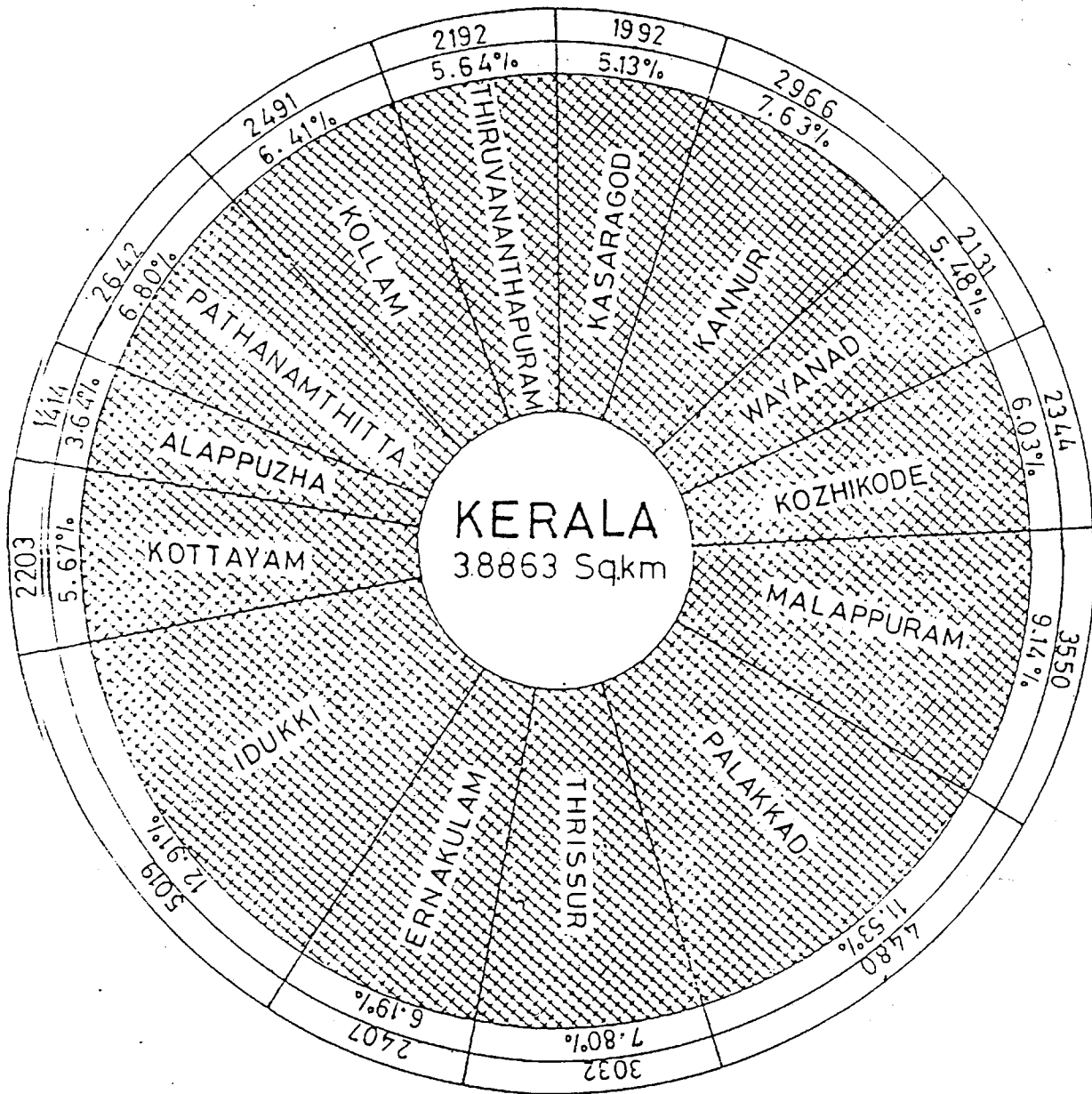
LITERACY RATE

Total	Males	Females
90.50percent	94.45 percent	86.93 percent.

(Excluding children
in the age group 0-6)

COMPARATIVE AREA OF THE DISTRICTS OF KERALA 1991

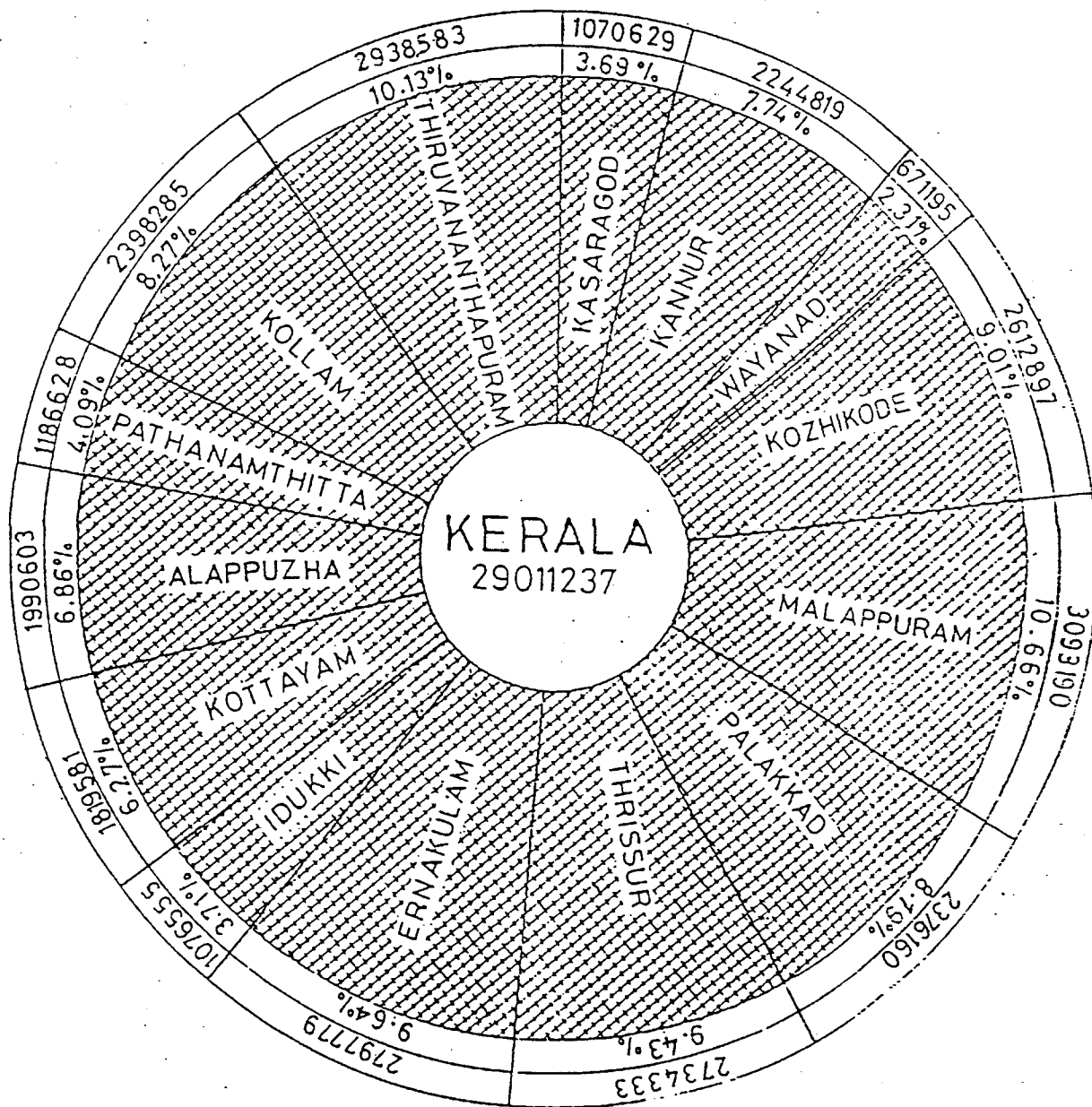
Fig 1



COMPARATIVE POPULATION OF THE DISTRICTS OF KERALA

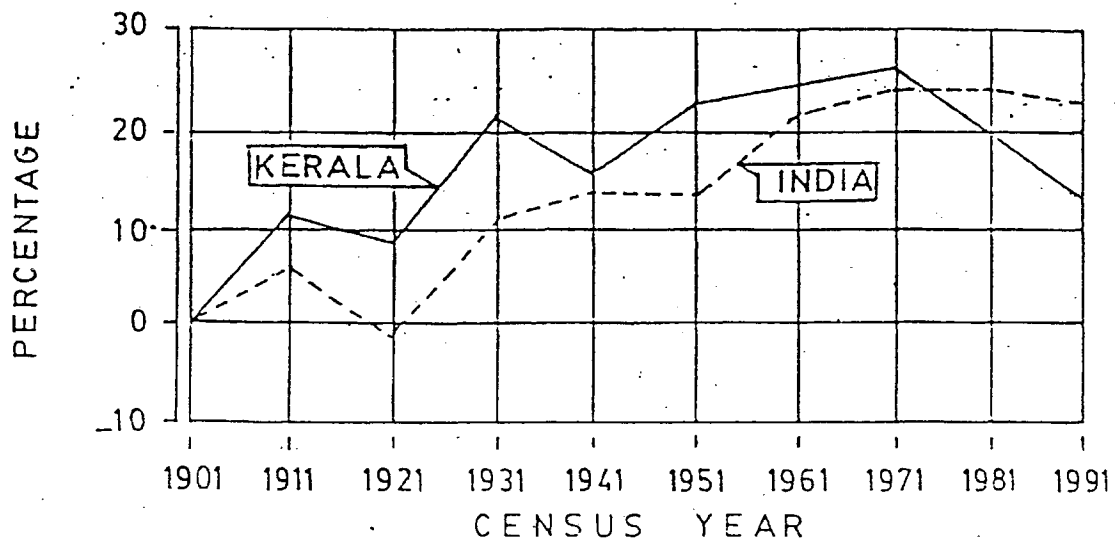
1991

Fig 2



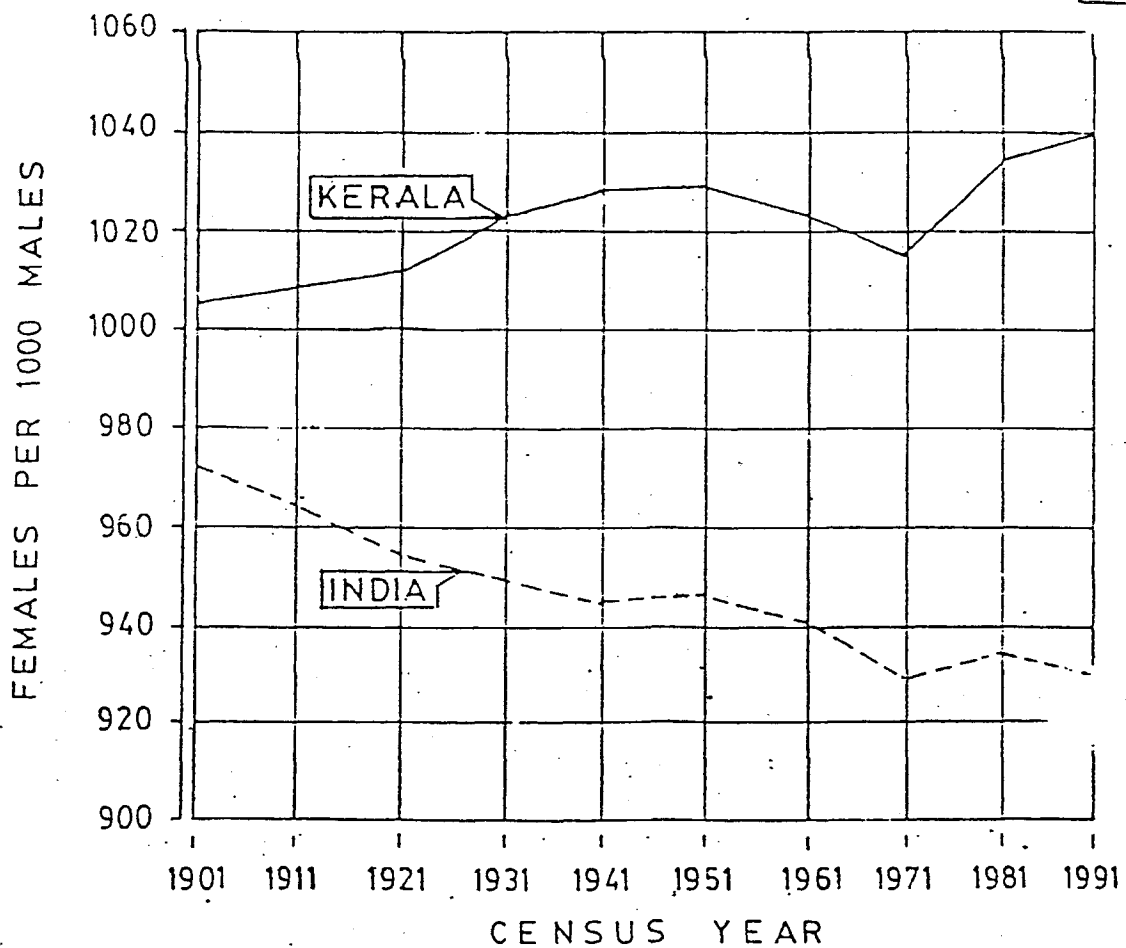
DECENNIAL PERCENTAGE
GROWTH RATE OF POPULATION 1901-91
KERALA AND INDIA

Fig 3



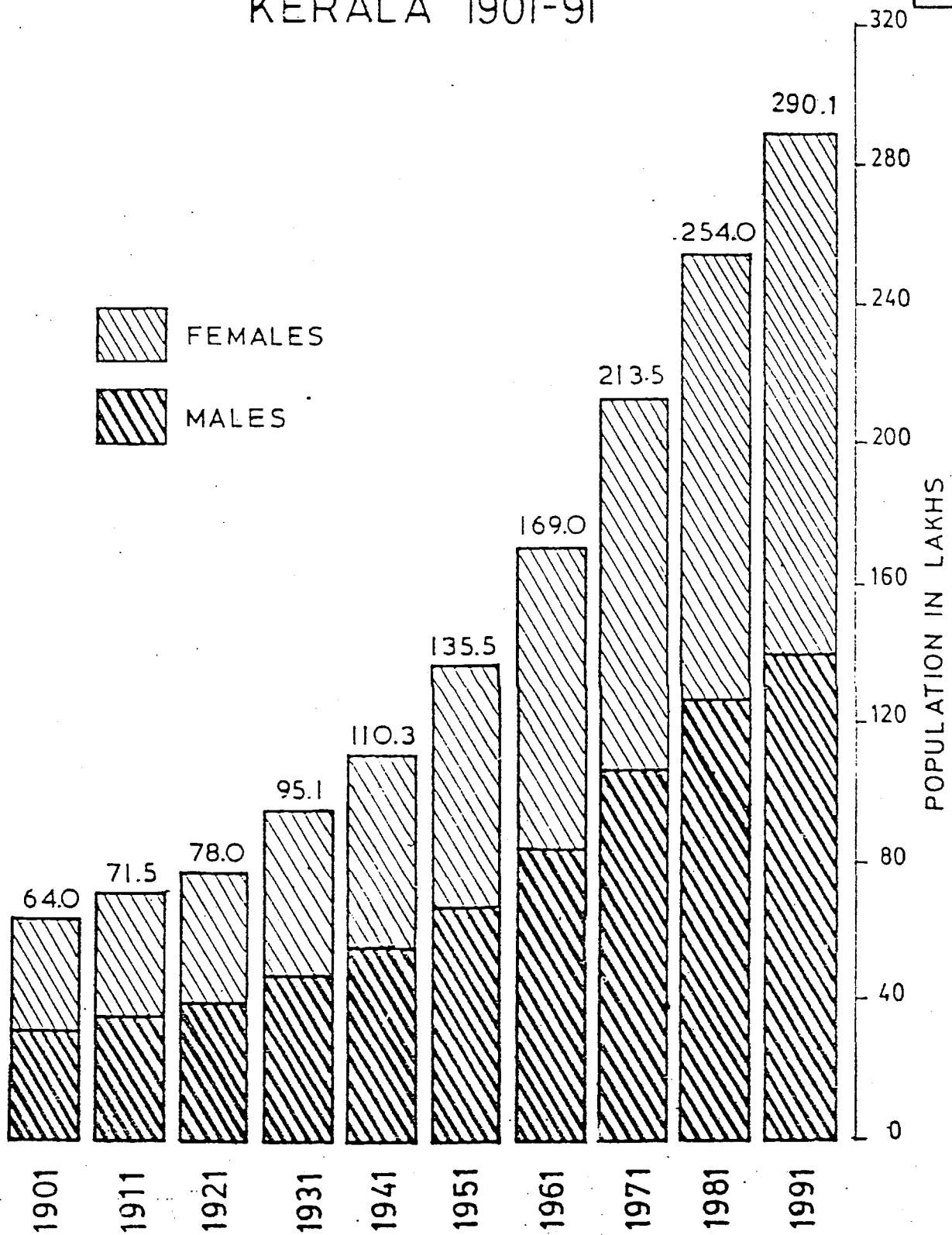
SEX RATIO 1901-91
KERALA AND INDIA

Fig 4



DECENNIAL GROWTH OF POPULATION KERALA 1901-91

Fig 5



CENSUS RESULTS AT A GLANCE

Census of India 1991 - Provisional Population Totals

POPULATION OF KERALA	Total	29,098,518
	Males	14,218,167
	Females	14,793,070

DECADAL POPULATION GROWTH 1981-91

1. Absolute	3,557,557
2. Percentage	13.98 per cent.

DENSITY OF POPULATION

747 Persons
per sq.km.

SEX RATIO

1,040 femals per 1000
males.

LITERACY RATE

Total 90.59 per cent.
Males 94.45 per cent.
Females 86.93 per cent.

(Excluding children in the age
group 0-6)

LITERACY RATES IN PER CENT

Census year	Persons	Males	Females.
1961	55.08	64.89	45.56
1971	69.75	77.13	62.53
1981	81.56	87.74	75.65
	(78.85)	(84.56)	(73.36)
1991	90.59	94.45	86.93

Note:-

1. Literacy rates for 1961 and 1971 relate to population aged 5 and above. The rates for 1981 and 1991 relate to population aged 7 and above. The literacy rates for population aged 5 and above in 1981 have been shown in brackets.
2. In 1991 census all children below 7 years have been treated as illiterates, In 1961, 1971 and 1981 census all children below 5 years were treated as illiterates. The population aged 7 years and above in 1991 is based on an estimated projection and is therefore provisional. The final population aged 7 years and above will be available later.

Source: Census of India 1991.

CONTENTS

~~Synopsis.~~

Introduction:

Chapter - 1

General State Profile.

Chapter - II

Important Education Statistics and Schemes.

Chapter - III

Management Structure for DPEP.

Chapter - IV

Management information System(MIS)

Chapter - V

Programme Inputs.

Chapter - VI

Financing and Cost Estimates.

Conclusion:

LIST OF TABLES

<u>Sl.No.</u>	<u>Name of the Table</u>	<u>Page No.</u>
1.	DPEP - perhead cost	73
2.	Project cost by components-State Interventions.	74
3.	Project cost by Category of expenditure-State Intervention	77
4.	Project cost by component and category of expenditure-State Intervention.	78
5.	Establishment cost - State level	84
6.	Conversion of SIE to SCERT.	89
7.	Conversion of SIE to SCERT(financial outlay)	90
8.	Details of sharing of expenditure for the conversion of SIE to SCERT.	91
9.	Strengthening of Text book Depot,	92
10.	Project cost by component (Project District)	93
11.	Project cost by Category of expenditure (Project Districts)	94
12.	The budgetary outlays in the education sector through years.	95
13.	No. of schools - 92-93	96
14.	Enrolment strength of Pupils in Kerala 92-93 (Section/Sex)	97
15.	Enrolment in strength of Kerala (Age group-Sex)	98
16.	Literacy rate in percent	99
17.	Dropout rates	100
18.	Cost estimate for the training on MIS.	101
19.	Modules preparation - awareness-campaign.	102
20.	Key Resource Persons Training in MLL.	103
21.	Workshops for preparation modules for Training programme of MLL	104

1	2	3
22.	Training course for education officers in MLL.	105
23.	Training Programme for heads of Primary School (MLL)	106
24.	Workshop for the preparation of handbook for teachers.	107
25.	Workshop for the preparation of the work-book for the student.	108
26.	Production and Distribution of the work book for the people	109
27.	Curriculum revision - workshop for Gender Dissemination.	110
28.	Dissemination of Tribal Study -research in curriculum.	111
29.	Dissemination of the results of the baseline assessment study.	112
30.	Workshop for the development of tools to rate the achievement.	113
31.	Printing and Distribution and MLL tools. and evaluation cost.	114.

