

DISTRICT PRIMARY
EDUCATION PROGRAMME

MALAPPURAM DISTRICT

KERALA

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DRAFT PROJECT REPORT (REVISED)

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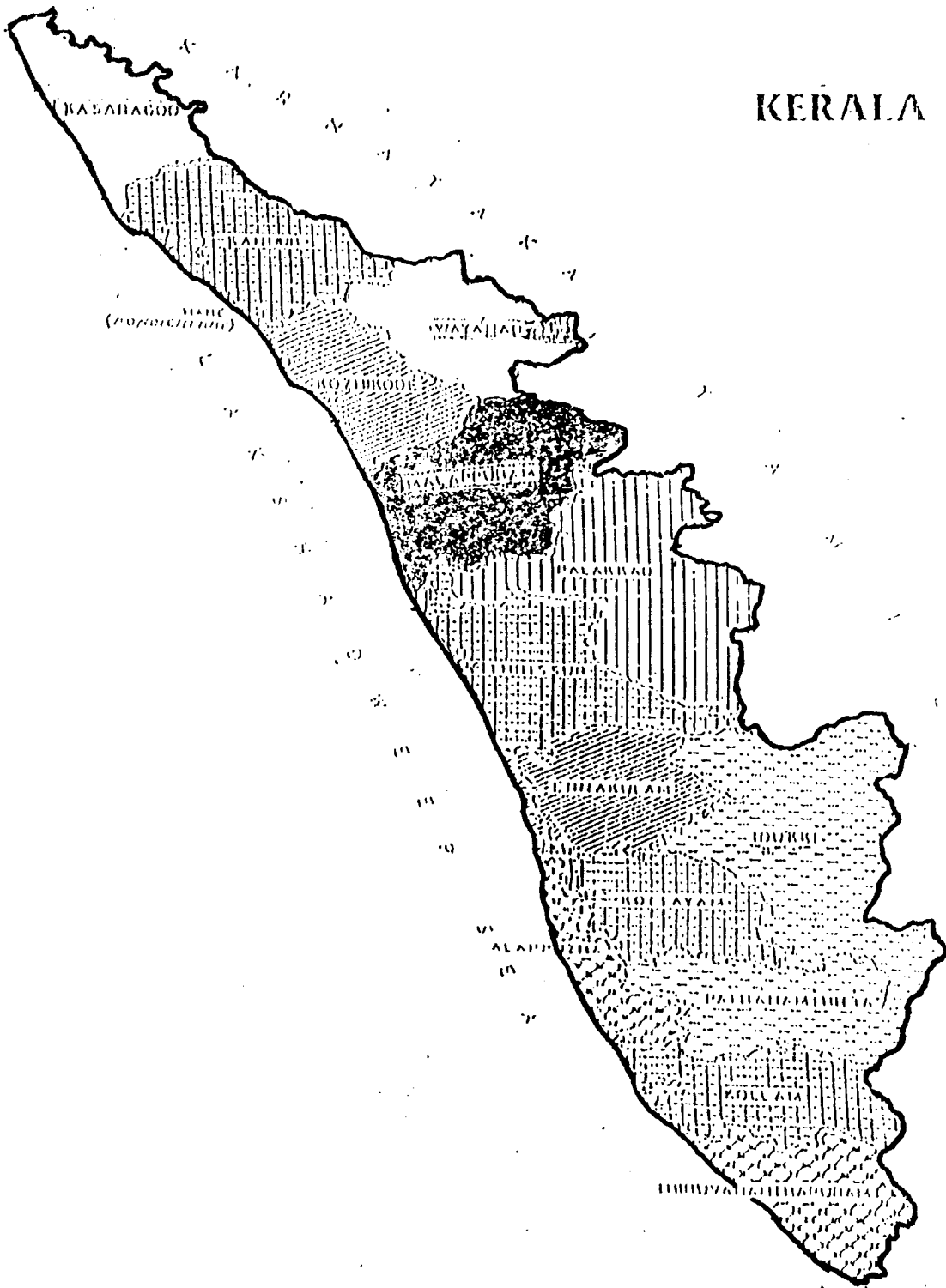
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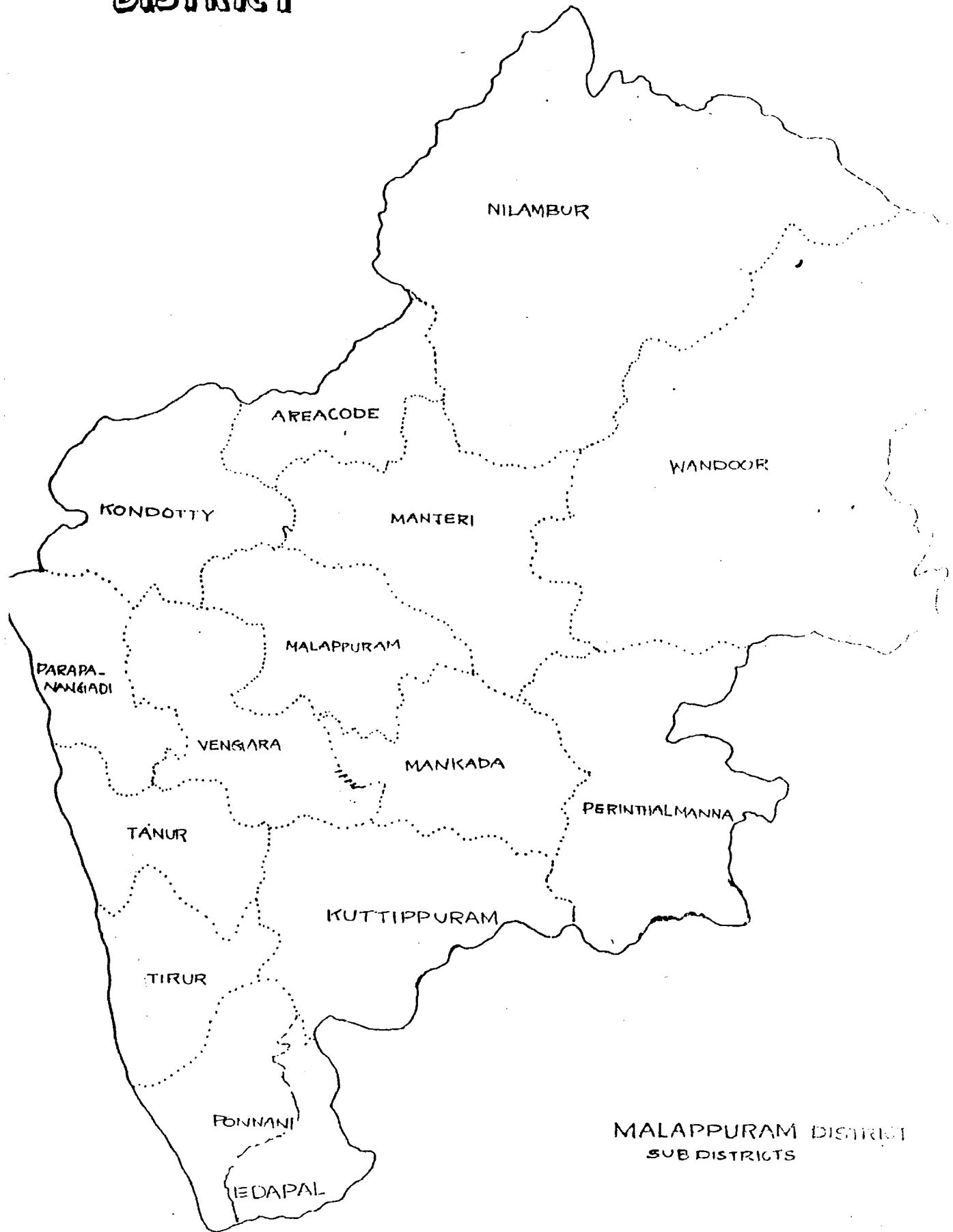
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KERALA



MALAPPURAM DISTRICT



MALAPPURAM DISTRICT
SUB DISTRICTS

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S Y N O P S I S

The project for the development of Primary Education under District Primary Education Programme in Malappuram is prepared on the basis of guidelines issued by Government of India. Universalisation of Primary Education by 2000 A.D. and attainment of Minimum Levels of Learning are the two goals of the Project. Achieving equitable access, total enrolment and retention by 2000 A.D. and improving the quality of Education by attaining the minimum levels of learning at mastery level in all children are the objectives of the project.