: : : :

LIST OF ANNEXURE

<u>Sl:No:</u>	<u>Description</u>	<u>Page No.</u>
1.A.	Project implementation Unit establishment cost - State level.	79
1.B.	Inter project implementation unit - infrastructure facilities.	80
2.A	Project implementation unit - establishment cost - District level.	82
2.B.	Project implementation unit infrastructural facilities - District level.	83
3.A.	Management Information System unit - State level.	85
3.B.	Management information system unit - District level.	86
4.A.	Establishment cost - conversion of SIE to SERT .	87
5.	Project Management and implementation responsibility	115
6.	Pre-project activities	116
7.	Teacher training module-MLL	118
8.	Course contents for the Teachers inservice Training.	119
9.	Course contents for the Training Programme of members of voluntary organisation.	120
	; ; ; ;	
10.	<i>Memorandum of Association, Rules and Regulations of Registered Society.</i>	

LIST OF FIGURES

<u>Sl.No.</u>	<u>Name of figures</u>	<u>Page No.</u>
1.	Pie-Digram of comparative area of the districts of Kerala.	24
2.	Pie-Digram of comparative population of the Districts of the Kerala.	25
3.	Decennial percentage growth rate of Population.	27
4.	Sex ratio Kerala and India.	27
5.	Histogramo of desseminal growth of population of Kerala 1901-1991	29
6.	Sustaibanality curve.	117

: : : :

INTRODUCTION

Kerala, the Southern most state of India has an area of 38863 Sq.Km. Its population according to the Census 1991 is 29.1 million. The Kerala State was formed in the year 1956 by combining the princely states of Travancore, Cochin and the erstwhile Malabar District of Madras Province. The levels of education in these areas were different at the time of formation of the state. The former princely state of Travancore had taken many progressive measures in the field of education and therefore the educational standards in the former princely state of Travancore was higher compared to the other two areas. After formation of Kerala, the state have made significant contribution in the distribution of public utilities. There have been notable efforts in the filed of education which are non comparable with other states in India. The state of Kerala has been spending more than 30% of its resources on social services including education. At the time of formation of the state(1956) the total number of schools was 9,050. By the year 1990-91 this number has increased to 12,134 registering an increase of 34%. The total number of students was 2.71 million in 1956. This has risen to 5.9 million registering an increase of 180% in 1991. The population increase in the period was 101%.

A glance at the above figures show that the rate of enrolment of students has surpassed the rate of population increase where as the increase in number of schools is not in tune with the increase in the flow of students have been met by additional class, the latter being more predominant. Of the total 12,134 schools, 4,486 (about 37%) are in Government sector and 7,648 (about 63%) are in the private sector. It is observed that the percentage of pass in S.S.L.C. Examination is considerably higher in Private schools than that the Government Schools. The major reason for this difference is better physical facilities available in the private institutions in comparison with the Government institution. This has caused a flow of students of higher strata of the Society towards such institutions leaving the Government schools to meet the requirements of the backward students of the society.

Chapter - I
GENERAL STATE PROFILE

1. The State of Kerala is one of the states in Indian Union which has a very low per capita income compared to the national level. In 1990-91 the per capita income of Kerala was only Rs.4,229/-(at current prices) against Rs.4,974/-(at current prices) of the national average. In spite of this the state through the years has been spending a major portion of its revenue from the exchequer in the field of education (vide table). In the year 1957-58 expenditure on education was Rs.58.5 million (excluding capital expenditure on building construction) where as the same in 1991-92 has been Rs.83358 million. The total budgeted outlay for 1991-92 was Rs.27668.4 million which indicates that 30% of the conviction of the Government as well as the public about the need for providing education for the members of the coming generation. This has had its effect also, as seen in the comparatively very high rate of literacy and the high percentage of enrolment in schools, of children of the school going age. But a closer examination of the present status of education results in giving back the desired returns have to be evaluated on the basis of objective and valid criteria and norms set for educational development. Mere numbers and percentages cannot help in making valid value judgements which are expected to provide a

realistic mapping of the gaps yet to be filled and thus help in identifying issues and problems specific to the state in general and problematic areas in particular. Such referential criteria and norms have been provided by two valuable documents namely (i) the world declaration on Education for All 'Meeting Basic Needs' and (ii) The National Policy of Education 1986 (with the modified form issued in 1992) together with its Plan of Action.

1.2. The World Declaration has realised the philosophy that like air, water, food and shelter, education is the birth-right of all human beings. The qualification meeting basic needs indicates an expanded vision of education, according to which literacy and numeracy are only the basic tools for acquiring education, the real education being development of intellectual competencies, internalisation of attitudes and values and mastery of productive skills. Thus universalisation of basic education and ensuring basic needs becomes two requirements of any scientifically designed education programme.

1.3. When we evaluate the utilisation of our financial and other inputs for education in Kerala on the basis of these reference criteria and norms set by the two documents, it is noticed that the returns are not quite gratifying gaps exist and a number crucial issues and problems remain to be solved.

Educational Profile the State:-

1.4. It has been pointed out that there are two requirements to be considered in an effective system of UEE, these being (i) the universalisation of education and (ii) ensuring the quality of education in terms of the basic developmental needs. The problems faced by the State in general and selected areas in particular arise out of these requirements.

Problems Regarding Universalisation of UEE.

1.5. Universalisation of education involve three aspects, namely universal provision, universal enrolment and universal retention.

It is generally said that in Kerala universal provision has almost been realised. This conclusion is made on the basis of the fact that schools have been established all over the state, within the easy reach of all children. But this assumption can be found to be in-correct.

Provision does not mean establishment of an institution only it includes provision of adequate accommodation for all the children admitted and also provision of at least the minimum essential facilities required for effectively imparting and acquiring education. From this point of view most of the primary schools of Kerala are lacking very badly.

Deficiencies are very high in rural and remote areas especially among government institutions. To meet these deficiencies help from national and international agencies (in tune with the article and strengthening of partnership advocated in the World Declaration) will become necessary. In the case of accessibility to institutions also there are certain areas where it is lacking. For example in Wayanad one of Districts chosen for implementation of the DPEP programme under this project, there is a tribal belt, which includes a number of subgroups of tribal people, that are widely spread over the hilly areas of the eastern part. Because of geographical obstacles raised by high hills deep valleys, rivers and forests accessibility becomes difficult. In such areas more provision has to be made in the form of various types of institutions appropriate to the nature of the conditions. For the implementation of both these aspects of universal provision, the initial requirement is a status survey meant for school mapping and collection of other related data together with the minimum requirements needed. This might involve the service of a number of personnel who have to be trained for the purpose. Satisfactory completion of such a survey too will involve financial input.

Problems concerning Universal enrolment:

1.6. The enrolment rate in Kerala is considered to be much higher than that in most other parts of the country. But in certain areas, especially in back ward districts included in the perview of the proposed project rate of enrolment is rather very low. This is the result of a variety of reasons for which solutions also will have to be different. For example, in the tribal area the problems are diverse-lack of motivation among parents who are mostly illiterate and governed by traditional cumstons and practices, wide linguistic and cultural gaps which discourage many tribes from readily coming to the main stream, pitiable economic and social conditions that necessitate child labour during schools hourse, indifference and non involvement of the society in general in implementing labour during schools hours, indifference and non involvement of the society in general in implementing educational programmes, lack of easy accessibility to institutions, non availability of committed teachers who are prepared to work under adverse conditions existing in the area etc. Identifying all these problems by case studies and finding out effective ways of reaching the unreached poses a challenging problems, the solution of which requires a verity of inputs starting with social

commitment and ending in financial assistance required for setting up suitable centres of learning and production of appropriate learning materials. Similarly the fishermen folk of the coastal areas of Malappuram pose a number of issues. In difference and even reluctance towards education of girls prevalent in the rural parts of that district is a sensitive issue to be handled with difficulty.

Problems Relating to Universal Retention.

1.7. The rate of retention in primary schools of Kerala is comparatively high as revealed by the low rate of drop-outs. But in specific areas like the tribal and coastal belts and in many of the rural areas where education of girls is still not considered essential, the dropout rate is rather high. In view of the special stress given to universalising education among the poor and the girls in the DPEP is really a serious issue. Identifying such pockets, diagnosing the problems and taking remedial steps will require a variety of inputs including financial assistance.

Problems Related to Quality of Education:

1.8. The quality of primary/elementary/basic education at present is rather disappointing. There is a general feeling that the low standard/quality of education is seen in schools run by Government and that most of the private schools being well equipped maintain high quality. But

this is misconception. It is true that many of the Government schools lack in learning facilities when compared with their private counter parts and the standard when measured in terms of information acquired is found to be comparatively low. But when evaluated with reference to the criterial set by the world declaration(of an expanded vision) and those reflected in xoncepts such as MLL, competency based learning, mastery learning, developmental education etc. highlighted in the NPE and in plan of Action, the out put in terms of personal development is found to be quite low in such schools also. Most of the parents, teachers and pupils consider education as mere storing of information to be reproduced in a written examination as such teaching and learning are geared towards that end. To achieve MLL in terms of competencies attitudes values and skills a thorough change has to be brought about in all aspects of instructional process. For this (i) the primary school curriculum (which at present is suited for MLL achievement if proerly transacted) has to be analysed in terms of competencies etc envisaged (ii) teachers should acquire and internalise the new instructional techniques required for the change and develop new attitues and skills (iii) continuous comprehensive evaluation based upon the various types of developmental changes resulting in immediate feedback diagnosis and remediation should form an integral part of instruction,

the disadvantaged groups who might find it difficult to master MLL should get compensatory education in an enriched environment under the guidance of teachers competent for the purpose. All these warrant thorough training on the part of the primary school teachers by attending in services courses, as well as by self learning with the help of instructional packages. Appropriate tools and **techniques** for comprehensive evaluation also will have to be developed. All these programmes require a number of inputs of which expertise and finance and the most important. The additional financial assistance required to face this herculean task has to come from national and international agencies committed to the cause of Education for all (Meeting Basic Needs)

Issues Related to Organisation of Programmes for Early childhood Education and Care.

1.9. Designing and setting up of an effective network for Early Childhood Education and care is an urgent requirement associated with all the issues discussed so far. The role played by this in laying the foundation for all domains of human development has been highlighted by all modern educational theories. In this field Kerala's present status is quite disappointing. It is true that different types of institutions work under various departments of the total programme anticipated. Recently private agencies have been starting educational centres under the titles LKG, UKG etc. but the type of instruction imparted in these is very

unscientific and rather alarmingly harmful. Instead of providing opportunities to directly interact with the environment and thus internalise, attitudes and skills required for participating effectively in formal education later, young boys and girls are loaded with prescribed bookish syllabi in school subjects and subjected to cruel torture in the name of competitive tests and regular written examination. This is bound to create very harmful effects in the young minds and tamper the desirable type of government in later years. The solution to this government organising a network of centres for early childhood education and care especially in rural areas where children are living under socially, culturally and economically impoverished conditions. Such a programme will set an atmosphere conducive to promoting universal enrolment, retention and quality learning in primary schools. This will require expert planning co-operation and co-ordination among different departments and other agencies and a massive campaign for the existing conditions, the Government of Kerala cannot take up such a huge programme without financial assistance from National and International Agencies.

CHAPTER - II

EDUCATION PROFILE OF THE STATE.

- 2.1. In the light of the various issues discussed in Chapter I, a number of studies has been conducted to get accurate information on the extent and magnitude of the problem. The three project districts have been selected as per the criteria suggested, in the guidelines (lower female literacy rates and higher dropout rates). The objectives of the project are attainment of UEE and MLL by 2000 AD. DPEP also concentrates on reducing disparity in the achievements of socially and economically backward groups.
- 2.2. Kerala has about 12,182 Schools under Unaided, Aided and Government categories (Vide Table). There are English medium and Malayalam medium Schools. In addition, there are schools for linguistic minorities viz. Tamil and Kannada.
- In recent years a rush in the establishment of English medium schools under CBSE Syllabus is also noticed.
- 2.3. Kerala Education Rules regulate the conduct of Unaided, Aided and Government Schools. The Schools affiliated to CBSE do not come under KER, but prior sanction of Government is necessary to commence such schools.
- 2.4. The State Education Department has the following programmes.

- i) Improvement of Science Education at Primary level (State Plan Scheme).
- ii) Vocational training in primary schools and Upper Primary Schools.
- iii) Inservice training for Primary School teachers.
- iv) Establishment of DIETs.
- v) Scholarships for Primary School Children.
 - Muslim, Nadar, Anglo Indian Scholarship.
 - Lower Secondary School Scholarship.
- vi) Noon-meal Programme for the Primary School children.
- vii) Comprehensive access to Primary Education
- viii) Inservice Training for Secondary School teachers.
- ix) Text Book Publication.
- x) Scholarship for Secondary School Children.
- xi) Scholarship for SC/ST children.
- xii) Scholarship for Sainik School children.
- xiii) Vocational Training in Secondary Schools.
- xiv) Improving Library and Laboratory in Govt. High School.
- xvi) Adult Education.
- xvii) Inservice Training for language teachers.
- xviii) Educational Technology scheme (100% Centrally Sponsored Scheme).
- xix) Improvement of the examination system and curriculum revision.

- xx) Operation Black Board Scheme(100% Centrally sponsored Scheme).
- xx1) Improvement of Science Education (100% Centrally sponsored scheme).
- xxii) Group Insurance against accidents.
- xxiii) Sports, Games and Scouts.
- xxiv) Integrated Education for the disabled(Centrally Sponsored Scheme).

2.5 Of the above schemes, the schemes on Education Technology, OBB and Improvement of Science Education have a bearing on DPEP. The Scheme on DIET and other Inservice Courses conducted by State Institute of Education have also got bearing on DPEP. The Scholarships for SC/ST, Muslims and Nadar Girls etc. are incentives for those socially backward classes for improving the Primary Education. The Noon-meal programme in Primary Schools helps to maintain the higher rates of retention and lower rates of dropouts in Primary Schools.

2.6. The process of **Project Preparation:**

2.6 The Director of Public Instruction convened a meeting of State Level Officials and Educational Experts early in the month of February 1993 and discussed about the whole process of preparation of the Project Report for the DPEP. The available data was analysed for this purpose. State Level and district level core teams were formed. The first project report was thus prepared and submitted to Government in April 1993. This report was evaluated by Government of India and they have later issued guide-lines for DPEP and requested the State Govt. to revise the report based on the new guide-lines. The State Level Core team and District level core teams were formulated.

The District core teams were given directions to identify the issues and problems in the field of Primary education in their districts after conducting meetings of beneficiaries - Teachers, Headmasters, P.T.A. members, Parents, Panchayat-Members-Presidents, Municipal Council-members-Chairmans, M.L.As, M.Ps. etc. These meetings were conducted in each district.

A workshop-cum-group discussion was arranged for the benefit of the core team members and the Principals of DIETs. and the faculty members of the DIETs on 20th and 21st May 1993. In this Workshop the studies necessary for the preparation of the Projects were elaborated. This workshop was organised by NCERT and NIEPA.

The results of the studies already conducted by NCERT regarding the achievement levels of Primary School children in Kerala which was available in the State Institute of Education, Trivandrum were utilised for the preparation of the Project Report. A revised Project report then followed.

Dr. R.V. Vidyanatha Iyer, Joint Secretary (A) MHRD, New Delhi paid a visit to Trivandrum on 2-7-1993 and discussed this Project report with the State Officials. He made several suggestions and to redraft the Project report.

The revised Project report was prepared and submitted in July 1993. This report consisted of DPEP plan for each district and a State Plan. The Preparatory Mission of the World Bank comprising of Ms. Marlaine E. Lockheed, Ms. Sajitha Bashir, Mr. Kelvin Casey, Mr. Phil Cohen and Sri. Sanjeev Sachdev visited Kerala in the last week of July 1993. The Mission was accompanied by Mr. Anuraga Bhatnagar IAS, Dr. S.D. Roka (NCERT) and Dr. Kusum Premi (NIEPA). The team members had preliminary discussion with the Project Director on 27th. The team visited Malappuram District and had detailed discussions with all concerned including the District Collector. The Mission visited DIET Malappuram. The Mission met State Level Officials at Trivandrum. They also visited the State Institute of Education and Text-Books Office at Trivandrum. The wrap up meeting of the Preparatory Mission conducted in New Delhi was attended by the Director of Public Instruction and Project Director.

Meanwhile the following studies were commenced under the guidance of the National Core Team.

- (a) Baseline assessment studies
- (b) Gender studies
- (c) Studies on State finances
- (d) Studies on Text Book printing and distribution
- (e) Studies on Tribals
- (f) Studies on teacher training and incentives

The studies on State finance and production and distribution of Text Books were completed and the reports were submitted to National Core Team. The report on State finance studies is undergoing revision at National Level for which State Core Team member concerned is summoned to Delhi, and Data collection for the base line assessment studies was completed during November 1993 and the data sent to National Team. The State Team is awaiting the preliminary results for incorporating the same in the Project Report.

The data collection for the gender studies is completed during December 1993 and the same is being processed by the National Team.

The data collection for the tribal studies has been commenced during November and is ~~XXXXX~~ nearing completion. The data collection for teacher training and incentives has also commenced.

A Survey some what similar to a base line survey conducted for Malappuram district in the year 1986 was updated by a sample survey during the first week of April 1993. The results of these survey have been utilised for the other two Project Districts also. The comments of the Preparatory Mission were taken seriously by the Core team and elaborate arrangements were made for extensive data collection to rectify the defects pointed out in the comments.

Two members of the World Bank Team - Mr. Middleton and Ms. Sajitha Bhashir along with Mr. Prakash, Joint Secretary, MHRD visited Trivandrum on 25th & 26th November 1993 and examined the preparation for the Project Report for the 3 Districts. The District Core teams have made extensive consultations with the District Officers of the Tribal Welfare Department and Social Welfare Department so as to assure convergence of the various activities of these departments with the DPEP. At State Level discussions were conducted with the Director, Tribal Welfare and Social Welfare on the above aspect. The 5th Draft proposal formulated by the Districts were discussed in the meetings of the beneficiaries in the respective districts.

2.7 The objectives of the Primary Education in the State are:

To, develop Language Skills,
Provide basic foundations in Mathematical Skills,
To make pupils understand the relations between environment and human life;

To create awareness of Social Rights and duties of Citizens

To provide sense of tolerance and Co-operation

To provide factual informations regarding the freedom struggle of India

To create awareness regarding Health & Hygiene through

Physical Education

" the population problem faced by India

" Dignity of Labour

and " Geographical and Cultural diversities of India.

The National Policy of Education and the World declaration of Education stresses the ~~aim~~ attainment of the following objectives by 2000 A.D

- (A) Provide equity and access
- (B) Total enrolment
- (C) Retention
- (D) Attainment of MLL

Even though the State Government is spending about 30% of the Revenue in the field of Education, achievement levels by the students are not at all satisfactory. In the last two decades the Govt. could not make the required investments for the development of Infrastructure in the Education Sector. A large number of schools have only thatched roof which are leaking during the rains

making the school days difficult for the pupils. Elementary facilities like Urinals, Water Supplies etc. are lacking in many schools. The In-service training facilities offered by DIETs are not sufficient to meet the training requirements of the teachers.

An integrated approach covering all the aspects of the school Education in general and Primary Education in particular is absolutely essential to correct the distortion in the School Education system for which a time bound programme with clear objectives and strategies are necessary. Hence the D P E P with the following ~~xi~~ objectives to be achieved by 2000 AD is formulated for the three DISTs of Kerala - Malappuram - Wynad - Kasaragod

- a) Universal access and equity.
- b) Total enrolment of 6 to 11 age group by 2000 A.D
- c) Continuing in the system-retention.
- d) Improving the achievement level to an expected rate (qualitative improvement)

Chapter - III

MANAGEMENT STRUCTURE FOR DPEP

3.1. The General Education Department of Kerala is headed by the Director of Public Instruction. Kerala has 14 Revenue Districts. The administration of General Education in each revenue District is done by the Deputy Director of Education. Again for administrative purpose each Revenue District is divided into more than one Educational District headed by the District Educational Officer (31 in total) each block of the District is designed as Educational sub Districts and is in charge of the Assistant Educational Officer (457)

3.2. The total population of the children attending the school comes to 5.9 million. The following table shows the Break up.

Sl.No.	Status of the school.	Boys	Girls	Total
1.	L.P. Section	1240122	1180105	2420227
2.	U.P. Section	993022	939479	1932501
3.	H.S. Section	774017	774908	1548925
Grand Total		3007161	2894492	5901653

3.3. According to the statistical report of 1991-92 there are 12,200 schools and 1,91,008 teachers in the State. The details breakup is shown below.

Status of the school	Schools				Teachers		
	Govt.	Aided	Unaided	Total	Men	Women	Total
LP.School	265	4067	151	6783	24987	47254	72241
UP.School	960	1883	92	2935	23817	37404	61221
HS.School	962	1380	129	2417	23994	33552	57546
Total	4487	7330	372	12189	72798	118210	191008

3.4. The state Institute of Education is the academic wing of Department of General Education responsible for all academic activities including curriculum revision, preparation of Text Books, Inservice Training programmes to Teachers in various discipline etc. The state Institute of Education is headed by the Director in the Cadre of Joint Director of the General Education Department similarly there is separate wing for the conduct of examination and another wing for the production and distribution of the Text Books. An organisation chart is annexed.

3.5. 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.

3.5.1. A General Body consisting of 41 members with the Chief - Minister of the state as Chairman and the Minister for Education as Vice Chairman and Managing Director as member Secretary.

3.5.2. A Governing Body 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.

3.5.3. The Chief executive of the society will be the Managing Director, an officer of the Indian Administrative Service. The functions of the General 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 Managing Director. The functions of Governing Body which consists of expert in various connected fields include rendering necessary technical advice to the Managing Director and to issue approval for any transaction which is beyond the powers delegated to the Managing Director. This Governing^{Body} has full financial powers without any restriction. The Management structure of the society is designed to incorporate the missionary approach^{of} 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.

- | | | |
|----|------------------|-----------------------------|
| a. | Project Director | (Academic) |
| b. | -do- | (Civil Works) |
| c. | -do- | (Monitoring & Evaluation) |
| d. | -do- | (Finance, Audit & Accounts) |

3.5.4. The Project Director (Academic) will be a proven academician who has rendered valuable service in the field of Primary Education, DIETs, State Institute of Education etc. who has post Graduate qualifications. The Project Director (Civil Works) will be a Superintending 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 developing in the implementation of the Project. The Project Director (Monitoring & Evaluation) will be an expert in the 'MIS' system who possesses an 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.

3.5.5. At present the Directorate of Education does not have any space to spare for the functioning of a State level office of the registered society. It was very difficult to get rented building in Trivandrum at a lower cost. So it is suggested to construct a building with a space of 5000 Sq.ft to house the State level office and for the installation of Management Information System. It is estimated a sum of Rs.1.5 million for the civil work of the said buildings.

3.5.6. 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.

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 ICDS.
5. Officer of the Social Welfare Department.
6. Five PTA members out of that two will be from mother PTAs/Mother Sangamum.
7. Five Panchayat Presidents nominated by the Chairman.
8. Standing Committee Chairman (Education)
9. Five AEO's 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. One Municipal Chairman of that Project District. nominated by the Chairman.
17. All MLAs and MPs.

3.5.7. 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 of Joint Director. He will be assisted by 4 subordinate officers with supporting staff as detailed below.

3.5.8.a) 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 Assistant Director Statistics Department.

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

The District level office of the Registered Society will be housed in the DIET building.

3.5.9. The monitoring and evaluation will have Panchayat level monitoring committees working under the monitoring and evaluation officer. The Panchayat level committees will have school level committees working under them.

3.5.10. 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.

- 1) Local Member of the District Council.
- 2) Women members selected from Mother PTA in the Panchayat.
- 3) 2 Male members selected from the schools PTAs in the Panchayat.
- 4) One Primary Headmaster elected by PTAs of the Panchayat.
- 5) AEO concerned.
- 6) One Headmaster of the school complex of that Panchayat. (In the case of more than one school complex by election by respective PTAs).
- 7) One Headmaster from High School to be elected by PTAs.
- 8) One resource person from the sub centre of that Panchayat if any.
- 9) Two Primary school Teacher nominated by the concerned AEO.

3.5.11. 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.

3.5.12. 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 committees 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.

State Level

<u>Sl.No.</u>		<u>Nos.</u>	<u>Scale of pay.</u>
1.	Managing Director	1	5100-5700
2.	Project Director	4	4200-5300
3.	Subject Experts	3	2060-3200
4.	Asst. Engineer	1	2060-3200
5.	Draftsman Grade I	3	1400-2300
6.	Assistant Director (Statistics)	1	2375-3500
7.	Asst: Director(computer)	1	2375-3500
8.	Accounts Officer	1	2200-3500
9.	Junior Superintendent	1	1520-2660
10.	Clerks	3	950-1500
11.	CA.	2	1125-1720
12.	Typist	2	950-1500
13.	Driver	2	825-1250
14.	Peon	4	775-1065
15.	Full Time Menial	2	750-1025
16.	Night Watchman	1	775-1065

District Level

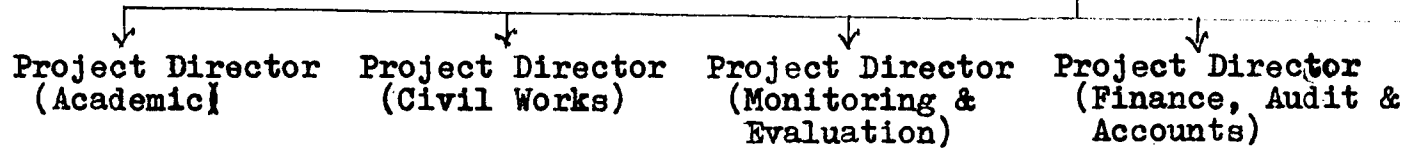
		<u>Nos.</u>	<u>Scale</u>
1.	District Project Director	1 x 3	3000-5000
	<u>Augumenting DIET</u>		
2.	Social Officer(Training)	1 x 3	2500-4000
3.	Asst: Executive Engineer	1 x 3	2375-3500
4.	Asst: Director(Monitoring & Evaluation)	1 x 3	2375-3500
5.	Divisional Accountant	1 x 3	2000-3200
6.	Asst: Engineer	2 x 3	2060-3200
7.	Oversear Grade I	3 x 3	1400-2300
8.	Oversear Grade II	3 x 3 x 3	1125-1720
9.	Head Clerk	1 x 3	1400-2300
10.	Accountant	1 x 3	1200-2040
11.	L.D. Clerk	5 x 3	950-1500
12.	Typists	2 x 3	950-1500
13.	Driver	1 x 3	825 - 1250
14.	Watcher/Peon	3 x 3	775-1065.

PRIMARY EDUCATION DEVELOPMENT SOCIETY OF KERALA

(PEDSK)

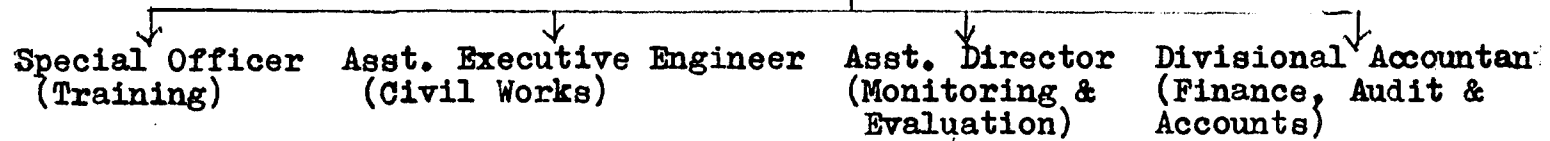


Managing Director



Advisory Body
(Chairman, Dist. Collector)

DISTRICT PROJECT DIRECTOR



PANCHAYATH LEVEL COMMITTEE

SCHOOL LEVEL COMMITTEE

Chapter - IV.

MANAGEMENT INFORMATION SYSTEM(MIS) AT THE STATE LEVEL

INTRODUCTION

4.1. The Management information system (MIS) is an important component of planning and implementation of District Primary Education Programme (DEEP). For effective implementation and monitoring of activities in the field of education, an MIS cell is proposed to be set up at state level in the office of Primary Education Development Society of Kerala, Thiruvananthapuram. At present educational statistics from lower level are collected compiled and reviewed. Which is time consuming process. The Directorate of Education collects this information through the statistical wing of the Directorate of Education. The manual of computation of this data is done at different levels and the chances of manual errors at every level cannot be ruled out. The collection and computation of the data is a time consuming process also. Some times the data became obsolete and have no use for decision making.

4.2. COMPUTERISED MIS PROGRAMME:

The project intended to tackle a number of complex problems can succeed only if it is monitored and evaluated continuously and systematically. Organizing an efficient machinery for this is a difficult task that require much expertise as well as technological and financial inputs.

Management of the project has to be done at the central, regional and the local levels. For this a mechanism for collecting, processing and storing of relevant data covering the progress of the implementation of the project at each stage will be necessary. Hence computerisation of 'MIS' is very necessary from the very beginning of the project. It would cover the following information.

1. The basic information on schools like infrastructure facilities - facilities for Primary needs urban/rural etc.
2. Enrolment by grade, gender SC/ST and age.
3. Teachers educational qualification, age-experience and other related informations.
4. Evaluation results including MLL.
5. Supplies and utilisation of education materials.
6. Demographic and allied indicators.
7. Project scheduling and implementation of plan to every stage.
8. Data base for research and evaluation.

Keeping in view of the above aspects, the main objective of MIS is as follows.

4.3. OBJECTIVES:

To create a comprehensive data base at primary level education in the state and to review the status every year.

To monitor enrolment and retention.

To monitor performance in respect of students achievement level in MLL in particular to girls and deprived groups.

To Monitor implementation of all programmes and schemes of the DPEP.

To enable the planners to obtain updated information as and when needed regarding teacher requirements material requirements etc.

To enable the managers the project scheduling implements to is progress and flow of resource inputs.

4.4. IMPLEMENTATION OF MIS

State level:- School wise, programmewise table for the purpose of programme performance and facility monitoring will be introduced in Primary schools in the project area and they will be asked to send regular reports to the district project Director. The number of this reports will depend upon the frequency at which tools are applied to measure the achievement of MLL. In the case of UEE, a simple reporting system regarding the improved academical performance of the pupils will serve the purpose. Effective tools are to be designed for measuring non-cognitive area of learning by organizing field level workshop with participation of the experts in the subject. In order to streamline the monitoring process some output tables are to be structured, flexibility in the design of the reporting system is warranted by the nature of the project and these

programme wise tables require further development during the implementation. District wise programme wise table for school wise performance are to be structured and developed. At the state level a single table combining the programme wise details, performance details and facility consolidation details are to be designed to classify and present the basic information regarding the implementation of the project. Hence, the task for the development of MIS is as follows.

1. Group meetings of experts for evolving a viable model of MIS for DPEP Districts.
2. A team of software development experts will be constituted to work on a package for district information system.
3. Identifying the hardware and software requirements for development of district level MIS and state level MIS.
4. The linkage between state and district level MIS with MHRD.
5. Organising intensive training programmes for the district and state level personnel for implementation of the 'MIS'.

4.5. INVESTMENT PLAN

Based on the strategies outlined above, the following investment would be needed.

1. Setting up of district MIS unit.
2. Setting up of state MIS unit.
1. Setting up of District 'MIS' unit:-
 - a. Hardware requirements.
 - b. Personnel.
2. Setting up of state MIS unit:-
 - a. Hardware requirements.
 - b. Personnel.

The following are the type of hardware support suggested.

4.6. DISTRICT UNIT:-

PC/AT 386 with 5 terminal operating under DOS and to printers with necessary accessories. Air conditioning and providing necessary furniture.

4.6.1. Personnel:-

1. System analyst. 1
2. Programmer 1
3. Data opertors 5 Nos.

4.6.2. STATE UNIT:-

PC/AT 386 5 terminals operating under DOS and two printers computer network under unix operating system with 10 terminals and with necessary accessories. In addition laser printer will also be.

Air conditioning and providing necessary furniture and stationary are also necessary.

Personnel:-

Sr. Programmer	1
Jr. Programmer	1
Data operator	5

4.7. PROCUREMENT AND INSTALLATION OF THE HARDWARE
AT THE STATE LEVEL.

4.7.1. It is proposed to provide a Computer(PC/AT 386) with 5 terminals in the Office of the registered society at Thiruvananthapuram.

4.7.2. For the smooth functioning of Computer, a separate air conditioned room is desired. One room of size 5 M x6M is desired for the installation of computers. This room need to be furnished with matting furniture, almirah, racks etc. For operation of the computer, the following staff is required.

4.7.3. The system Analyst (One) will be a Class I Officer in the scale of pay of Rs.2650-4200, the Programmer(One) will be in the pay scale of Rs.2200-3500, the Data Operators (5) will be in the scale of Rs.2060-3200 and the Peon (One) will be in the scale of Rs.775-1065.

4.8. SETTING UP OF REGULAR DATA BASE AT STATE LEVEL.

For providing effective 'MIS' it is proposed that the whole requisite information of the Project districts will be fed to the Dist. monitoring cell where this infor-

mation will be processed to State Monitoring Cell through the computer net work system available in this District Head quarters, Project activities through PERT and CPM technique. However the detailed design of MIS syste for the State is necessary which can be developed only after MIS system for all the similar projects in India which is under development at NIEPA is made known to the State level core team. The State level core team requires assistance of a consultant for developing MIS system for which the service of Lal Bahadur Sastri Centre at Thiruvananthapuram will be utilised. This centre has got enough technical capacity to undertake this work. Appropriate cost is indicated in table in the annexure.

4.9. TRAINING OF THE STATE AND DISTRICT OFFICERS/
ADMINISTRATORS WORKING IN PRIMARY EDUCATION.

About 30 officers and Administrators of the Project District and 10 officers and Administrators of the State associated with D.P.E.P. will be exposed to the system so as to familiarise them with working of the 'MIS' its usefulness, its capabilities and its efficiency in the field of education. A 3 day training programme for this 40 officers will be organised under the guidance of the state key staff. There will be similar 5 programmes during the project period at an interval of one year. The training programme intended to increase the efficiency of the 'MIS' both in State and district level. The estimated expenditure for this programme is given in the Table No. annexed.

4.10. RISKS AND THREATS TO THE 'MIS'

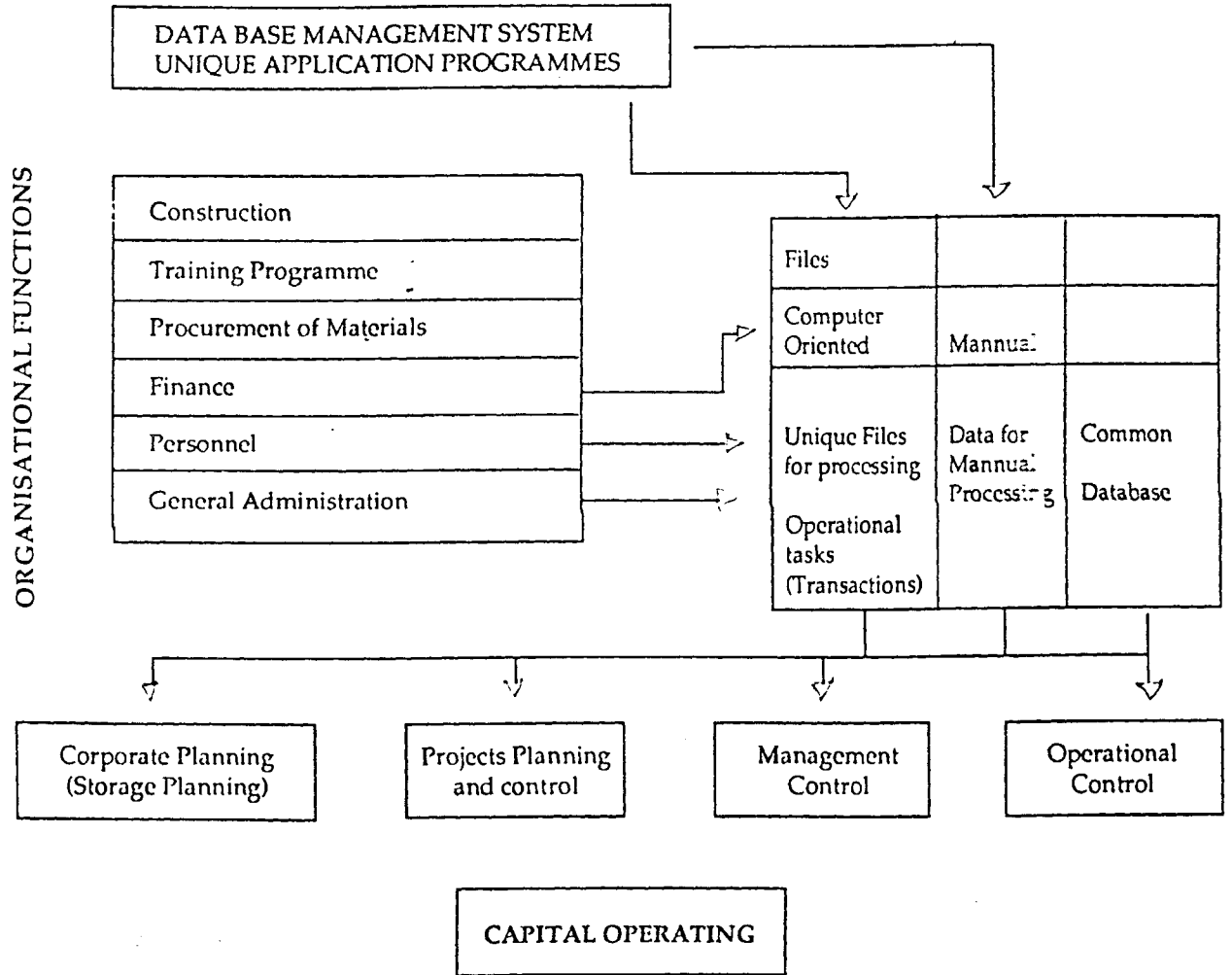
Every one will agree the urgency and need for a sound and effective data base on educational statistics. But the ground level reality is less than the satisfactory level because of

- technical problem of maintenance and operation of the Hardware and Software.
- no statutory bindings on institutions to provide correct and valid data.
- manipulation and frequent changes in critical data.
- the threats that open data bases pose to arbitrary decisions.

Some of the risks are real and make effect the implementation of 'MIS' but the setting up of 'MIS' system and operationalisation of data base is an important component for the project appraisal and review. The total expenditure expected to be incurred for the installation of the 'MIS' system would be Rs. as shown in the annexure.

CONCEPTUAL FRAME WORK OF "MIS"

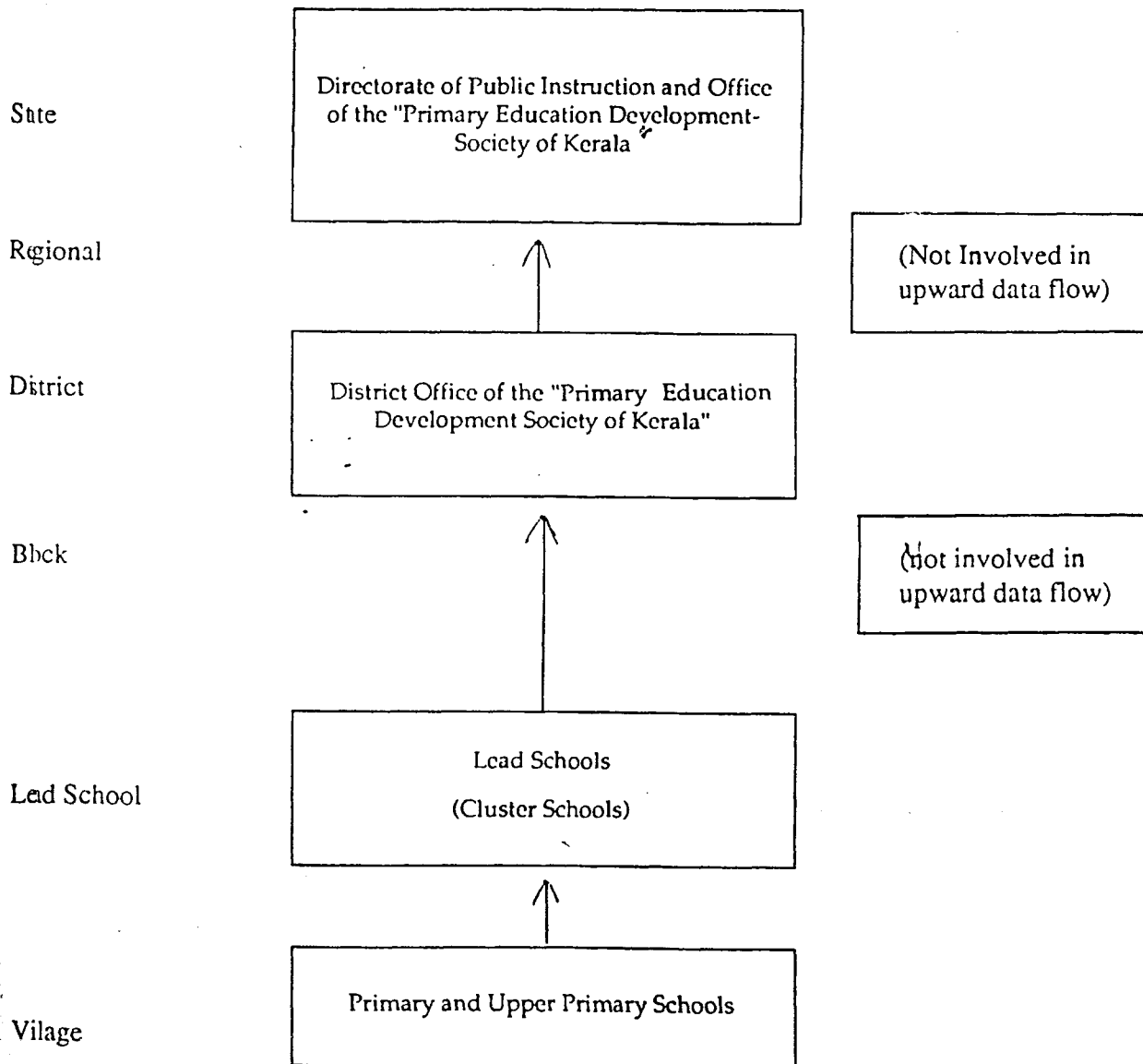
SOFTWARE



FLOW OF MIS DATA

FROM SCHOOLS TO STATE DIRECTORATE OF PUBLIC INSTRUCTION

MANAGEMENT LEVEL



Chapter - V

PROGRAMMES INPUTS

5.1. Activities that are common across the Project Districts.

5.1.1. Development of modules for training programmes:

- a) For members of voluntary organisation and community leaders to conduct awareness campaign.
- b) For Key Resource persons(K.R.P.s)
- c) for resource persons.
- d) for primary school teachers.
- e) for Headmasters and other educational administrators.
- f) for pre-primary school teachers and Anganvadi workers.
- g) for Instructors of N.F.E. Centres.