The current scenario of the Primary Education of this district is described elaborately in chapter I and the problem and issues and their causes have been analysed in detail in chapter II. The major problems which have been identified are inaccessibility of Primary Education especially in Tribal areas, lack of parental awareness about the importance of Primary Education, lack of infrastructural facilities in schools, unattractive class room climate prevailing in schools, ~~are~~ crowded class rooms and the lack of orientation about the new techniques of instruction among teachers.

The problems were identified by collecting data and holding discussions with teachers, parents, community leader and people representations. Also suggestions were invited from them to evolve strategies to solve these problems. The various strategies proposed are given in chapter III. The total cost estimate to implement the programmes is Rs. 374.94415 million. All the strategies were phased for a period of 6 years.

To implement the project a managerial structure is given in chapter V. The District Programme Co-ordinators will monitor the implementation of the project. He will be advised by an advisory committee.

About 450,0100 children are expected to be benefitted by the project and more than half of them are girls and a considerable number belongs to children of weaker section like Scheduled Castes and Scheduled Tribes and other backward communities.

CHAPTER - I

1.1.1. Introduction.

Malappuram District was formed on 16th June, 1969 by merging the contiguous under-developed regions of the earthwhile Palghat and Kozhikode Districts. This district stretches from the Arabian Sea Shore, to the high hills in the Western Ghats. This District is bounded by Kozhikode District on the North, Arabian Sea on the West, Trichur on South and Palghat on the East. The District get the name from it's headquarters Malappuram. Malappuram literally means a terraced place over the hills. With it's scenic coastal line in the west and the hilly tribal belt in the east, Malappuram is a typical backward district in Kerala. It has a total area of 2556 Sq. KMs. It comprises 9.14% of the States area. There are 24 Panchayaths and 5 Municipalities in the District. (Ann.1.1)

1.1.2. Demographic Features.

The total population of this District is 3096230 (Census 1991), that is 4.1% of the State's population. The sex ratio is 1054 females to 1000 males. Muslims form 60% of the total population 3.2% of the population is scheduled castes and 0.34% scheduled tribes. Majority of the population live in rural areas (90.9%) (Ann.2). The urban population is only 9.1% of the total. Most of the people are agricultural labourers except in costal areas, where fishing is the main occupation. The per capita income of the district is the lowest in Kerala. (Ann.1.3.). A survey conducted by the Integrated Rural Development Programme (IRDP) during April to September 1992 reveals that 1786874 families in Kerala live below poverty line. Out of which, 170926 families belongs to Malappuram District. Malappuram is the only District in Kerala included in the list of 90 Districts in India, which have high crude birth rate infant mortality rate and low mean age of marriage.

13.7% of the population belongs to the age group of 6-11 (Ann.1.4a & 1.4b). The literary rate of Malappuram District is 85.1%. The male literary rate is 95.58% and female literary rate is 69.79%. Table showing the blockwise literary rate is given in Ann.1.4.c.

1.2. History

A large portion of the former Malabar area belongs to Malappuram District. Before independence this district was a part of the Malabar District of Madras State. The history of

Education of the District can be traced back to the reforms of the late Malabar Collector Mr. Logan. Logan's Manual is the authentic back record available.

The common man's education was confined to the religious institutes called madrassas till 1950. Madrassas imported a special language known as 'Arabic Malayalam' ie. Malayalam dialect written in Arabic scripts. Even today the elderly people of the Muslim community can read and write this language. They are considered illiterates in the survey conducted in connection with the total literacy campaign (T.L.C.). Since they were unable to read and write Malayalam. It was the Malabar District Board, which started several schools during 1950 to 1956. Which enabled the common mass to enjoy general education. After the formation of the Kerala State in 1956, the State Government, took special interest in expanding education. New schools were started, scholarships were given to the backward students and school education was given free of tuition fees. Muslims girls scholarship and the efforts of Pocket Education Extension Officers (P.E.E.O.) helped a lot in improving education.