5.1.2. Developing handbook for teachers for the subjects in Standards I - V.

5.1.3. Revision of the existing curriculum from Std. I-V in the light of the results of the studies on Gender, Tribal etc.

5.1.4. 5.1.2 and 5.1.3 are proposed to be developed by conducting workshops of experts.

- a) Tentative designs for the subject matter for discussion in the workshops are given in appendix.

5.2. Activities across the State:-

5.2.1. Development of tools for evaluation of the achievement of M.L.L.

As per the guidelines for implementation of MLL published by MHRD, various tools are to be developed for the proper evaluation. This is a very complex activity requiring the assistance of the experts and successive modifications of the tools so developed will also be necessary in the light of the results of the application of the tools. The underlined principles for such activities are explained in the module given in Appendix.....

5.2.2. Strengthening of text book production and distribution.

Timely production and distribution of text books very much improve the quality of education. As far as the State is concerned, the production and distribution of text books are facing problems of lacks of storage facilities inadequacy of vehicles for road transport, communication gp etc. Regarding availability of books, the text book branch is a separate wing of the Directorate. This wing is responsible for arranging the printing, distribution and sale of text books, exercise books teacher's hand books, work books etc.

5.2.3. There are altogether 230 titles of text book to be printed, distributed and sold. There are 3 central text books stores under the State text book office with head quarters at Thiruvananthapuram, Ernakulam and Shornur. One text book depot is attached to each education district. Sufficient accommodation for the storage of text books is not available in the Central text book stores and the district text book stores. Sufficient godown facilities are wanting in the Central text book stores at Thiruvananthapuram and Ernakulam. The following district text book Depots do not have their own building.

- | | |
|-------------------|----------------|
| 1. Kannur | 2. Thirur. |
| 3. Thrissur. | 4. Kattappana. |
| 5. Thiruvalla. | 6. Kottayam. |
| 7. Kottarakkara. | 8. Ernakulam. |
| 9. Kothamangalam. | |

The above district depots have to be provided with text book storage facilities.

Additional storage facilities at Thiruvananthapuram, Thirur, Malappuram, Wayanad and Kasargode are absolutely essential. The total area additionally required for the purpose is 2400 m² estimated cost is Rs. 5 Million.

5.4. Activities that only the State is competent to undertake.

5.4.1. Registration and Management of the Primary Education Development Society of Kerala.

The details of the Society are furnished in Chapter III.

5.4.2. Conversion of S.I.E. to S.C.E.R.T.

CONVERSION OF S.I.E. TO S.C.E.R.T.

5-4-2-1- The National Policy of Education adopted in 1986 envisages setting up of S.C.E.R.T. in each State which will discharge the State level functions to be imparted by N.C.E.R.T.

5.4.2.2. N.C.E.R.T. is an autonomous institution working under the M.H.R.D. which provides the academic, Extension, Research and Training support in the field of Education throughout the country. The magnitude of services which is rendered by NCERT has become so large that the State level counterpart has become absolutely essential to meet the State's requirements. Several States in India have already established the SCERTs. and made significant progress in extension, research and training fields. In Kerala State Institute of Education, Trivandrum is attending to State level functions of SCERT. The Government of Kerala have established 14 DIETs one in each Revenue Districts to meet the demands of inservice training of the primary teachers.

The Commissioner for Education Development and Research of SIE is attending to the academic matters of DIETs, whereas the Director of Public Instruction, the Head of Department attends to administrative matters of the DIETs. The DIETs are established to provide mainly inservice training of primary teachers. DIETs. are formed by converting one of the T.T.I. in the Revenue District. The DIET continues to impart pre-service training at the leve of TTIs.

5.4.2.3. At present DIET does not receive any higher level guidance from SIE except for pre-service training. For pre-service training a set up existed at the SIE still continues. The Educational Technique Officer attached to SIE is the Co-ordinator and Organisor for the Training programmes in the different subjects in the various TTIs. The Director of SIE is his Controlling Officer.

5.4.2.4. From the foregoing it can be seen that the DIETs. lack in higher level supervision and guidance for the academic and research activities in the various disciplines. Similar in the situation with respect to Centre for English also.

5.4.2.5. The existing SIE cannot fulfil the vaccum in this area. The main lacuna in the functioning of SIE. is that the various posts of Heads of Departments including the Director are exchangeable with their coun-ter parts in the Education Department. Persons who lack

academic brilliance are posted to head of various faculties in the SIE. The training programmes for the teachers of the core subjects at the secondary level are imparted by SIE. In order to overcome the deficiencies mentioned above, it is proposed to set up an autonomous institution named SCERT. by converting the present S.I.E. Re-structuring the staff pattern, introduction of new method of recruitment to attract qualified persons, assuring professional development among the staff by adopting appropriate development programmes etc. are included in this proposal. The management is a very crucial input for the SCERT. Equally important is its linkage with the State Education Department, so that the academic requirements and training requirements for the various programmes of the Department are fully met by SCERT. This linkage is assured by keeping the Director of Public Instruction as Director General of the SCERT to whom the Director, SCERT. is primary answerable.

5.4.2.6. The Organisational set up for S.C.E.R.T.

The SCERT. will have the following academic departments:

1. Department of Educational Policy, Planning and Management.
2. Department of Currirulum, Text Books and Evaluation.
3. Department of Teacher Education and Extension Services.

4. Department of Educational Technology.
5. Department of Art, Physical, Health and Vocational Education.
6. Department of Non formal and Continuing Education and Special Projects.
7. Department of Educational Research, Documentation and Dissemination.

Each Department, in general, will be headed by a Professor and supported by 3 Lecturers, except Department of Curriculum. The Department of Curriculum will have one Lecturer each in (A) English (B) Malayalam (C) Hindi (D) Science, (Physics, Chemistry & Biology) (E) Social-Sciences (G) Mathematics. Lecturer in charge of Malayalam will also be in charge of Tamil and Kannada.

There will be an administrative wing under a Deputy Director (Administration) who is supported by an Accounts Officer and necessary office staff as it is existing at present (Jr. Superintendents-3, U.D. Clerks-11, L.D. Clerks-16, Con. Assistants-3, Peons -9, Night Watchers 2, Attender-1, Drivers-5, Gardener -1, Lorry Cleaner-1, Part-time Sewwipers-9, Fair Copy Supdt.-1, Typist-8)

5.4.2.7. The functions of the various Departments of the SCERT are given below:-

1. Department of Educational Policies, Planning and Management:
 - a) To conduct studies on policies relating to educational reforms, developments, supervision, training,

management etc.

- b) To develop educational plans, schemes, programmes & Projects.
- c) To formulate action plan for equalising educational opportunity among the disadvantaged population groups such as the handicapped, women, scheduled castes, scheduled tribes, minorities etc.
- d) To undertake training, developmental and research activities towards the qualitative improvement of schools education.
- e) To promote institutional planning and management for optimum utilisation of resources.
- f) To conduct status studies and researches on the implementation of educational policies.
- g) To maintain a data bank of educational situation in the State.
- h) To function as nodal agency with respect to the functions of the respective departments of the DIETs., IASEs and CTEs.

2. Department of Curriculum, Text Books and Evaluation.

- a) To undertake curriculum development activities like the designing and development of curricular courses and syllabi pertaining to school education areas.
- b) To undertake development of curriculum materials including learning and instructional materials, teachers hand books, work books etc. for the school level.
- c) To develop strategies for effective curriculum transactions.

- d) To undertake researches pertaining to curriculum.
- e) To design and develop tools and techniques for continuous comprehensive evaluation.
- f) To undertake researches on examination reforms.
- g) To provide resource - support to the examination wing of the schools education department.
- h) To function as a nodal agency with respect to functions of the respective department of the DIETs, IASEs, CTEs.

3. Department of Teacher Education and Extension Services.

- a) To carry out inservice and continuing education programmes for teachers of primary, secondary and higher secondary schools, Teacher Training Institutes, DIETs, CTEs, IASEs, Pre-primary teacher training Institutes etc.
- b) To design and develop courses and curriculum for pre-primary and primary teacher training courses, Language teacher training courses etc.
- c) To develop strategies for effective curriculum transaction.
- d) To prepare hand books, manuals for teachers.
- e) To provide technical resource support for strengthening the teacher education programmes at all levels of school education.
- f) To establish linkage with CTEs, IASEs, Regional College of Education, University Departments of Education, the Departments of NCERT, NCTE, NIEPA, and other prominent institutions of advanced studies and training.

- g) To guide, supervise, monitor and evaluate the academic activities of the TTIs, DIETs, Centres for English, Language Teacher's Training Centres, Hindi Teachers Training Institute etc.
- h) To provide training to teachers in the area of Educational and Vocational guidance.
- i) To undertake status studies and researches on teacher education.
- j) To function as a nodal agency to carry out the functions of the respective departments of the DIETs, IASE & CTE.

4. Department of Educational Technology.

- a) To design, produce and disseminate educational technology software.
- b) To train teachers in the proper use of the production of Educational Technology software.
- c) To collaborate with the media in the production of broadcasting and telecasting of educational programmes.
- d) To train teachers and teacher trainees in the designing and production of low cost teaching - learning materials.
- e) To function as a nodal agency to carry out the functions of the respective departments of the DIETs, CTEs, IASE.
- f) To train teachers in the effective utilisation and maintenance of educational technology software and hardware.

- g) To monitor and evaluate educational technology programmes and institutes concerning school education.
- h) To function as state level resource centre for educational technology software.
- i) To carry out status studies and conduct researches relating to educational technology

5. Department of Arts, Physical, Health and Vocational Education:

- a) To design curriculum in the areas of Art, Physical. Health and Vocational Education.
- b) To design transaction of teaching, learning strategies in the related areas.
- c) To develop instructional materials for the effective implementation of the curriculum areas.
- d) To train teachers in the relates areas.
- e) To develop tools and techniques for continuous comprehensive evaluation in the related areas.
- f) To function as a nodal agency to the related department and the preservice teacher education, work experience in the DIETs to carry out their functions.
- g) To carry out status studies and conduct research in the related areas.

6. Department of non formal and continuing Education Special Projects.

- a) To train the functionaries and key persons of the DIETs and well as other State level voluntary agencies working in the area of non formal and continuing education with a view to enhancing their capabilities.

- b) To prepare and produce materials for nonformal and continuing education population education, environmental education etc.
- c) To carry out status studies and conduct research in the related fields.
- d) To implement, monitor, evaluate and document special projects sanctioned by the central and State Govts. and national and international agencies.

7. Department of Educational Research, Documentation and Dissemination.

- a) To function as a service department for other departments of the SCERT, DIETs and other institutions such as IASE, CTE etc. to carry out status studies and other kinds of educational research.
- b) To conduct short term courses in research methodology for teachers and teacher educators.
- c) To carry out research studies, try-outs, innovations etc. in different areas related to school and teacher education.
- d) To set up an educational data bank or data base and document the findings of educational research for wider dissemination.
- e) To develop and standardise appropriate techniques and tools for conducting educational research and innovative educational programmes.
- f) To set up a state level educational library and documentation centre and perform clearing - house functions.
- g) To publish books, news letter, journals, bulletins etc. for the SCERT.

- h) To give technical advice and assistance to governmental machineries to carry out educational surveys and prepare reports.
- i) To organise educational seminars, fairs, exhibitions etc.
- j) To give publicity to the activities of the SCERT through media.

5.4.2.8. Qualifications for the various posts.

Director:

He should be an eminent educationist with proven record of academic innovations and leadership with the following qualifications.

1. First or Second Class Masters Degree in Arts/ Science (with not less than 50% marks).
2. First or Second class M.Ed. Degree with not less than 50% marks.
3. Ph.D. Degree in Education.
4. 15 years teaching experience of which at least 5 years should be as teacher educator,
5. At least 5 years administrative experience in Heading and managing an educational institution such as colleges, University Departments, SCERT/ SIE, IASE or CTE.

Desirable:

1. Authorship of books on education or standard text books.
2. Experience in curriculum Development/Materials production/preparation of Educational schemes, Projects/proposals etc.

3. Research Publications.

Age: Not less than 50 years.

Professor:

1. First or Second Class Masters Degree with not less than 50% marks in a subject related to the relevant area related to school curriculum.
2. First or Second Class M.Ed. Degree with not less than 50% marks.
3. Ph.D. Degree in Education.
4. At least 12 years Teaching Experience of which two years shall be as teacher Educator.

Desirable:

1. Research Publication/Authorship of books on Education.

Age: Not less than 45 years. Special qualification:
As given below.

In the case of candidates who are otherwise will qualified and meritorious the class specified for the Master's Degree in a subject need not be insisted.

Lecturer: (Except for Department No. V. Department of physical, Health and Vocational Education).

1. First or Second Class Masters Degree in a subject related to the functions of the post.
2. First or Second Class M.Ed. Degree with specialisation prescribed for the post (Not less than 50% marks.)
3. Three years Teaching/Research Experience.

Desirable: Ph.D. in Education.

If suitable hands are not available, candidates with the following qualifications can be considered in the order given below:

1. M.A./M.Sc. III Class or B.A/B.Sc. I Class in a subject related to school curriculum area and First or Second Class M.Ed. Degree (without less than 50% marks.)
2. M.A/M.Sc. I or II Class with B.Ed. I Class.

Special qualifications for all the posts:- Preference will be given for the persons who have in their credit the following number of original papers published in the national and international journals of repute which are based on the original work carried out in the field.

- | | |
|---------------|----------|
| A. Director | : 5 Nos. |
| B. Professor. | : 3 Nos. |
| C. Lecturer. | : 2 Nos. |

Scale of pay:

The following scales of pay are recommended for various posts.

Director	(1)	: Rs.5100-5700
Professor	(7)	: Rs.4500-5700
Lecturer.	(3)	: Rs.3000-5000
Deputy Director	(1)	: Rs.2650-4200
Superintendent of Printing Unit.	(1)	: Rs.2000-3200

Printers	Nos. (3)	:	Rs. 1600-2660
Assistants.	(5)	:	Rs. 950-1500
Jr. Superintendents	(3)	:	Rs. 1520-2660
U.D. Clerks.	(6)	:	Rs. 1200-2040
L.D. Clerks.	(8)	:	Rs. 950-1500
Confidential Assts.	(3)	:	Rs. 1125-1720
Fair Copy Supdts.	(1)	:	Rs. 1520-2660
Typists.	(5)	:	950-1500
Last Grade Employee	(7)	:	Rs. 775-1065
Night Watchers.	(2)	:	Rs. 775-1065
Attender	(3)	:	Rs. 800-1200
Drivers	(5)	:	Rs. 825-1250
Gardener	(1)	:	Rs. 825-1250
Lorry Cleaner	(1)	:	Rs. 775-1065
Part-time Sweeper	(9)	:	Rs. 775-1065
Cashier	(1)	:	Rs. 1200-2040
Accounts Officer Gr. II	(1)	:	Rs. 2060-3200
Telephone Operator	(1)	½	Rs. 1200-2040
Librarian	(1)	:	Rs. 2200-3500
Asst: Librarian	(1)	½	Rs. 1640-2900

5.4.2.10. APPOINTMENTS:

1. Normally the posts of the Director, Professor, Lecturer and such other posts including posts in the Administratives wing are to be notified and properly filled up following the normal recruitment procedure.

2. But in the initial stage of the transformation of the S.I.E. into SCERT newly designated posts in the SCERT are to be adjusted to the existing posts in the S.I.E. as stated in the paragraph on staff pattern in this report. Therefore the present incumbents working in the posts in the SIE. can be retained/re-appointed subject to the fulfilment of the conditions regarding qualifications, experience, suitability and age prescribed, and also on the condition to join the SCERT permanently.
 - a. Under qualified academic staff who are prepared to improve their qualifications can be granted a period of three years to do so and retained in the posts with changed designation provided they exercise their option to continue in the SCERT.
 - b. All other under qualified hands can be replaced by fully qualified hands if available drawn from suitable cadres of the general education departments in accordance with the present norms of such appointment by transfer within a period of six months of implementation of the proposal for establishing SCERT provided they exercise option to be appointed in the SCERT.
3. As far as the administrative staff are concerned, all the existing posts will continue in the initial

stage of the transformation of the SIE, into SCERT and the existing staff can be retained/re-appointed to the posts they are holding now provided they exercise their option to continue in the SCERT.

4. All subsequent vacancies arising in the SCERT both in the academic departments and the Administrative wing are to be filled up as stated in the paragraphs I above (Appointments) and following the mode of selection given below:

5.4.2.11. Mode of Selection:

The mode of selection to the posts in the SCERT will be as specified below:

1. DIRECTOR.

For the selection of a suitable and qualified person to the post, a selection committee with the following composition is to be constituted.

- 1) Secretary to Government, General Education Department (Chairman).
- 2) Director, NCERT.
- 3) An Eminent educationist to be nominated by the Govt.
- 4) Director of Public Instruction.

The appointment shall be made by the Government from the panel of selected candidates submitted by the Committee.

2. Professor:

The selection will be made from the applicants for the post by a five member committee whose Chairman

will be the Director of Public Instruction. The composition of the committee will be as follows:

1. Director of Public Instruction as(Chairman.)
2. Director of the SCERT (Convener)
3. A representative of the Director of NCERT.
4. One member of the executive committee of the SCERT other than member-secretary (Director) nominated by the Government.
5. Two experts in education (not below the rank of University Professors/SCERT Directors).

The Director of the SCERT will notify the post, process the applications and place them before the committee for selection.

3. For other Academic posts and the Post of Administrative Officer. A committee consist of:
 1. Director of SCERT.
 2. A member of the executive committee nominated by the Director SCERT.
 3. An expert in the related subject/field.
4. For Clerical and other staff of the Administrative Wing: A committee consist of :
 1. Director of the SCERT.
 2. A member of the executive committee nominated by the Director of SCERT.
 - &
 3. Administrative Officer of the SCERT.

5.4.2.12. The financial commitment for the conversion of S.I.E. to SCERT is given in the table. The financial commitments are worked out as follows.

Out of the non-recurring cost, of Rs.50/- lakhs is proposed to be met by the grant from the Government of India. If this is not forthcoming this amount will find a place in the cost to be borne by the Project.

In the non-recurring cost, the State will contribute at the existing rates of expenditure during the Project period. The balance will be met from the Project fund. For details please refer table 18.88.

5.4.3. Development of Hand Books, MLL Materials, Teacher Training Modules, Development of Work Books, MIS Training modules etc.

The details of the activities for development of Training modules and conduct of Training programmes at State level are detailed in Table ²³ named "components for State intervention" . Already the work on this item has started. The DIET, Wayanad developed the Training module for Teachers Training in MLL which is furnished in Appendix.....

The other modules are proposed to be developed by conducting workshops. The tentative designs for subject matter for discussion in the workshops are given in Appendix.....

CHAPTER No.VI

6.1 Financing and Cost Estimates

The State of Kerala is passing through difficult times with respect to the State finances. The situation has risen from the policies and programmes followed in the past four decades. Public Sector investments have taken a major share of plan expenditure whereas this investment had generally failed to produce the expected returns. The service sector has multiplied several times. Because of this peculiar situation, the over all annual growth rate for the State has been around 3% against the National average of 5%. The State's per capita domestic product has also declined from 90% to 70% of the Nation's per capita income during the above period. But the State has many positive aspects when the over all development of the State is taken into account. Kerala has the highest rate of literacy in the country. The rate of growth of population has come down to 13.9% against 23.5% at National level. The State has very low death rate of 6 per 1000 against the National rate of 11. Similarly the infant mortality rate is also the lowest in the country. The school education is free. A sizeable section of the school children are absorbed in the higher education system. Even though the employment chances for the educated youth are less in the State, their services are utilised by almost all the States in the country and several countries abroad. This has resulted in flow of money into the State resulting in over all increase in the living standard. A new model of development termed "Kerala Type Development" is now emerging for the development of an economy in the worst conditions.