1.3. CURRENT SITUATION OF EDUCATIONAL INSTITUTIONS.

1.3.1. Primary Schools.

At present there are 1161 primary schools in this district, 827 lower primary schools and 334 upper primary schools. (Annexure I-5). In addition to this there are 8 un-aided unrecognized Primary Schools working in sessional system (Annexure I-7). 8 Government Primary Schools are having more than 1000 students (Annexure I-8). There are 201 Government Primary Schools working in rented buildings (Annexure I-9a and I-7b).

1.3.2. Pre-Schools.

There are three types of pre-schools namely Anganwadies run by social welfare department (Annexure I-10a & I-10b), Pre-Primary schools attached to Government Primary Schools and unrecognized Nursery Schools managed by private agencies. Altogether there are 1319 Anganwadies in 10 blocks (see Map) Map Ia to Ib (Annexure 10.a and b).

Anganwadies are yet to be opened in the remaining 4 blocks. 30 to 40 children of the age group 3 to 5 are admitted to these

anganwadies. In each of these Institutions there is a worker and helper. They are paid by the Social Welfare Department. The expenses in connection with the nutrition and immunisation are also met by the department. The Anganwadies are provided with baby benches and some toys.

1.3.3. High Schools.

There are 159 High Schools including 5 unaided recognized schools 13 of them are L.I. attached. (Annexure I-11). In addition, to this, there is a Navodhaya Vidyalaya at Urakam and Central schools at Malappuram.

1.3.4. Special Schools.

There is a special school meant for the blind children, called Kerala Schools for the Blinds, Mankads-Fallippuram.

1.3.5. Objectives of Primary Education.

Education is the corner stone of economic and social developments. Primary education is its foundation. The main objectives of Primary education are to produce a literate and generate population that can deal with problems encountered at homes, at work and to serve as a foundation on which further education is built. It aims at develop the productive capacity of the individuals as well as certain desirable cognitive competencies, values, and attitudes.

1.3.7. Curriculum.

The curriculum for the primary classes is framed by the State Institute of Education in accordance with a national curriculum frame work. The core-curricular elements as envisaged in N.F.E. 1986 are integrated in the primary school curriculum. English is introduced in Std. IV.

Considerable weightage is given to physical education, art education and work experience. The language text books are designed in such a way that there is enough provision for acquiring the fourfold skills, listening, speaking, reading, and writing. Hindi is introduced as a compulsory language in Std. V. Arabic, Urdu and Sanskrit are offered as optional languages in Std. V. A large number of students learn Arabic as additional language from standard I onwards.

1.3.7. Methods of Curriculum Transaction.

The teacher plays a pivotal role in the transaction of curriculum. Different methods such as lecture method, lecture cum demonstration method etc. are commonly used. Child centred, activity oriented approaches are also practised by some teachers. Modern educational appliances such as two in-ones, TVs, OHPs, slide projectors, Film Projectors are beyond the reach of Primary Schools.

1.3.8. Students.

Total number of students in classes I to 5 during the year 1993-94 is 436762 of these 225161 are boys and 211601 are girls. (Ann.1.1.2.a). The percentage of girl students is 48.45. There are 112795 students in 6th and 7th standards. Out of which 48.98 are girls. (Ann.1.1.3.).

Total number of scheduled caste students in standards 1 to 5 during the year 1993-94 is 37337, which amounts to 8.55% of the total. (Ann.1-14.a.). The total number of the scheduled tribe students in standards 1 to 5 during the year 1993-94, is 1240 which comes to 0.2848 of the total students (Ann.I-15-a).