6.2 The details on State finances are furnished in the study report on State Finances (separately attached) The expenditure on Primary Education in Kerala both under plan and non-plan for the period from 80-81 to 93-94 is given in the table-below:

Year	Total expenditure Rs. in million	Percentage increases over the previous years
1980-81	1149.4	-
1981-82	1292.1	12.42
1982-83	1412.5	9.32
1983-84	1608.4	13.87
1984-85	1788.7	11.21
1985-86	2095.2	17.14
1986-87	2441.2	16.52
1987-88	2617.6	7.2
1988-89	3001.4	14.67
1989-90	3239.0	7.92
1990-91	3989.5	23.17
1991-92	4097.1	2.7
1992-93	4587.7	11.98
1993-94	5366.0	16.97

6.3 The expenditure in the education sector including Secondary, University, Technical etc. for the period from 85-86 to 93-94 is given in the table below:

	85-86	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94
	Acco- unts	Acco- unts	Acco- unts	Acco- unts	Acco- unts	Acco- unts	accou- nts es- timate	revis- ed est- imate	budger
Expenditure on Education	41667	48126	51388	57945	63514	77549	83592	97260	114991
Index	100	116	123	139	152	186	201	234	276
Percentage total de- velopmental expenditure	40.21	43.15	44.19	42.64	43.49	43.02	42.45	39.73	43.12

6.4 It is worth mentioning that in the past 5 years no new schools have been sanctioned by Govt. in the public sector. The plan expenditure from which the cost of school constructions are met is only about 1.2% of the non-plan expenditure. This trend is evident from the details furnished in the table below:

	Primary Education		Secondary Education	
	Plan	Non-Plan	Plan	Non-plan
1985-86	2.60	206.90	2.40	119.65
1991-92	1.46	408.3	4.66	238.61
1992-93	3.01	455.46	4.9	290.7
1993-94	3.20	533.39	7.68	342.9 (Estimate)

6.5 The result of this low rate of investment on capital expenditure has badly affected the building up of infrastructure facilities in almost all schools. 12% of the Primary school buildings are Katcha whereas this percentage goes to 11% to Upper Primary and 5% to Secondary buildings. 25% of the schools lack drinking water facilities and 35% of the schools lack urinal and toilet facilities. 99% of the State expenditure on Education is met by State Government whereas the central assistance is limited only to the schemes like OBB. The assistance made under the central schemes is very very low when compared with the over all expenditure in the sector.

6.6 ECCE in the State is now limited to Anganvadies aided by Social Welfare Department. The development plans for the Social Welfare Department in the State do not meet the full requirements. Similar is the case with the Tribal Welfare Department for the schemes of Education of Tribal children. (Refer reports from the Departments attached)

The 8th plan document for the Education sector is not yet finalised.

6.7. The cost estimates for the various interventions for achieving the Project objectives are furnished in tables..... as directed in the guidelines for DFEP. The per capita investment for all the activities for each objectives are furnished in table When the values of per capita investments in the 3 project districts ~~are~~ compared we can find certain significant variations. The investment for Wyanad district under equity and access is very high when compared to those of Malappuram and Kasaragode. This is because some civil constructions are included under the interventions for the Wyanad District. When the cost of this civil constructions are excluded, the per capita expenditure for Wyanad District also follows ~~the~~ pattern of the other 2 districts with only slight variations. Similar is the case for the higher per capita investment for achieving enrolment with respect to the Kasaragod District. The per capita investment for the objective-retention ^{is} higher for Kasaragod and Wyanad Districts when compared to that of Malappuram. This is so as investment for providing drinking water supply for Kasaragod District is included under this item as found necessary and the supply of uniform for the tribal children is seen included under this item for the Wyanad District. The construction of new schools are found necessary in almost all the districts. But due to the limitation on the expenditure for civil constructions, ~~limited~~ constructions are proposed for the Malappuram District . No land value is included in the cost estimates as the FTAs/Panchayats have expressed their readiness to make available the land free of cost.

6.8. The total Project cost comes to Rs.1000.256 Millions. The components of which are stated below:

a) DPEP, Malappuram	376.09 Millions.
b) -do- Kasaragod.	253.041 -do-
c) -do- Wayanad.	240.925 -do-
State interventions.	130.200 -do-

Total Rs. 1000.256 Millions.

6.9 Sustainability.

1. The total expenditure for the project over a period of 6 years is Rs.992.4 millions of which Rs.220 million is for Civil construction. For the routine maintenance, there will be additional demand of Rs.4.4 millions annually by the end of the Project period. Temporary teachers training facilities are established in the Project. No Civil constructions are suggested for this purpose. The Department has to utilise the services of Resource Persons and Key Resource Persons trained during the Project period even after the same. The total training cost of teachers in the Project period is about Rs.22 million. Additional expenditure per year is of the order of Rs.3.6 million. This additional input will have to be sustained even after the Project period. Recurring additional expenditure towards teachers salary by way of establishing new Schools comes to Rs.44.13 millions annually. There is another recurring expenditure towards boarding charges for residential schools and the consumable materials to the order of Rs.16.6 million per annum. Thus the total annual recurring expenditure the State has to bear when the Project period is over comes to Rs.68.73 millions say Rs.70 millions.

2. As per the 1991 School Statistics the total number of Children studying in all the Schools in Kerala is 5851367 (for Standard I to X). As per the projection made by the Centre for Developmental studies, Trivandrum the total student strength of the Schools by the year 2001 is likely to fall to 5287267. This reduction in student population is likely to create 11282 surplus teachers at the rate of 1 teacher for 50 pupils. These surplus teachers can easily be absorbed in the annual retirement vacancies which comes to about 5 to 8 percent of the total number of posts annually. This reduction in the number of teachers would cause a saving to the exchequer to the tune of Rs.330 million at the current salary rate. Therefore the additional expenditure incurred by the implementation of the Project will be sustained very well due to the reasons mentioned above.

6.10. REPLICABILITY:

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

6.11. COST EFFECTIVENESS:

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

CONCLUSION

6.12 Kerala having the highest literary rates in the most suitable state to implement the programmes for achieving U.E.E. by 2000 A.D. Introduction of the programme on mastery of M.L.L. in the state for qualitative improvement cannot be dispensed with. Primary schools in Kerala are in the radius of 2 to 3 K.Ms., accessibility, the availability of teachers, quality consciousness of parents etc. accelerate the need for mastery of M.L.L. achievement. The facilities, man power, techniques available in Kerala can be made use of for both U.E.E. and mastery of M.L.L. These resources can be strengthened with this venture of additional resources expected to be available in the implementation of the project.

6.13 Now in the State Primary education curriculum prescribed for them is already revised as per the standards prescribed by the N.C.E.R.T. and a new generation of text books are readily available to the coming generation of schooling. The state Institute of Education has also conducted a study in the form of achievement test on the line of obtaining the mastery of M.L.L. The data is analysed by N.C.E.R.T. and a report of observation is reviewed. A number of programmes like community Education centre, implementation of ECCE compensatory Education and establishment of Gurukulam schools are formulated in this project proposal on the basis of these observations.

6.14 The State Government is very much keen in the Social Services of their population. The highest priority is being given to Education Sector. It is evident, the State Government is allotting a major chunk of State Revenue for the development of the human resources. The share of the present budget allocation for education sector and its trend in the preceding years show that the resources available can be centred to the programmes implemented in the project period and to continue those programmes even after the project period is over.

6.15 The Programmes included in the proposal intend to cover the whole gamut of school age children and also envisages to "reaching the unreached".

6.16. Perhaps the above mentioned programmes are for the first time in the State. This satisfies the policy direction of the World Declaration of Education and also the National policy of Education (1986). The emphasis on non-cognitive care would enable the shaping of pupils to ideal citizens who possess a broad vision on national integration, communal harmony and equality of all.

TABLE NO 1

DPEP - Per head Cost for 1 year.

<u>Sl.No.</u>	<u>Project District</u>	<u>Rate.</u>
1.	Malappuram	144.08
2.	Wayanad	461.70
3.	Kasargode	314.72
4.	State Intervention	3.33
5.	State Average	256.00

DISTRICT PRIMARY EDUCATION PROGRAMME
(DPEP)

K E R A L A

Table No: 2

PROJECT COST BY COMPONENTS STATE INTERVENTIONS-KERALA

Component/Sub component	Rs. in Million	US \$ (Equivalent in Million)
A. Building Capacity for Planning and Management:		
a) <u>Project Implemen Unit</u>		
i) State level	28.68	
ii) District level	32.69	
b) <u>Management Information System.</u>		
i) State level.	4.31	
ii) District level.	7.10	
iii) Training MIS.	0.20	
	Sub total Rs.72.98	2.336\$
B. Quality Improvement:		
a) <u>Conversion of SIE to SCERT</u>		
i) Establishment	22.65	
ii) Programmes	36.00	
iii) Equipments	0.75	
iv) Books	1.00	
v) Furniture	0.25	
vi) Reprographic Unit	0.80	
vii) Civil Works	4.40	
	Sub total Rs. 65.85	

(contd...)

--: 2 :-

1	2	3
Less =		
1) State Budget Allocation	42.00	
ii) Govt. of India contribution.	5.00	

Sub total	47.00	
PROJECT FUND	18.85	US \$0.603

C. Equity and Access:

a) Strengthening of Text Book organisation.

i) Construction of central store 900 _m 2	1.80	
ii) -do- District sotres 1400 _m 2	2.80	
b) Modules preparation for awarness campaign	0.18	

Sub total	4.78	\$0.153

D. ACHIEVEMENT OF MLL:

a) MLL module preparation	0.18	
b) Training course for key persons.	0.445	
c) Training coursē for Education officers.	0.71	
d) Training course for Heads of Primary schools.	1.68	
e) Workshop for the preparation of hand book	2.70	

(contd...)

1	2	3
f) Workshop for the preparation of Work book	2.70	
g) Production and Distribution of Teachers Hank Book	0.625	
h) Production and Distribution of Work Book	5.50	
i) Development of tools for rating MLL.	2.70	
j) Printing and distribution of totals.	8.25	

Sub total Rs.	25.49	US\$0.815

E. Retention:

a) <u>Curriculum revision:</u>		
i) Gender	2.70	
ii) Tribal	2.70	
iii) Base line assessment	2.70	

Sub totals.	8.10	\$0.259

Grand Total A + B + C + D + E = Rs. 130.200 Millions.

ie. US \$4.167 Millions.

TABLE No 3

PROJECT COST BY CATEGORY OF - EXPENDITURE - STATE INTERVENTION - KERALA

Category of Expenditure	Rs. (Millions)	US \$ Equivalent (Millions)
-------------------------	-------------------	--------------------------------

A. Investment Cost

a) Civil Works	10.4	
b) Furniture	1.102	
c) Equipments	2.77	
d) Vehicles	1.80	
e) Books	1.33	
f) Production & Printing & Supply of the Handbook, work book and 1 evaluation tools on M.L.L.	14.375	
g) Local Fellowship	0.78	
h) Foreign Fellowship	6.00	
i) Local consultants	6.00	
j) Foreign consultants		

Sub Total	44.557	
-----------	--------	--

RECURRENT COST

a) Salaries of additional staff	69.33	
b) Training Programmes	55.955	
c) Professional and consultants Fee	0.69	
d) Consumable materials	2.45	
e) Operation & Maintenance	3.073	
f) Office expenditure & Contingency	1.145	

Sub Total	132.643	
-----------	---------	--

Total of A& B	177.2	
---------------	-------	--

Less		
------	--	--

State Budgetary allocation for SIE at present	42.00	
--	-------	--

At Rs.7.00M/ year for 6 years	42.00	
-------------------------------	-------	--

Govt. of India - Contribution for conversion of SIE to SCEPT.	5.00	
--	------	--

Total	47.00	
-------	-------	--

Not Balance		
-------------	--	--

as Project Fund	Rs. 130.2 M	
-----------------	-------------	--

(For State Intervention)		
--------------------------	--	--

4.167		
-------	--	--

TABLE - III

PROJECT COST BY COMPONENT AND CATEGORY OF EXPENDITURE - STATE LEVEL
INTERVENTION - KERALA

Sub Components(SC)	Rs. in Million						Total
	C1	C2	C3	C4	C5	C6	
Civil Works	5.8	4.6	..	..	..	..	10.4
<u>Investment Cost</u>							
a) Civil Works	..	..	..	..	..	..	..
b) Furniture	..	..	..	0.677	0.425	..	1.102
c) Equipments	..	..	..	0.77	2.00	..	2.77
d) Vehicles	..	..	..	..	1.80	..	1.80
e) Books	..	..	..	..	1.33	..	1.33
f) Production Printing & supply of Hand books & Work books	6.125	..	..	..	..	8.25	14.375
g) Local Fellowship	0.78	..	..	..	..	..	0.78
h) Foreign Fellowship	6.00	..	..	..	..	..	6.00
i) Local Consultants	3.00	3.00	..	..	..	..	6.00
j) Foreign consultants	..	..	..	..	..	..	..
Sub Total	15.905	3.00	..	1.447	5.555	8.25	44.557
<u>Current cost</u>							
k) Establishment charge	..	..	..	40.41	..	28.92	69.33
l) Training Programmes	0.36	36.00	0.38	..	..	19.215	55.955
m) Professional & Consultant fee	0.69	..	..	..	..	..	0.69
n) Operation & Maintenance	..	..	..	..	..	3.073	3.073
o) Consumable materials	..	..	..	..	..	2.45	2.45
p) Office expenses & Contingencies	1.145	..	..	..	..	..	1.145
Sub Total	2.195	36.00	0.38	40.41	..	53.658	132.643

Total Rs.1772 M.

The Project Cost = 177.2-47 = 130.2 M.

ie. 130.2 Million
=====

STATE LEVEL

ANNEXURE - 1A

PROJECT IMPLEMENTATION UNIT+ESTABLISHMENT COST

Sl. No.	Designation	No. of posts	Scale of pay (Rs.)	Average emoluments Rs.	Salary/Cost including allowances and Leave benefits					
					1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000
1.	Managing Director	1	5100-5700	9882	1,28,466	1,32,319	1,36,289	1,40,378	1,44,589	1,48,927
2.	Project Director (Academic)	1	4200-5300	8692	1,12,996	1,16,385	1,19,877	1,23,473	1,27,177	1,30,993
3.	Project Director (Civil Works)	1	4200-5300	8692	1,12,996	1,16,385	1,19,877	1,23,473	1,27,177	1,30,993
4.	Project Director (Monitoring and evaluation)	1	4200-5300	8692	1,12,996	1,16,385	1,19,877	1,23,473	1,27,177	1,30,993
5.	Project Director (Finance)	1	4200-5300	8692	1,12,996	1,16,385	1,19,877	1,23,473	1,27,177	1,30,993
6.	Subject expert	3	2060-3200	4812	1,87,703	1,93,334	1,99,134	2,05,108	2,11,261	2,17,591
7.	Assistant Engineer	1	2060-3200	4812	1,87,703	1,93,334	1,99,134	2,05,108	2,11,261	2,17,591
8.	Draftsman Grade I	3	1400-2300	3385	1,32,034	1,35,995	1,40,075	1,44,277	1,48,605	1,53,064
9.	Assistant Director (Statistics)	1	2375-3500	5375	69,875	71,971	74,130	76,354	78,644	81,004
10.	Assistant Director (Computer)	1	2375-3500	5375	69,875	71,971	74,130	76,354	78,644	81,004
11.	Accounts Officer	1	2200-3500	5275	67,801	69835	71,930	74,885	76,311	78,600
12.	Junior Superintendent	1	1920-2660	3824	49721	51,212	52,749	54,331	55,961	57,640
13.	Clerks	3	950-1500	2241	57428	90,050	92,752	95,534	98,400	1,13,533
14.	C.A	2	1125-1720	2603	67682	69,713	71,804	73,958	76,177	78,462
15.	Typist	2	950-1500	2241	58285	60,034	61,835	63,640	65,600	67,568
16.	Driver	2	825-1250	1898	49364	50,845	52,370	53,941	55,559	57,226
17.	Peon	2	775-1065	1683	87547	90,173	92,878	95,685	98,535	1,01,491
18.	Part-time worker	2	750-1025	1624	42227	43,494	44,798	46,142	47,527	48,952
19.	Night watchman	1	775-1065	1683	21886	22,543	23,219	23,916	24,633	25,372

67

STATE LEVEL

ANNEXURE 1 B

INTER PROJECT IMPLEMENTATION UNIT-INFRASTRUCTURE FACILITIES.

Sl.No.	Items	Nos.	Average Unit cost	Average emoluments	COST/YEAR					
					1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000
I Furniture										
1.	Office table	25	3000		75,000					
2.	Chairs	75	750		56,250					
3.	Almirah	25	5000		1,25,000					
4.	Racks/Shelves	25	1250		31,250					
II. Office equipments										
1.	Typewriter electronic	1	40000		40,000					
	" Manual	4	5000		20,000					
2.	PC/XT	1	25000		25,000					
3.	FAX SYSTEM	1	50000		50,000					
4.	Photocopier	1	100000		1,25,000	25,000	25,000	25,000	25,000	25,000
5.	Telephone insta- llation				1,75,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000
6.	Installation of intercom				15,000					
III.	Vehicles	3	300000		9,00,000	--	--	--	--	--

contd....

IV	Operation & Maintenance		5,00,000	5,00,000	5,00,000	5,00,000	5,00,000	5,00,000
V	Books & Periodicals		25,000	25,000	25,000	25,000	25,000	25,000
VI	Professional Fees		1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000
VII	Bellowships							
	1. Local Fellowship		1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000
	2. Foreign Fellowships		10,00,000	10,00,000	10,00,000	10,00,000	10,00,000	10,00,000
VIII	Consultants							
	1. Local Consultants		1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000
	2. Foreign consultants		--	--	--	--	--	--
IX	Consumable materials							
	1. Petrol & Diesel							
	Office Stationary							
	Contingency charges (including repairs)		1,00,000	1,50,000	1,75,000	2,00,000	2,25,000	2,50,000
X	Civil Works	2000	14,00,000	--	--	--	--	--

Total Rs. 1,55,37,500/- = 15.54 Million

DISTRICT LEVELANNEXURE -2APROJECT IMPLEMENTATION UNIT ESTABLISHMENT COST

Sl. No.	Designation	No. of posts	Scale of pay Rs.	Average emoluments.	Salary/Cost including allowances and leave salary					
					1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000
1.	District Project Director	1x3	3000-5000	7320	285480	294044	302865	311951	321310	330749
2.	Special Officer (Training)	1x3	2500-4000	5947	231952	238911	246078	253460	261064	268896
3.	Asst. Exe. Engineer	1x3	2375-3500	5375	209649	215938	222417	229089	235962	243041
4.	Asst. Director (Monitoring & evaluation)	1x3	2375-3500	5375	209649	215938	222417	229089	235962	243041
5.	Divisional Accountant	1x3	2000-3200	4758	185562	191128	196862	202768	208851	215117
6.	Asst. Engineer	3x3	2060-3200	4812	563109	580085	597048	614959	633408	652410
7.	Overseer Gr. I	3x3	1350-2200	3248	380045	391446	403190	415285	427743	440575
8.	Overseer Gr. II	3x3x3	1125-1720	2603	913714	941125	969359	998440	1028393	1059245
9.	Head Clerk	1x3	1400-2300	4666	181993	187453	193076	198861	204835	210980
10.	Accountant	1x3	1200-2040	2965	115690	119160	122736	126417	130210	134116
11.	L.D. Clerk	5x3	950-1500	2241	437141	450255	463763	477676	492006	506766
12.	Typist	2x3	950-1500	2241	174856	180102	185505	191070	196802	202706
13.	Driver	1x3	825-1250	1898	74046	76267	78555	80912	83339	55840
14.	Peon/Watcher	3x3	775-1085	1637	191628	197377	203298	909396	215679	222149
15.	Full time Contingent Menial	1x3	750-1025	1624	63336	65236	67193	69268	71285	73424

Total Rs. 2,72,73,129 = 27.27 Million.

=====

DISTRICT LEVEL

ANNEXURE 2 B

PROJECT IMPLEMENTATION UNIT-INFRASTRUCTURE FACILITIES

Sl. No.	Item(s)	Nos.	Average Unit cost	Cost/Year						
				1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000	
1	2	3	4	5	6	7	8	9	10	
I Furniture										
1.	Office Table	25x3	2000	1,50,000						
2.	Chairs	50x3	500	75,000						
3.	Almirah	10x3	5000	1,50,000						
4.	Racks & Shelves	10x3	1000	30,000						
5.	Benches & Desks	25x3	1250	93,750						
II Office equipments										
1.	Typewriter-Manuel	2x3	5000	30,000						
2.	Photo copier	1x3	100000	3,75,000	75,000	75,000	75,000	75,000	75,000	75,000
3.	Telephone installation	1x3	30000	1,50,000	60,000	60,000	60,000	60,000	60,000	60,000
II Vehicle (Diesel closed Jeep)										
1x3		300000		9,00,000	-	-	-	-	-	-
III Operation & Maintenance										
1x3		100000		3,00,000	3,00,000	3,00,000	3,00,000	3,00,000	3,00,000	3,00,000
IV Books & Periodicals										
1x3		10000		30,000	30,000	30,000	30,000	30,000	30,000	30,000
V Professional Fees										
1x3		5000		15,000	15,000	15,000	15,000	15,000	15,000	15,000
VI Local Fellowship										
1x3		10000		30,000	30,000	30,000	30,000	30,000	30,000	30,000
VII Consumable materials, Diesel										
1 x3	Office stationary contingency charges	30000		90,000	90,000	90,000	90,000	90,000	90,000	90,000

Total Rs. 54,18,750 = 5.42 Million

83

TABLE 5

ESTABLISHMENT COST - STATE LEVEL

(Million)

1. Annexure I A : 13.14

2. Annexure II A

Establishment cost-
District level

: 27.27

Sub Total

40.41

=====

3. Annexure I B

Infrastructure facilities

State Level

: 15.34

4. Annexure II B

Infrastructure facilities

District level

: 5.42

Sub Total

20.76

=====

Grand Total 40.41 +
20.76

61.17

=====

ANNEXURE - 3 A

MANAGEMENT INFORMATION SYSTEM UNIT

Sl. No.	Designation.	No. of posts	Scale of pay Rs.	Average emoluments.	Salary/Cost including allowances and leave benefits.					
					1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000
1.	System Analyst.	1	2650-4200	6267	81480	83924	86442	89035	91706	94457
2.	Programmer	1	2200-3500	5215	67802	69836	71931	74089	76311	78601
3.	Data Operator	5	2060-3200	4813	312835	322220	331885	343340	352095	362660
4.	Class IV.	1	725-1065	1684	21886	22543	23219	23916	24633	25372
Sub Total Rs.3.13Millions.					484003	493523	513477	530380	544745	561090
5.	Airconditioner for Computer room.	-	-	-	50000	-	-	-	-	-
6.	Furniture	-	-	-	100000	-	-	-	-	-
7.	Hard Ware PC/AT 486 5 terminals with attachment & Printers.	-	-	-	200000	-	-	-	-	-
8.	Maintenance of Hard Ware.	-	-	-	50000	25,000	25,000	25,000	25,000	25,000
9.	Training of Officers & Administration in MIS	-	-	-	50000	50,000	50,000	50,000	50,000	50,000
10.	Printing of reports	-	-	-	10000	10,000	10,000	10,000	10,000	10,000
11.	Contingency & Stationery and office expenditure .	-	-	-	50000	50,000	50,000	50,000	50,000	50,000
Total amount required for MIS unit State level. Sub total 1.18 Million					9,94,003	6,28,523	6,48,477	6,65,380	6,79,745	6,96,090

Grand Total State level Rs.43,12,218/- in Rs.4.31 Million.