There has been a decrease in the total number of students in primary classes since 1990-91. (Ann.I.12.b). The number of scheduled tribe students is also decreasing (Ann. I-15a & b). But the number of scheduled caste students that showed a decreasing tendency in 1992-93, is now again gradually increasing as the graph (Ann.I-14) indicates.

A survey conducted by the DIET in 108 Lower Primary schools, selected on the basis of stratified random sampling technique, reveals that 2.27% of students dropped out during the year 1992-93 (Ann. I.16).

1.3.10. Teachers.

Total number of Primary School Teachers in Government and aided Schools in 92-93, is 18268. This includes specialist teachers like Craft Teachers, Physical Education Teachers, Drawing teachers and Teachers handling languages like Arabic, Urdu, and Sanskrit. There are 8140 male teachers and 10128 Women Teachers (55.5%) (Ann. I.17a).

A Survey conducted by the DIET revealed that all the Primary School Teachers have the prescribed qualifications i.e. SSLC and TTC. 37.29% of the teachers possess higher qualifications. The details are given in Ann.I.18.

The available data from the educational Sub-Districts indicates that there has been a marginal increase in the total number of teachers during the last five years, (Ann.I.17a and 17b). Ann.I-17 shows that there are fewer number of scheduled caste scheduled tribe teachers in this district. Scheduled Caste and Tribe Teachers constitute only 1.69% and 0.12% respectively of the total.

School Buildings.

Out of the 456 Government Primary Schools, 192 are running in rented buildings. (Ann.I 9a & b). Among this 54 have it's own land. The remaining 247 schools have permanent buildings as well as temporary sheds. The temporary sheds are mainly that shed by platted palm leaves. There are 293 such class rooms in 72 Government Primary Schools. (Ann.I.20).

A survey conducted by the DIET Malappuram shows that:-

- 118 - Schools have urinals.
- 241 - Schools have toilets.
- 3 - Schools have adequate furniture facilities.
- 7 - Schools have sufficient laboratory equipments and audio visual aids.
- 104 - Schools are electrified.
- 94 - Schools have enough separation walls in the permanent buildings.

1.3.11. Operation Black Board Scheme.

Under the operation Black Board Scheme, 80% of the Primary Schools have been supplied with learning materials such as Science, Mathematics and musical kits. The remaining schools are expected to get the same within a period of two months. 35 schools are provided with buildings under this scheme. (Ann.J.21a).

1.3.12. Back up Programme.

In order to enhance enrolment and reduce drop out rate the following incentives were introduced. Different kinds of scholarships and incentives are given to the disadvantaged groups in order to attract them to educational system.

they are:-

- Supply of text books and slates to all the students of Standard I free of cost.
- Free noon meals to the needy and serving children to 50%.
- Lump-Sum-Grant to the scheduled caste and scheduled tribe students.
- Muslim girls scholarships.
- Lower Secondary Scholarship to the most brilliant children.
- Meritorious scholarships to the scheduled caste and scheduled tribe students.
- Scholarship to the physically and orthopaedically and handicapped children.

THE RATE OF DIFFERENT SCHOLARSHIPS ARE GIVEN BELOW:-

| STD | I | II | III | IV | V |
|--|----|----|-----|----|----|
| Lump-Sum-Grant to SC/ST pupils Rs. per annum | 50 | 50 | 50 | 55 | 60 |
| Monthly stipend to ST pupils | 16 | 16 | 16 | 16 | 20 |
| Incentive Grant to ST Parents per month | 10 | 10 | 10 | 10 | .. |
| Muslim girls scholarship per annum | 30 | 30 | 30 | 30 | 30 |
| (Eligible to those whose family income below Rs.8,000/-) | | | | | |
| Meritorious scholarships to SC/ST pupils per annum | 40 | .. | .. | .. | 40 |
| LSS | .. | .. | .. | .. | 40 |

In addition to this, a few charitable organisations are running orphanages. They provide free board and lodging facilities to the inmates. The number of beneficiaries comes around 2000.

Educational Facilities for the Tribals.

3.28% of the State's tribal population belongs to this District. They live in small colonies of 5 to 90 families, in the following Panchayaths.