=====

DISTRICT LEVEL

ANNEXURE - 3B

MANAGEMENT INFORMATION SYSTEM UNIT.

Sl.No.	Designation	No.of posts	Scale of pay Rs.	Average emolu-ments.	Salary/cost including allowances and leave benefits.Rs.					
					1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000
1.	System Analyst	1x3	2375-3500	5375	209649	215938	222416	229089	238961	243040
2.	Programmer	1x3	2000-3200	4758	185562	191128	196862	202768	208851	215117
3.	Data Entry Operator	3x3	1640-2900	4454	486029	500610	515628	531097	547030	563441
	Sub total Rs.3.14				881240	907676	934906	962954	991842	1021598
				Unit cost						
4.	Airconditioning for Computer room	1x3		50,000	150000	-	-	-	-	-
5.	Furniture	1x3		25,000	75000	-	-	-	-	-
6.	Hard Ware PC/AT 386 with 3 terminals	1x3		150000	450000	-	-	-	-	-
7.	Maintenance of HardWare	1x3		25000	75000	75000	75000	75000	75000	75000
8.	Contingency, Stationery & office expenditure.	1x3		15000	45000	45000	45000	45000	45000	45000
	Sub total Rs.3.96M.				1676240	1027676	2054906	1082954	11842	1141598
Grand Total Rs.70,95,216/-					= Rs.7.10 Million.					

86

CONVERSION OF SIE
TO SCERT

ANNEXURE 4A
ESTABLISHMENT COST

Sl. No.	Designation	No. of post	Scale of pay	Average emoluments	Cost/Year					
					6	7	8	9	10	11
1.	Director	1	5100-5700	9882	1,28,466	1,32,390	1,36,289	1,40,378	1,44,589	1,48,927
2.	Professor	7	4500-5700	9333	8,49,303	8,74,782	9,10,025	9,28,056	9,55,898	9,84,574
3.	Lecturer	3	3000-5000	7320	2,85,480	2,94,044	3,02,865	3,11,951	3,21,309	3,30,948
4.	Deputy Director	1	2650-4200	6267	81,480	83,925	86,442	89,036	91,707	94,458
5.	Superintendent of Printing unit	1	2000-3200	4758	61,854	63,709	65,620	67,589	69,617	71,705
6.	Painter	3	1600-2660	3897	1,52,018	1,56,578	1,61,276	1,66,114	1,71,097	1,76,230
7.	Assistants	5	950-1500	2241	1,45,713	1,50,085	1,54,587	1,59,225	1,64,002	1,68,922
8.	Junior Superintendent	3	1520-2660	3824	1,49,163	1,53,638	1,58,247	1,62,994	1,67,884	1,92,921
9.	U.D. Clerks	6	1200-2040	2964	2,31,238	2,38,175	2,45,321	2,52,680	2,60,261	2,68,069
10.	L.D. Clerks	8	950-1500	2241	2,33,142	2,40,136	2,47,340	2,54,760	2,62,403	2,70,275
11.	Cashier	1	1200-2040	2964	38,539	39,695	40,886	42,113	43,376	44,678
12.	C.As	3	1125-1720	2603	1,01,523	1,45,069	1,07,706	1,10,937	1,14,265	1,17,613
13.	Fair Copy Superintendent	1	1520-2660	3824	49,721	51,212	52,749	54,331	55,961	57,640
14.	Typist	5	950-1500	2241	1,45,713	1,50,085	1,54,587	1,59,225	1,64,002	1,68,922
15.	Last Grade employees	7	775-1065	1683	1,53,207	1,57,803	1,62,537	1,67,414	1,72,436	1,77,609
16.	Night watchman	2	775-1065	1683	43,773	45,086	46,439	47,832	49,267	50,745
17.	Attender	3	800-1200	1830	71,370	73,511	75,716	77,987	80,327	82,737
18.	Drivers	5	825-1250	1898	1,23,410	1,27,112	1,30,926	1,34,854	1,38,899	1,43,066

87

1	2	3	4	5	6	7	8	9	10	10
19.	Gardener	1	825-1250	1898	24,682	25,422	26,185	26,970	27,779	28,613
20.	Lorry cleaner	1	775-1065	1683	21,886	22,543	23,219	23,916	24,633	25,372
21.	Part time	9	775-1065	1683	1,96,911	2,28,018	2,89,002	2,15,169	2,21,625	2,28,273
22.	Telephone Sweeper operator	1	950-1500	2241	29,133	30,006	30,907	31,834	32,789	33,773
23.	Accounts Officer	1	2060-3200	4812	62,556	64,432	66,365	68,356	70,407	72,519
24.	Librarian	1	2200-3500	5215	67,801	69,835	71,930	74,088	76,311	78,600
25.	Asst. Librarian	1	1640-2900	4154	54,003	55,623	57,292	59,010	60,781	62,604

Total Rs. 1,94,12,926

Rs. 19.41 Million

=====

SS

TABLE 6

CONVERSION OF SIE TO SCERT

I Non-recurring cost

(a) Books and periodicals	:	10,00,000
(b) Equipments	:	7,50,000
(c) Furniture	:	2,50,000
(d) Development of Reprographic Unit inclu- ding the printing press in the Education Technology cell	:	8,00,000

II Civil Works

- a. Additional space as lecture halls, room for reprographic equipments, space for printing unit etc. (ET Cell) : 42,00,000
- b. Hostel for Men & Women to house 50 each (total plinth area 2100 Sq. ft.) :

Total

70,00,000
=====

= 7 Million

(The sketch & plan of the proposed building is attached with the Project Report as Annexure)

Abstract of financial Outlay.

<u>Exp.</u>	<u>Non-Recurring.</u>	<u>in Million.</u>
a)	Equipment, furniture etc.	0.75
b)	Books.	1.00
c)	Furniture.	0.25
d)	Reprographic Unit.	0.80
e)	Civil Works.	4.40
	Total.	7.20

Exp. Recurring.

a)	Establishment charges per year (average)	3.78
b)	Programme per year.	6.00
	Total.	9.78

Expenditure Recurring for Project period.	9.78 x 6
	58.68 Million.
Non-recurring cost.	7.20
Total Project cost.	65.88 Million.

Table No: 8

DETAILS OF SHARING OF EXPENDITURE FOR THE CONVERSION
OF SIE to SCERT.

	Year 1st	Year 2nd	Year 3rd	Year 4th	Year 5th	Year 6th	In Million. Rs.
<u>Non recurring</u>							
State Government	NIL	Nil	Nil	Nil	Nil	Nil	Nil
Central Government	2.5	2.5					
The Project		2.2					
<u>Recurring:</u>							
State Government	7.0	7.0	7.0	7.0	7.0	7.0	
Central Government	Nil	Nil	Nil	Nil	Nil	Nil	
The Project	2.78	2.78	2.78	2.78	2.78	2.78	

Table No. 9

I Strengthening of Textbook Depot:

(a) Additional space for storage facilities at Thiruvananthapuram Central Depot-A two storied building with extra space	:	9000 Sq. Ft.
(b) Construction of storage facilities at Thrissur, Malappuram, Wayanad and Kasargod 3500 Sq. ft.eachx4	:	14000 Sq. Ft
Total plinth area	:	23000 Sq. Ft

Unit cost Rs. 200/Square feet

Estimated cost : Rs. 4600000/-

ie 4.6 Million

=====

(Sketch and plan for the building is attached with the Project Report as Annexure.)

TABLE No. 10

PROJECT COSTS BY COMPONENT

Project Districts -KERALA

INTERVENTIONS	Expenditure in Million			
	Malappuram	Kasargod	Wayanad	Total
<u>Equity and Accessibility</u>				
. Opening of new schools	3.51	..	84.076	
. Opening of NFE Centres	8.55	..	4.625	
. Awareness Campaign		4.000		
. Training to the member of PTA		0.468		

Total	12.06	4.468	88.701	

Per Capita Expenditure	4.60	5.600	170	
<u>Enrolment</u>				
Awareness campaign	5.36	..	0.100	
Opening of new schools		13.670		
Opening of Gurukulam schools		11.291		
Non formal Education		3.956		

Total	5.36	28.917	0.100	

Per Capita Expenditure	Rs. 2.10	36.000	0.20	
<u>Retention</u>				
Play ground leveling	..	4.760	0.375	
Sports materials	5.95	1.461	..	
Providing Water facilities	0.71	4.830	0.750	
Construction of Urinals	..	3.260	0.200	
Compound Wall	..	..	1.000	
Uniforms to S.T.Pupils	..	..	13.308	
Water supply				

Total	6.66	30.811	15.633	

Per Capital Expenditure	2.60	38.300	30.000	

D. Achievement

1. Training Courses	13.96	4.625	2.840
2. Distant education	..	7.000	..
3. Supply of hand books			
4. Teaching Learning equipments	..	5.000	4.800
5. Supply of low cost learning aids	..	0.285	..
6. Supply of reading materials	..	2.000	..
7. Opening of Text Book Depots	..	1.760	..
8. Replacing of thatched, delapidated building	..	29.760	0.420
9. Construction of additional rooms	82.58	15.840	30.240
10. Construction of Separation wall	4.35	3.625	1.605
11. Furniture	74.10	47.144	15.700
12. Compensatory education	21.79	6.790	3.000
13. School complex	17.76	12.336	5.756
14. Strengthening of DIET	2.87	2.500	2.647
15. Opening of ECGE Centres	62.27	42.613	31.286
16. Action research	..	0.584	0.100
17. Field interaction/Academic Inspection	..	22.063	10.866
18. Childrens journals	..	0.390	..
19. Reference library	29.73	1.000	..
20. Hand books for Tribal language	..	0.030	0.353
21. Opening of sub district resource centre	29.15	..	..
22. Laboratory facilities	10.70	..	..
23. Free supply of text books to Tribal	0.18	..	..
24. Strengthening of AEO's Office	2.57	..	..
25. Opening of Ashram Schools	..	..	12.546
26. Replacement of rented buildings	..	..	1.440
27. Bifurcation of L.P.Classes from HS.	..	..	3.010
28. Implementation of MLL.	..	..	4.992
29. Supply of learning Kit box to ST. Children	..	..	4.500
30. Electrification	..	..	0.400

376.09 253.041 240.925

TABLE No. 11

Project Costs by Category of Expenditure

PROJECT DISTRICTS - KERALA

Category of Expenditure	Malappuram	Kasargod	Wayanad	Total
VESTMENT COST				
Civil Works	90.00	77.99	78.006	245.996
Furniture	79.11	51.71	14.700	145.520
Equipments	25.07	45.70	46.702	117.472
Vehicles	0.30	0.30	0.300	0.900
Books	35.78	22.53	24.487	82.797
Local Fellowship	19.33	12.45	18.760	50.540
Local consultants	0.33	0.00	0.008	0.388
Professional Fees				
Foreign fellowship				
Foreign consultants				
Sub Total	249.97	210.68	182.963	643.613
Per Capital	96	262	408	
Current Investments				
Salaries of Additional staff	118.73	63.84	82.197	264.767
Consumable materials	7.34	45.15	47.208	99.698
Operation and Maintenance	0.06	5.85	1.030	6.940
Sub Total	126.13	114.84	130.435	371.405
Per Capital	48	143	215	
Total Project Base	376.10	325.52	313.398	

* 253.041 * 240.925

* Limited to as per the discussion of State Core Team.

TABLE No. 12

THE BUDGETARY OUTLAYS IN THE EDUCATION SECTOR
THROUGH YEARS (EXCEPT) CAPITAL PROVISION

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

TABLE No. 13

NO. OF SCHOOLS 1992- '93

Sl. No.	Name of Rev. Dist.	High Schools.				U.P. Schools.				L.P. Schools.				Total HS UP & LPS.
		Govt.	PA.	PUA.	T.	Govt.	PA.	PUA.	T.	Govt.	PA.	PUA.	T.	
1.	TVM.	118	94	18	230	98	103	12	213	306	182	18	506	949
2.	KLM.	75	125	8	208	62	143	7	212	277	191	13	481	901
3.	PTA.	47	113	7	167	44	83	14	141	171	243	12	426	734
4.	APA.	58	125	5	188	67	78	2	147	198	199	13	410	745
5.	KTM.	58	166	14	238	68	130	6	204	175	280	23	478	920
6.	IKI.	53	70	6	129	47	63	4	114	74	141	3	218	461
7.	EKM.	86	172	26	284	89	100	17	206	194	270	22	495	985
8.	TSR.	77	148	55	240	55	166	7	228	124	397	10	531	999
9.	PKD.	57	73	10	140	63	159	6	228	188	351	9	548	916
10.	MPM	81	73	6	160	109	225	6	340	345	478	7	830	1330
11.	KZD	65	94	10	169	76	241	5	322	188	538	2	728	1219
12.	WYD	34	22	2	58	34	40	2	76	68	52	5	125	259
13.	KNR	80	72	1	153	77	279	-	356	121	622	6	749	1258
14.	KGD	74	33	1	108	71	73	-	144	136	114	4	254	506
TOTAL		963	1380	129	2472	960	1883	88	2931	2565	4067	147	6779	12182

Category	Govt.	PA	PUA	Total
H.S.	963	1380	129	2472
U.P.S.	960	1883	88	2931
L.P.S.	1565	4067	147	6779
TOTAL	4488	7330	364	12182

TABLE 14

ENROLMENT STRENGTH OF PUPILS IN SCHOOLS IN KERALA AS ON
08. 06. 1992 FOR THE YEAR 1992-'93
(By Section/ Sex)

Section.	All Communities.			Scheduled Caste.			Scheduled Tribe.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
L.P. Section.	1209971	1152279	2362250	139283	131282	270565	17398	16244	33642
U.P. Section.	978960	924370	1903330	111768	104079	215847	9897	9299	19196
H.S. Section.	788101	797686	1585787	82366	84426	166792	5678	5773	11451
TOTAL.	2977032	2874335	5851367	333417	319787	653204	32973	31316	64289

97

TABLE 15
 ENROLMENT STRENGTH OF PUPILS IN SCHOOLS IN KERALA AS ON
 08-06-1992 FOR THE YEAR 1992- '93 (By Age Group/Sex)

Age Group.	All Communities.			Scheduled Caste.			Scheduled Tribe.		
	Boys	Girls	Total.	Boys	Girls	Total.	Boys	Girls	Total.
6-11 (I - V)	1529373	1450951	2980324	176368	165644	342012	21012	19669	40681
11-14 (VI- VIII)	969170	927138	1896308	108065	102484	210549	8638	8304	16942
14-15 (IX- X)	478489	496246	974735	48984	51659	100643	3323	3343	6666
TOTAL.	2977032	2874335	5851367	333417	319787	653204	32973	31316	64289

LITERACY RATES IN PER CENT 16

Census year	Persons	Males	Females.
1961	55.08	64.89	45.56
1971	69.75	77.13	62.53
1981	81.56 (78.85)	87.74 (84.56)	75.65 (73.36)
1 1991	90.59	94.45	86.93

Note:

1. Literacy rates for 1961 and 1971 relate to population aged 5 and above. The rates for 1981 and 1991 relate to population aged 7 and above. The literacy rates for population aged 5 and above in 1981 have been shown in brackets.
2. in 1991 census all children below 7 years have been treated as illiterates. In 1961, 1971 and 1981 census all children below 5 years were treated as illiterates. The population aged 7 years and above in 1991 is based on an estimated projection and is therefore provisional. The final population aged 7 years and above will be available later.

Source: Census of India 1991.

TABLE No. 17
DROP OUT RATE

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

TABLE No. 18

COST ESTIMATE FOR THE TRAINING PROGRAMME ON 'MIS' TO ADMINISTRATORS AND DISTRICT OFFICERS WORKING - DPEP

Sl.No.	Item of Expenditure	No. of Officers	No. of days	Rate	Total
1.	T.A.	40	--	250x 2	20,000
2.	D.A.	40	3	50	6,000
3.	Training material	40	--	100	4,000
4.	Remuneration for resource persons	5	3	150	2,250
5.	T.A. to resource persons	5	--	1000	5,000
6.	Refreshment Charges	45	3	20	2,700
7.	Contingency charges	--	--	--	550
Total					40,500

Cost for 5 programmes : 40,500 x 5

= 2,02,500

= Rs. 2.03 Million

=====

TABLE No. 19

MODULES PREPARATION AWARENESS CAMPAIGNFOR VOLUNTARY ORGANIZATION AND COMMUNITY LEADERS

Durston - 10 days
 No. of persons - 20
 No. of workshops-I

1.No.	Description	Cost(Rs.)	Remarks
1.	Honorarium to Experts	30,000	150x20x10
2.	TA to experts	20,000	1000 x 20
3.	Contingencies	5,000	..
4.	Printing at the Module 5000 copies	1,25,000	25x5000
Total Rs.		1,80,000	0.18 Million

TABLE No. 20

KEY RESOURCE PERSONS TRAINING IN MLL

Duration - 10 days
 No. of Workshop - 50
 No. of Participants - 40
 No. of Resource persons- 5

Sl.No.	Description	Cost(Rs.)	Remarks
1.	Honorarium for Trainees at the rate of Rs.60 per head	24,000	(Rs.60x40x10)
2.	TA to the Participants	40,000	(Rs.1000 x 40)
3.	DA to Resource persons	7,500	(Rs.150 x 5 x 10)
4.	TA to Resource persons	10,000	(Rs.2000 x 5)
5.	Refreshment charges	5,000	(Rs.10x50x10)
6.	Stationary & Contingency charges	2,500	(Rs.50x50)
	Total Rs.	89,000	

Cost of One course = Rs.89,000/-
 Cost of 5 courses = Rs.89,000x5
 Total Rs. = 4,45,000/-

ie. Rs.0.445 Million

TABLE No. 21

WORKSHOP FOR PREPARATION OF MODULE FOR TRAINING
PROGRAMME OF MLL.

Duration - 10 days
No. of Experts- 20
No. of Workshop - 1

Sl.No.	Description	Cost(Rs.)	Remarks
1.	Honorarium to experts	30,000	150x20x10
2.	TA. to Experts	20,000	1000 x 20
3.	Contingencies	5000	
4.	Printing of the modules -5000 copies	1,25,000	25 x 5000
Total		1,80,000	0.18 Million

TABLE No. 22

TRAINING COURSE FOR EDUCATION OFFICERS IN MLL

Duration - 5 days
 No. of participants - 30(AEO's+DEO's+DD's)
 No. of Experts - 5
 No. of Course - 1

Sl. No.	Description	Cost(Rs.)	Remark
1.	Honorarium to Experts	5,000	200x5x5
2.	TA to Experts	10,000	2000x5
3.	DA to participants	15,000	100x30x5
4.	TA to participants	37,500	1250x30
5.	Refreshment charges	2,000	10x20x5
6.	Stationery & Contingency Charges	1,500	50x30
Total Rs.		71,000	0.071 Million

Table 24

Workshop for the preparation of Hand Book for Teachers.

Duration -10 days
 No. of Participants -20
 No. of Courses -15
 No. of experts -5

Sl. No.	Description	Cost Rs.	Remarks
1.	Honorarium to experts	75,000	150x10x5
2.	TA to experts	5,000	1000x5
3.	DA to participants	12,000	60x10x20
4.	TA to participants	15,000	750x20
5.	Refreshment charges	3,000	10x30x10
6.	Stationery & Contingencies	2,500	
	Sub total	45,000	

Languages -3

Mathematics-1

General-
 Science -1 6x5 division in 30 courses.

Social
 science -1

Total 30 workshops for preparation and 30 workshops for draft writing and finalisation.

Hence the total cost $\text{Rs. } 45,000 \times 30 \times 2 = \text{Rs. } 2.7 \text{ Million.}$

Table 25

Workshop for the preparation of the workshop for students.

Duration	-10 days
No. of Participants	-20
No. of courses	-15
No. of experts.	-5

Sl. No.	Description	Cost Rs.	Remarks.
1.	Honorarium to experts.	7,500	150x10x5
2.	T.A. to experts	5,000	1000x5
3.	DA to participants	12,000	60x10x20
4.	T.A. to participants	15,000	750x20
5.	Refreshment charges	30,000	10x30x10
6.	Stationary & Contingencies	2,500	
	Sub total	45,000	

Languages -33
 Mathematics -11
 General Science -11
 Social Science -11

6x5 division is 300 courses.

Total 30 workshopss for preparation and 30 workshop for for drafts writingg and finalisation. Hence the total cost Rs.45,000x30x22 = 2.7 Millions.

Production & Distribution of Hand Books to Teachers
For Quality Improvement of Teaching Learning Process

1. The total number of Teachers of the Project
Districts - around 25,000/-
2. Unit cost of printing and Distribution of
the handbook. Rs.25/-
3. Total Cost = $25 \times 25000 = 625000$
 $= 0.625 \text{ Million.}$
=====

Table 26

Production and Distribution of the Workbook for the pupils
of the Project District I - V Standards.

1.	Table number of pupils & the Project District in Primary Sector	5.5 lakhs
2.	Unit cost of work book	Rs.10
3.	Total cost of printing, Production & Distribution of work book 5.5lakhs x Rs.10	5.5Million.

Table 27

Curriculum Revision

Workshop for Gender descimination in the curriculam of
Primary Schools

	Duration	- 10 days	
	No. of participants	- 20	
	No. of courses	- 15	
	No. of experts	- 5	
Sl. No.	Description	Cost Rs.	Remarks.
1.	Honorarium to experts	7,500	150x10x5
2.	T.A. to experts	5,000	1000x5
3.	D.A. to participants	12,000	60x10x20
4.	T.A. to participants	15,000	750x20
5.	Refreshment charges	3,000	10x30x20
6.	Stationery & contingencies	2,500	10x30x10
	Sub total	45,000	

Languages -3

Mathematics -1

General Science-1

Social Science -1

6x5 division is 30 courses.

Total 30 workshops for preparation and 30 workshops for drafts writing and finalisation. Hence the total cost Rs.4500x30x2 =2.7 Million.

=====

Table 28

Destimination of Tribal Study Research in the curriculum of
Primary Schools.

Duration - 10 days
 No. of participants. - 20
 No. of courses - 15
 No. of experts. - 5

Sl. No.	Description	Cost Rs.	Remarks
1.	Honorarium to Experts	7,500	150x10x5
2.	T.A. to experts	5,000	1000x5
3.	DA to participants.	12,000	60x10x20
4.	TA to participants	10,000	750x20
5.	Refreshment charges	3,000	10x30x10
6.	Stationery & Contingency	2,500	
	Sub total	45,000	

Languages -3

Mathematics -1

General Science-1

Social Science -1

6 x 5 division is 30 coirses.

Total 30 Workshops for preparation and 30 workshops for draft working and finalisation. Hence the Total cost

Rs.45000x30x2 =2.7 Million.

Table 29

Descimination of the results of the base line AssessmentStudy in the curriculum.

Duration	- 10 days
No. of participants	- 20
No. of courses	- 15
No. of experts.	- 5

Sl. No.	Description	Cost Rs.	Remarks
1.	Honorarium to experts	7,500	150x10x5
2.	T.A. to experts	5,000	1000x5
3.	DA to participants	12,000	60x10x20
4.	TA to participants	15,000	750x12
5.	Refreshment charges	3,000	10x30x10
6.	Stationery & Contingency	2,500	
	Sub total	45,000	

Languages	-3	
Mathematics	-1	
General Science	-1	6x5 division ie. 30 courses.
Social Science	-1	

Total 30 workshops for preparation and 30 workshops for draft writing and finalisation. Hence the total cost

Rs. 45000x30x2 = 2.7 Million.

Table - 30

Workshop for the development of tools to rate the
Achievement of MLL.

Duration - 10 days
 Ne. of participants - 20
 No. of courses - 15
 No. of experts. - 5

Sl. No.	Description	Cost Rs.	Remarks
1.	Honorarium to experts	7,500	150x10x5
2.	TA to Experts	5,000	1000x5
3.	DA to participants	12,000	60x10x20
4.	TA to participants	15,000	750x20
5.	Refreshment charges	3,000	10x30x10
6.	Stationery & Contingency	2,000	
	Sub total	45,000	

Languages -3
 Mathematics -1
 General Science -1 6x5 division in 30 courses.
 Social Science -1

Total 30 workshops for preparation and 30 workshops for draft writing of the tools of MLL and finalisation.

Hence the total cost Rs.45,000x30x2 = Rs.2.7Million.

Table - 31

Printing and Distribution of the MLL tools and
Evaluation cost to rate the achievement level.

- | | | |
|----|---|---------------|
| 1. | The number of pupils in Primary Schools
of the Project Districts | Rs. 5.5 lakhs |
| 2. | Unit per head cost for the Project period
of MLL tools production, distribution and
evaluation. | Rs. .15 |
| 3. | Total cost = 5.5 x 15 = <u>8.25 Million.</u> | |

ANNEXURE V

PROJECT MANAGEMENT AND IMPLEMENTATION RESPONSIBILITY

Activity No.	Co-operating Agency	Implementation Responsibilities	Accountable Official.
11.	Department of General-Education	Overall implemen- tation responsibility for Government of Kerala, Development of MIS. system.	Managing - Director, PEDSK.
22.	Registered Society Office at State level.	Programme planning Monitoring & Supervision, procurement.	State Project Director(DPEP)
33.	Public Works Department.	Management of Major Civil Works.	Project Director(civil- Works)
44.	State Council for Education Research & Training(SCERT)	Curruculum Research and Development, Text Books revision Teacher Training, DIET.	Project - Director- (Academic)
55.	Unit of the State level MIS at PEDSK at Trivandrum.	Policy and evalua- tion study, assess- ment study, in planning and manage- ment.	Project - Director(Monitor ing & Evaluation)
66.	District Education Advisory Body.	Implementation of District Programme. Community Civil Works Supervision-District MIS Development. Inservice Training delivery VEC develop- ment.	District Project Director
77.	Village Education Committee.	Implementation of civil works. School supervision.	VES Chairman. Headmaster.

PRE-PROJECT ACTIVITIES

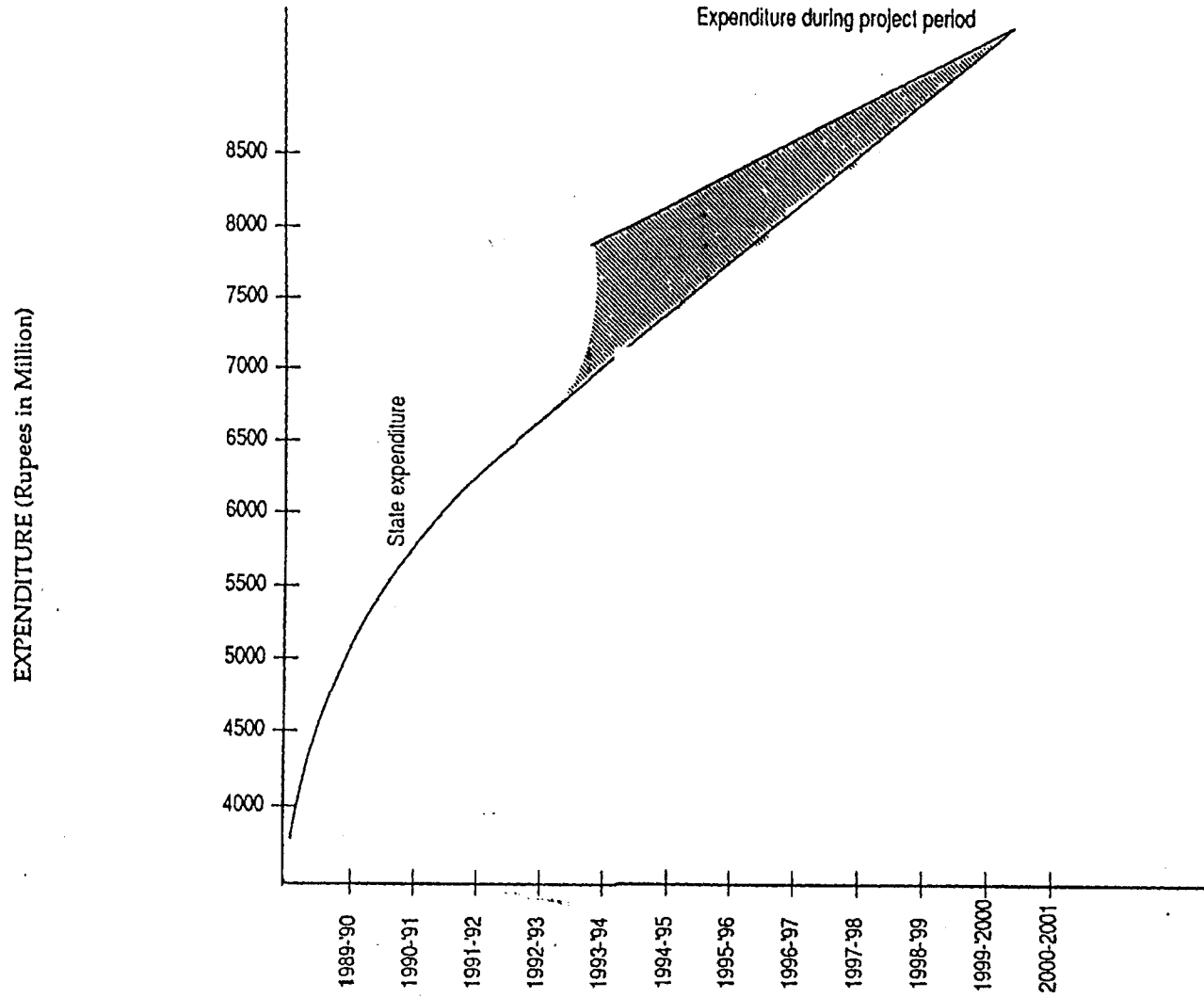
Sl. No.	Activity	Agency	Period
1.	Preparation of the draft Project Report for the pre-Appraisal Mission	Sl. Core Team	Nov. 1993
2.	School mapping and preparation of Layouts for new construction	DL Core Team	Dec. 1993
3.	Registration of the Society	SL Core Team	Nov. 1993
4.	Assessment of infrastructure facilities of the schools covered in the Project.	DL Core Team	Dec. 1993
55.	Base line survey:		
	(a) Design of the Survey	INSERT & NIEPA	Sep. 1993
	(b) Conduct of the Survey	DL Core Team	Oct. 1993
	(c) Analysis & fixation of Bench Mark	NCERT & NIEPA	No. 1993
65.	Assessment of requirements of	DL Core Team	Nov. 1993
7.	Design of Training Programme:		
	(a) Key person training	SL Core Team	Dec. 1993
	(b) Resource person Trg.	SL Core Team	Jan. 1994
	(c) Teachers Trg.	DL Core Team	Feb. 1994
	(d) Awareness campaign	DL Core Team	June. 1994
	(e) Compensatory Edn.	DL Core Team	July. 1994
	(f) Inspection	SL Core Team	Aug. 1994
8.3.	Preparation of the design for new schools and addl. Construction.	Consultant architect State level.	Dec. 1993
9.	Functioning of the Society office:		
	(a) State level	SL Core Team	Dec. 1993
	(b) Dist. level	DL Core Team	Jan. 1994
10.).	Establishment of Centres:		
	(a) Community Education	DL Core Team	Aug. 1994
	(b) Non-formal Education	DL Core Team	Aug. 1994
	(c) Community Library	DL Core Team	Aug. 1994
	(d) Ashram Schools	SL Core Team	Oct. 1994
11.	Strengthening of Text Books Organisation	SL Core Team	June. 1994
12.	Design of MIS System	MIS Expert at State level	March 1994.
13.	Cost Estimate	SL Core Team	Jan. 1994
14.	Conversion of SIE into SCERT	SL Core Team	July 1994
15.	Foreign Programme (Fellowship)	SL Core Team	March 1994.
16.	Preparation of final Project Reports	SL Core Team	Jan. 1994
17.	Review of the final draft	Govt. Indian	Feb 1994.
18.	Submission of final Report.	State Govt.	March 1994.

Note. S Stt.- State level DL _ District level

ANNEXURE

FIG 6

SUSTAINABILITY GRAPH



40
117

ANNEXURE VII

Teacher Training MLL.

Module (14 days)(10+2+2 days)

First Spell (10 days)

- I.
 - i. Introduction to the concept of MLL.
 - ii. Existing scenario.
 - iii. The crusade for achieve higher quality.
 - iv. The need for improving varieties of intraction.
Teacher - leaner, leaner leaner, & leaner learning material.
 - v. Mastering level learning.
 - vi. The quality is of MLL.

- II. MLL in Mother tonge.
 - i. Compitances and its developments.
 - ii. Present text book and compitances - discussion -standardwise- demonstration lesson.
 - iii.
- III. MLL in mathematics.
 - i. Competiancies and its development.
 - ii. Presence syllubs/Text book and compitancies/discussion standard wise.
 - iii. Demonstration .lesson.
- IV. MLL in environment studies.
 - i. Compitancies and its development.
 - ii. Standard wise discussion of compitencies.
 - iii. Demonstration lesson.
- V. MLL and Evaluation.
 - i. Compitencies and Evaluation.
 - ii. Prepration of MLL based questions.
 - iii. Performance analysis.
 - iv. The Training Programme will start, at 9 am. andwill last still 5.p.m.
The second and third spell will contain two days each which may be used mainly for appraised and feature planning.
Guidence will be given for the prepration of p rformance analysis.
A compitencies based progress card.for people can be evolved.

APPENDIX

ANNEXURE VIII

Course content for the Teachers in service Training, Primary School Teachers, Resource Persons, Key Resource Persons.

1. New prospective in the field education NEE, DPEP.
2. Educational Psychology/Theories and implecation of Piaget, Bruner and Grancy discussions.
3. The concept of child control, process centred , project oriented and value oriented approach in education - disuussions - demonstration lesson.
4. Improvisation of locast teaching aids workshops.
5. Science Practical - Practical Laboratory Training.
6. Femiliarasation Laboratory equipments.
7. Maintenance and Operation of educational applicances, effective use of Audio Casssets.
8. Training use articles of operation black Board Kits.
9. Modules of teaching - Practical implecation of concept attainment model and inquiry Training model.
10. Micro - teaching - Practical implecation training of teaching skills at mastery level.
11. Continuous and comprehensive evaluation - class dairy squad dairy, cumulative records. Performans tests, project oriented assiassignments.
12. Pedagogical analysis of the primary curriculum to identify the minimum levels of learning.
 - Mother tongue
 - Environmental Studies.
 - Mathematics and English.
13. Fomulation of innovative strategies of instruction to achieve the MLL.

ANNEXURE IX

APPENDIX

Course content for the Training Programme of a members of Voluntary organisations.

1. Goals and objectives of Primary Education.
2. Need for Enrolment of all children in the age group of 6-11.
3. Early childhood care - need and significant.
4. Community participation for the improvement of Primary Education.
5. Health Education and need for inculcating -higienic habit in children.
6. Irregular attendance, absenties, dropout reasons, remedies and discussions.
7. Population Education.
8. Child Cycology - Prilimary aspect.
9. Evaluation of the Programme.

GOVERNMENT OF KERALA

PRIMARY EDUCATION DEVELOPMENT SOCIETY

OF

K E R A L A

(P E D S K)

DEPARTMENT OF GENERAL EDUCATION

THIRUVANANTHAPURAM, KERALA.

Memorandum of Association of the Primary Education
Development Society of Kerala, Thiruvananthapuram.

Preface:

The Government of India in their scheme DPEP under Social Safety Net Programme have called upon to formulate necessary proposals to protect the educational facilities in general and for the poor in particular as the budgetary outlays in the coming years are liable to effect the share, in the field of education, following the structural adjustments in the economy. Therefore, they had directed to protect in real terms the budgetary outlays on primary education to aim at a better targeting so that the poor receives the proportionate benefit in the field of education and also to improve the cost effectiveness for the programme. The World declaration of education for all, (the principles of which have been incorporated in the National Policy on Education in 1986, subsequently modified in 1992) has directed all Nation to take effective steps to achieve meeting basic learning needs Viz. shaping the vision, access and promoting equality, learning

acquisition, the broadening the means and scope of education, enhancing environment of learning etc. Following these directives Government of India have appointed a Committee headed by Prof. R.H. Dave (UNESCO) to study and refresh the learning outcome defined in the existing curriculum and to lay down the Minimum Levels of Learning (MLL) for Primary education. In the context of Kerala, it has become more necessary to tackle the quality variation between Government and Private institutions, rural and urban. According to National Policy on Education immediate attention has to be given to improve the unattractive school environment, unsatisfactory conditions of the building, inadequacy of instructional materials and laying down MLL for all children. The Government of India in the DPEP Programme have again directed to achieve UEE by 2000 AD through a new programme, which is area intensive and holistic titled as the District Primary Education Programme. In this programme, emphasis has given to reduce the drop-out rates especially for female children and to achieve UEE by the year 2000 AD and to attain basic level of MLL in the field of Primary Education from Standard I to V.

Education is purposely designed for developmental activities. It is conceived as departmental activities

of Government, because education would help us achieving around developments of individuals which in turn will help them contribute to the development of Nation, if this is to happen curricular transactions should be based on competencies, skills, attitude and values which form the basis for developments. Thus teaching and learning will not be content oriented as at present but process oriented. Therefore, effective steps are required for enhancing educational standards, to strengthen education during the early childhood at primary level and ensure the mastery of the MLL. The Project on Development of Primary Education in Kerala is designed to achieve the above goal.

Based on the directions explained above three districts Viz. Malappuram, Wayanad and Kasaragod have been selected for implementation of the Project initially. The Government of India and Government of Kerala are convinced of the necessity of establishing an autonomous body to implement the Project. This autonomous body will be handling the finance of this Project independently. So that there will not arise an occasion that the implementation of the Project are held up for want of release of fund from Government.

AND WHEREAS after high level discussion and conferences, it was decided to form a Society to work for the fulfilment of the above aims.

NOW THEREFORE, we, the undersigned officers of the Kerala Government, with the sanction of the Government, do here by form and constitute a Society called PRIMARY EDUCATION DEVELOPMENT SOCIETY OF KERALA (PEDSK) under the provisions of the Travancore Cochin Literary, Scientific and Charitable Societies Registration Act 12 of 1955 up on the following Memorandum of Association.

- 1) The name of the Society: shall be "Primary Education Development Society of Kerala.
- 2) The area of operation of the Society shall be whole of Kerala State.
- 3) Location: Registered office of the Society shall be in Thiruvananthapuram.
- 4) Objectives: The Society shall be a non-profit sharing Society. It shall act as an autonomous and independent body for implementation of the DPEP programme of Kerala State. As outlined in the Project Document published by the Government of Kerala and its revised version that may be prepared on the basis of the review from time to time. The activities of the Society will be concentrated in selected districts, but may extent to the whole State of Kerala, in respect of selected and sponsored projects. The Society has been established

to function as a Societal Mission for bringing about a fundamental change in the basic education system, and through it in the over-all socio-cultural situation. The following specific objects of the project would be pursued by the Society.

- (a) Universalisation of primary education, viewed as a composite programme of:
 - i. access to Primary Education for all children upto the age of 14 years;
 - ii. universal participation till they complete the primary stage through formal or non-formal education programme.
- (b) To improve the achievement rate of education at least of the minimum levels of learning.
- (c) Making necessary interventions to provide equal educational opportunity to children for greater gender equality in educations, to children belonging to the Scheduled Castes, Scheduled Tribes and the poorest sections of Society.
- (d) Laying Special emphasis on all educational activities on Culture and Communication; Science and environment and inculcation of a sense of Social Justice.

5. Functions: In pursuance of the above objects, functions of the Society shall be the following:
- a) to associate with the Government of Kerala for rendering better facilities to improve the Primary Education in the Department of General Education,
 - b) to construct and to arrange the school buildings community centres, Ashram schools etc;
 - c) to undertake any other work on behalf of the Government or any other body, which the Government may authorise the Society;
 - d) to arrange Training(including the Foreign Fellowship) studies and research for upliftment of the Primary education of the State;
 - e) to frame rules for the administration and practice of the Society;
 - f) to entrust the affairs of the Society to a Government body constituted according to rules;
 - g) to acquire and hold immovable property, to raise funds by loans and contributions and spend the funds according to rules; and
 - h) to do such other things intended for the attainment of the above objects as decided by three-

fifth majority of the Governing Body in the manner provided in section 18 of the Travancore-Cochin literary, Scientific and Charitable Societies Registration Act. 1955.

- i) to undertake all activities that may be necessary for the implementation of the Project and in particular for the achievement of the objects referred to at Article 4 above.
- h) to create duly empowered administrative mechanisms through such participation, as may be deemed necessary of various departments, and autonomous agencies of the Central Government and State Government, Education Experts, Management Experts etc. for the achievement of the aforesaid objects of the Society.

6. **Management:-**

The control, administration and management of the affairs of the society shall vest in accordance with its rules and regulations, in the Governing Body of which the members shall be;

1. The Hon'ble Chief Minister of Kerala - Chairman.
 2. The Hon'ble Minister for Education - Vice Chairman.
 3. The Secretary to Government,
General Education Department. - Member.
 4. The Secretary to Government,
Finance Department or his nominee. - -do-
 5. The Secretary to Government,
Planning Department or his nominee - -do-
 6. Expert in Education (nominated by
the Government) - -do-
 7. Nominee of Govt. of India - -do-
 8. The Director of Public Instruction,
and Managing Director - -do-
 9. Project Director (DPEP)
Office of the Director of Public-
Instruction, Thiruvananthapuram. - Convener.
6. The First members of the Governing Body of the Society to whom by the rules and regulations of the Society, the Management of its affairs is entrusted as required under section of the Societies Registration Act XII of 1955.

Sl. No.	Name and Address	Post in the body
1.	Shri.K. Karunakaram, Hon'ble Chief Minister of Kerala	Chairman.
2.	Shri.E.T.Mohammed Basheer, Hon'ble Minister for Education, Government of Kerala, Thiruvananthapuram.	Vice-Chairman.
3.	Shri.K.K.Vijayakumar, I.A.S., Secretary to Government, General Education Department, Government Secretariat, Thiruvananthapuram.	Member.

4. Shri.M. Mohankumar, I.A.S., Member.
Commissioner and Secretary,
Finance Department,
Government Secretariat,
Thiruvananthapuram.
5. Shri.K.V.Nambiar, I.A.S.,
Secretary, Planning Department,
Government Secretariat,
Thiruvananthapuram. -do-
6. Dr. Soman -do-
(Rtd.) Commissioner for Educational-
Development & Research,
"Pournami", Elankam Lane, Thycaud,
Thiruvananthapuram - 695 014.
7. Ms. Vrinda Sarup.I.A.S., -do-
Deputy Secretary,
Government of India,
Ministry of Human Resource Development
Department of Education,
New Delhi - 110 001.
8. Shri.K. Sivaraja Vijayan, I.A.S., -do-
Director of Public Instruction, & Managing Director,
Office of the Director of Public -
Instruction, Thiruvananthapuram.
9. Shri.T.A.Francis, Member Secretary.
Project Director, (DPEP),
Office of the Directorate of
Public Instruction,
Thiruvananthapuram.
7. A copy of the rules and regulations of the Society
certified to be correct copy by 3 members of the Gover-
ning Body is filed with Dist. Registrar, Thiruvanantha-
puram, along with the memorandum of Association,

We the several persons whose names and addresses are given below, having associated ourselves for the purpose described in the memorandum of association do hereby subscribe our names to this Memorandum of Association and set our several hands here unto and form ourselves into a Society under act 12 of 1955 of the Travancore Cochin Literary, Scientific and Charitable Societies Registration Act, this theday of1993 at Thiruvananthapuram.

Sl. No.	Name & Address & Occupation	Signature
1.	Shri.K.Karunakaran, Hon'ble Chief Minister of Kerala, Thiruvananthapuram.	
2.	Shri.E.T.Mohammed Basheer, Hon'ble Minister for Education, Government Of Kerala, Thiruvananthapuram.	
3.	Shri.K.K. Vijayakumar, IAS, Secretary to Government, General Education Department, Government Secretariat, Thiruvananthapuram.	
4.	Shri.M. Mohankumar, IAS, Commissioner & Secretary to Government, Finance Department, Government Secretariat, Thiruvananthapuram.	
5.	Shri.K.V. Nambiar, IAS, Secretary, Planning Department, Government Secretariat, Thiruvananthapuram.	
6.	Dr. Soman. (Rtd.), Commissioner for Educational Development & Research, "Pournami", Elankam Lane, Thycaud, Thiruvananthapuram - 695 014.	

7. Ms.Vrinda Sarup.IAS,
Deputy Secretary,
Government of India,
Ministry of Human Recource Development,
Department of Education,
New Delhi - 110 001.

8. Shri.K. Sivaraja Vijayan, IAS,
Director of Public Instruction &
Managing Director,
Office of the Director of Public Instruction,
Thiruvananthapuram - 695 014.

9. Sri.T.A. Francis,
Project Director (DPEP),
Office of the Director of Public Instruction,
Thiruvananthapuram - 695 014.

RULES AND REGULATIONS OF THE PRIMARY EDUCATION DEVELOPMENT
SOCIETY OF KERALA.

1. a) Name:- These rules shall be called the rules of the "Primary Education Development Society of Kerala".
- b) Address:- Office of the Director of Public Instruction, Thiruvananthapuram-14.
2. Definitions: In these rules, unless the context otherwise requires,
 - a) "Society" means the Primary Education Development Society of Kerala.
 - b) "Article" means articles of Memorandum of Association.
 - c) "Governing Body" means the Governing Body constituted under these rules.
 - d) "Act" means the Travancore-Cochin Literary, Scientific and Charitable Societies Act, 1955.
 - e) "Persons" means include a body corporate.
 - f) "The Government" means the Govt. of Kerala.
 - g) "Primary Education" means the following activities undertaken in the conduct of General Education Department of Kerala, which is incorporated in the Project Report. (hereinafter referred to as "The Project")
 - i) Education of children upto the age of 14 years, whether through the formal school system or the non-formal education programme which includes the early Childhood Care and Education (ECCE).

- ii) The educational and other programmes aimed at economically and socially backward population, SC/ST population, Womens population and their equality empowerment.
- iii) Continuing education including the Skill development is envisaged.
- h) "Central Government" means the Government of India (Ministry of Human Resource Development, Department of Education).
- i) "Chairman" means the Chairman of the Primary Education Development Society.
- j) "Managing Director" means the Managing Director of Primary Education Development Society.
- k) "The Project document" means the Project Report of the Primary Education Development Programme, which is prepared by the General Education Department of Kerala for approval of the Government of India under SSN agreement and it includes subsequent modifications, if any, thereof by the State Government.
- m) "The Department of Education" means the General Education Department of Kerala State.
- n) "Voluntary agencies" means non-governmental organisations who have been assigned responsibility for execution of any activity under the Project by an authority empowered to do so and would include Registered Societies, Public Trusts, and non-profit making Companies.
- a). Words imparting the singular number also include the plural number and vice-versa.

- b) Words imparting the masculine gender also include female gender.

3. Constituents of the Society.

- 1) The Society shall consist of:
 - i) A general body consisting of all the members of the Society.
 - ii) A Governing Body with not more than 9 persons and consisting of a Chairman, Vice-Chairman and the Managing Director.
 - iii) The General Body of the Society shall consist of:-
 - a) All members of the Governing Body of the Society as constituted by Government from time to time.
 - b) The Commissioner for Educational Development and Research.
 - c) The Additional Director of Public Instruction, Thiruvananthapuram.
 - d) The Director, State Institute of Education, Tvm.
 - e) The Senior Finance Officer, DPI's Office.
 - f) The Engineering Liaison Officer, DPI's Office.
 - g) The Chief Engineer, (Building) PWD, Tvm.
 - h) The Dy. Director of Project Districts.
 - i) The Principals of DIETs of Project Districts.
 - j) The Executive Director of the Dist. Offices of the Registered Society of the Project District.
 - k) District Collector or their nominees of the Project Districts.
 - l) Executive Engineers, PWD (Buildings) of the Project Districts.
 - m) The Director, Social Welfare Department.

- n) Director, Tribal Development Department.
- o) Director, Scheduled Caste & Development Dept.
- p) Managing Director, Kirtads, Kozhikode.
- q) The Chief Planning Officer, Office of the Director of Public Instruction, Thiruvananthapuram.
- r) Director or his nominee, NCERT, New Delhi.
- s) Director or his nominee, NIEPA, New Delhi.
- t) Field Advisor, Kerala, NCERT, Thiruvananthapuram.
- u) Three Members from the field of expertise in connection with DEEP nominated by the Government of Kerala.

4. Funds of the Society:-

- 1. The property or funds of the Society shall vest in the Governing Body and shall consist of the following viz.
 - a) Loans and grants from Government of India and Government of Kerala and from Nationalised Bank or from any other source approved by the Governing Body.
 - b) Contributions from Government both State, Central and International agencies like World Bank, UNICEF, UNESCO etc. or any other source approved by the Governing Body.
 - c) lands, buildings, furniture and other materials placed at the disposal of the Society by the Govt., or acquired by the Society;
 - d) Donations and Gifts received by the Society from private institutions, firms or individuals or Public or private companies, Corporation, Municipalities, Panchayats and Government.

2. The funds of the Society shall be utilised for the General aims and objects mentioned in the Memorandum of Association of the Society.
3. No portion of the income derived shall be paid or transferred, directly or indirectly, by way of dividend, bonus or otherwise how-so-ever. But nothing herein contained shall prevent the payment of remuneration to any officer or employee of the Society or to any other person in return for any services actually rendered to the Society or by way of reimbursement of payments made or costs or charges of expenses incurred in or about the objects or affairs of or on behalf of the Society.
4. First Governing Body:-
 1. The first Governing Body shall consist of the persons specified in Annexure-B provided that the Govt. may appoint more members to the Governing Body at any time with absolute direction of the Government.
 2. The first Governing Body shall be deemed to be a body constituted under these rules and shall remain in office for a period not exceeding three years.
 3. Members of the Governing Body other than officials shall work on honorary basis and shall not be entitled to any salary or remuneration. But they may be paid such sitting fee and Travelling Allowance, including the daily allowance as may be fixed by the Government from time to time and for attending the meeting/committee/sub-committee meetings of the Governing Body and the General Body. This Committee is deemed to be treated as Class I Committee.

4. The over-all management and administration of the Society and its properties shall vest in the Governing Body.
5. The Governinigh Body shall meet at least once in every 3 months.
6. The quorum of the meeting shall be 5 and no quorum of shall be necessary in respect of an adjourned meeting. The meeting shall be convened by the Project Director (DFEP) under the directions of the Managing Director with 3 days notice. Meeting of the urgent nature may be convened with 24 hrs. notice. Decisions of the Governing Body shall be taken by majority. In case of equal division, the decision of the Chairman shall be final.
7. In case of necessity, the Gov. Body may take decision after obtaining the written and signed approval of the members by circulation of papers.
8. No action of the Governing Body shall be called in question in any proceedings or suit before Court of Law unless such action is manifestly opposed to these rules.
9. The Governing Body may constitute committees or sub-committees for any specific purpose and delegate specific authority to such committees or sub-committees. Such Committees and sub-committees may contain persons who may not be members of the Governing Body.
10. The Governing Body shall be responsible to get the accounts of the Society duly audited by a Chartered Accountant.
11. The Governing Body shall have residuary and incidental

powers to do and act in the discharge of its duties according to the tenure of the Memorandum of Association and rules even if there is no specific provision to that effect in the rules.

12. The Governing Body shall have authority to incur expenditure for all or any of the purpose of the Society.
 13. The Governing Body shall have the authority to appoint any qualified person as all the members of the staff as required for implementing the functions and activities of the Society at State level and Dist. Level.
 14. The Governing Body shall be have the authority to open and maintain a bank account in any nationalised bank or Banks or with the Government Treasuries.
 15. The Governing Body shall have the authority to arrange for filling of any suit or other legal proceedings on behalf of the Society and to defend any case against the Society.
5. 1) Chairman:- The Chairman of the Government Body shall be the Ex-Officio Head of the Society. He shall be in over-all management of the affairs of the Society subject to the control and supervision of the Governing Body. The Chairman shall also have the power to take decision regarding urgent and important matters subject to ratification by the Governing Body.
- 2) Vice-Chairman: Vice-Chairman shall, in the absence of Chairman, preside over the meetings of the Genl. body/Govt.Body and to exercise all the powers of Chairman in his absence.
- 3) Managing Director:- 1) The Managing Director shall

be in charge of the management of all the affairs of the Society subject to the control and supervision of the Chairman and the Governing Body. He is the Chief Executive of the Registered

- ii) The Managing Director may, with prior approval in writing of the Chairman, delegate powers and functions of a routine nature to any officer or officers of the Society.
- iii) The Managing Director shall operate the accounts of the Society in banks and Treasuries.
- iv. The Managing Director shall perform or exercise such other functions and powers as may be delegated to him by the Governing Body.
- v) All Correspondence addressed to or by the Society shall ordinarily be in the name of Managing Director. The Managing Director shall place all important correspondence before the Chairman.
- vi) The Accounts and cash of the Society shall be under the supervision and control of the Managing Director.

He shall also be the head of the Society's office and shall supervise the work and conduct of the office staff and employees.

4. The Project Director:- The Project Director will be the convener of the Governing Body and the General Body. He will maintain the minute books of the Governing Body and General Body. He will assist the Managing Director in the administration of the affairs of the society. He will also discharge the specific duties assign to him by the Managing Director.

5 The District Management:- The District Management of the society will be entrusted with district level officers of the Registered Society which is proposed to be opened in the Project Districts. A Advisory Body will be constituted at the District level in the Project Districts and the District Collector of the respective project districts shall be the Chairman. The District shall be the implementing officer at district level. The District Project Director will be directing under the control of the Managing Director of the Registered Society.

. Transactions of the Society: Every transactions of the Society involving money shall be supported by a resolution of the Governing Body except in respect of matters delegated to the Chairman, the Vice-Chairman and the Managing Director.

7. General Body:- The following shall be the powers and duties of the General Body:
- i) To approve with or without modifications, proposals submitted by the Governing Body.
 - ii) To offer and resolve proposals to be carried out by the Governing Body:
 - iii) To approve the minutes of the Society:
 - iv) To approve the decisions and proceedings of the Governing Body:
 - v) to have the Annual General Body meeting of the Society held as provided in Section VII of the Act at least once in a calendar year or before the expiry of 15 months from the proceeding General Body meeting, provided that it shall be sufficient to convene the first General Body meeting before the expiry of eighteen months from the date of the registration of the Society.
 - vi) to approve as such or with modification the Annual Report of the Society as prepared by the Governing Body ; and
 - vii) to approve as such or with modification the Annual Balance Sheet and general fund account of the Society.
8. Audit:- The Auditors of the Society shall be a Chartered Accountant appointed by the Governing Body/ General Body.
9. Budget: The Budget of the Society shall be prepared by the Governing Body and submitted to the Government for approval on or before 15th February every year.

10. Procedure for meetings:

- a) Notice of the Annual General Body meeting shall be issued by the Managing Director under the directions of the Governing Body with 14 days clear interval between the issue of notice and the date of meeting.
- b) Notice of the Annual General Body meeting shall state the date, time and venue of the meeting and the Agenda for the meeting;
- c) Notice for ordinary General Body meeting shall be given 5 days before the date of meeting, specifying the date, time and venue of the meeting and the Agenda.
- d) From the date of issue of the notice, any member shall be entitled to inspect the General Fund account, balance sheet and the Registers of the Society at the Registered office of the Society.
- e) The quorum for Annual or Ordinary General Body meeting shall be 1/5th of the total members.
- f) In case there is no required quorum for a meeting, the meeting shall stand adjourned to a date 7 days hence to be held at the same time and place. Notice for such meeting shall not be compulsory and for such adjourned meeting the rule pertaining to the quorum shall not be applicable.
- g) Any member seeking to move any resolution before the Annual/Ordinary General Body Meeting shall give written Notice of the resolution to the Society three days before the meeting.

- h) Every resolution other than resolution under Rule XVIII of the Act; unless withdrawn, shall be seconded by a member and adopted or rejected according to majority vote.
- i) The chairman of the General Body shall preside over all the meetings of the General Body and of the Governing Body, provided that if for any reason, the Chairman is not able to be present at a meeting, the Vice Chairman and his in his absence such person as may be elected by the members of the Governing Body from among themselves, shall preside over such meeting.

11. Special meeting:-

- a) Fifty percent of the total members of the Society shall be entitled to request the Governing Body to convene special General Body meeting for specific purposes shown in the request. Such requests shall be in writing. Upon receipt of such requests, the Governing Body shall consider the request and hold a special General Body meeting as early as possible.
- b) The quorum for meeting under sub-rule(a) above shall be 50% of the total members.

12. Amendments:- Procedure for altering, extending or abridging the Memorandum of Association or rules of the Society shall be as provided in Section XVIII of Act.

13. General:-

- a) The provisions of the Travancore-Cochin Literary Scientific and Charitable Societies Registration Act, XII of 1955 shall apply to the society in all matters including winding up.

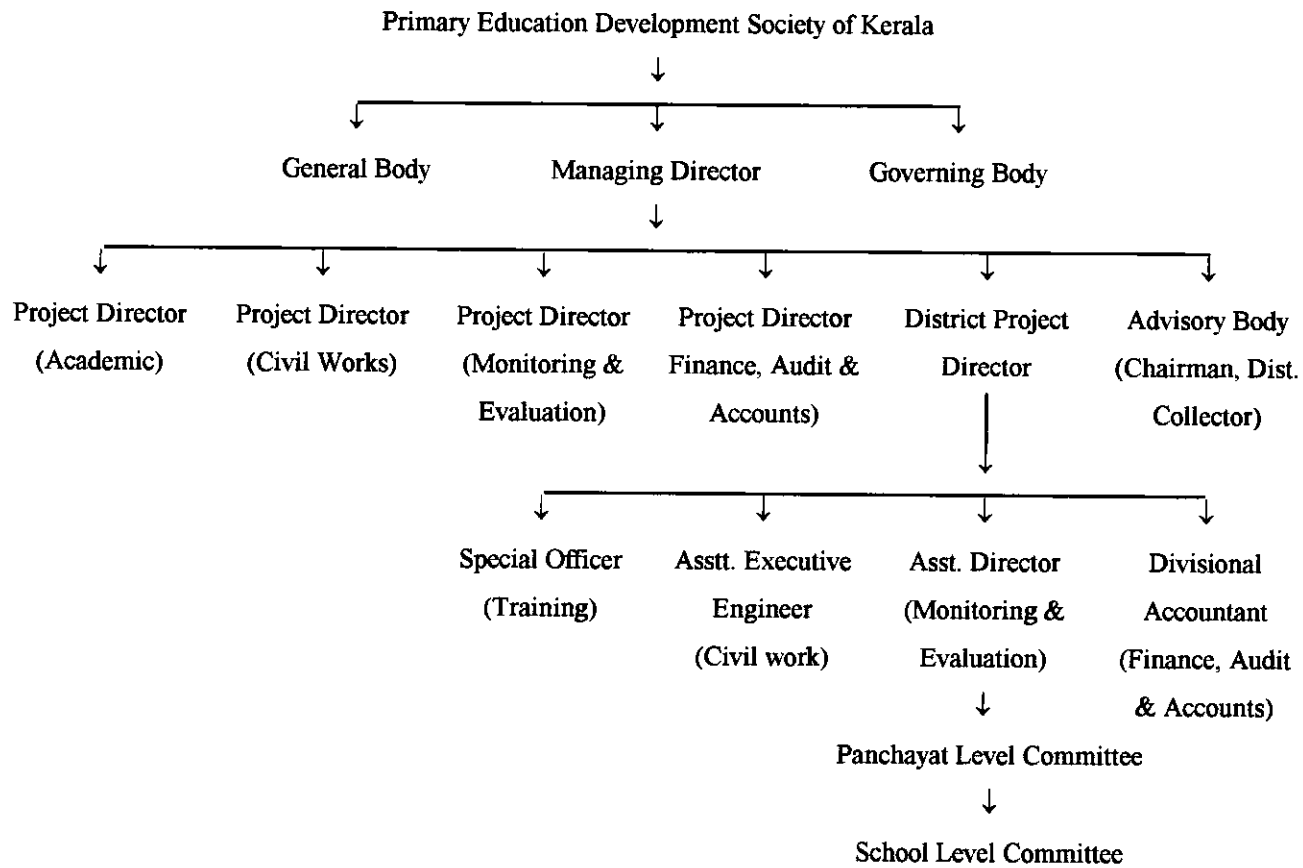
- b) In all meetings of the Society, all decisions, unless unanimous, shall be decided by majority.
 - c) All contracts or assurances of the property by or on behalf of or in favour of the Society shall be expressed to be made in the name of the Society and shall be executed by the Managing Director.
14. Notwithstanding anything contained in any of the articles, the Government may from time to time issue such directions or instructions as the Government may consider necessary in regard to the affairs or the conduct of the business of the Society or the Governing Body thereof and in like manner vary and annul any such direction or instruction and the Governing Body shall duly comply with and give immediate effect to the directions or instructions so issued.
15. The following matters shall require the prior approval of the Government.
- i) Any programme of capital expenditure for an amount which exceeds Rs.25 lakhs.
 - ii) Agreement involving foreign collaboration proposed to enter into by the Society.
 - iii) Sale, Lease, mortgage or disposal otherwise of the whole or substantially the whole of the undertaking of the Society.
 - iv) Winding up of the Society.
 - v) Foreign tours of the officials or the Chairman, Vice-Chairman, Managing Director or any other member of the Governing Body.

16. In case of doubt regarding the interpretation of any of these rules or any matter regarding the working of the Society, the decision of the Government thereon shall be final and legally binding on the Society subject to the provisions of the Act.

LIBRARY & DOCUMENTATION CENTRE
National Institute of Educational
Planning and Administration,
17, Dr. Ambedkar Marg,
New Delhi-110016

Dr. S. S. S.

Management Structure Under DPEP in KERALA



(Source : DPEP Kerala State, State Level Intervention, 1994)