- | | | |
|--------------------|-----------------|--------------|
| 1. Chankathara | 2. Chaliyer | 3. Nilambur |
| 4. Edakkara | 5. Vazhikkadavu | 6. Hoothedam |
| 7. Karulei | 8. Amarambalam | 9. Kalikavu |
| 10. Thuvvur | 11. Pandikkad | 12. Porur |
| 13. Wandoor | 14. Thiruvalli | 15. Hampad |
| 16. Karuvarakundu. | | |

The details of all the 161 settlements are given in Annexure1991 Census shows that there are 19555 tribals (5213 Male and 5342 Female) in Malappuram District. The enrollment strength of schedule tribe students is 1240 in standards I to V.

In order to improve the educational progress of tribal children, the Government have adopted the following measures in this District.

Opening of Nine Balwadies at the following tribal areas.

| | |
|--------------|-------------------------|
| Munderi | Pothukallu |
| Peruvampadam | Kottappadam |
| Vaniyampuzha | Valanthode |
| Appenkap | Palakkayam and Kalkulam |

Hostels for tribal children:-

There are 11 hostels out of which 9 are for boys and two girls. Each hostel accommodates a maximum number of 30 students. These hostels are situated at the following tribal areas.

- | | | |
|---------------------|--------------------------------|------------------------|
| 1. Manimooly (Boys) | 2. Pookkottumpadam (Boys) | 3. Nilambur (Girls) |
| 4. Pothukal (Boys) | 5. Chungathara Pothukal (Boys) | 6. Chungathara (Girls) |
| 7. Munderi (Boys) | 8. Hampad (Boys) | 9. Odakkayam (Girls) |
| 10. Edakkara (Boys) | 11. Nilambur (Boys). | |

Ashram Schools:-

There is an Ashram School - Indiraji Memorial Ashram School at Manjeri meant for the Primitive tribes.

Uniforms are supplied to students in L.P. classes.

1.2.13. Financing.

Financing of education is mainly done by the State Government. Primary Education is free to all. Learning materials are supplied free of cost to the first standard students. This programme has already attracted a large number of students resulting in the improvement of enrolment rate. All the incentives and scholarships mentioned under the sub titles 'Incentive Programmes' are financed by the Government.

Land buildings, furnitures and other facilities are provided by the Government to Government schools and by the Manager to the aided schools. The contribution of Parent-Teachers Association is also worth mentioning. All teachers irrespective of Government or aided are paid from the State Exchequer. Expenses for thatching and annual maintenance of Government schools are met by the Government whereas the same for Aided Schools are met by the managers concerned. Government gives grant-in-aid for the maintenance of aided schools at the rate of 0.5/- per child per year.

The total non plan expenditure on Primary Education in Malappuram District during 1992-93 is Rs.174.47 million.

1.2.14. Management System:

The Director of Public Instruction is the Administrative head of the General Education, Department. For administrative convenience, a Deputy Director is heading the School Administration in each revenue district. The appointment of all the teachers and other staff (Except High School Headmasters, etc.) in the Government Schools are made by him. But in the case of Aided Schools it is the Manager who appoint the staff. Malappuram Revenue District is divided into two Educational Districts headed by a District Educational Officer (DEO) - Annexure-I-21. The DEO attends to the administration of High Schools - and training schools. Malappuram Educational Districts is further divided in to eight Sub Districts and Tirur into Seven. (Ann.I-22) An Assistant Educational Officer (AEO) is responsible for the administration of all the Primary Schools within the Sub-District. Each Primary School is headed by a Headmaster.

The State Institute of Education, Thiruvananthapuram established in 1964 is implementing programmes for multisided qualitative improvement at all levels of School Education.

The District Institute of Education and Training (DIET) is headed by a Principal in the cadre of a Deputy Director of Education. It provides academic and resource support at District level in the field of primary and adult education.

The Text Books Branch, a wing of the Directorate headed by a Text Books Officer is functioning on a commercial undertaking. The branch is responsible for printing, distributing and sale of all text books, teacher's hand books, work books etc. There are three Central Text Book Stores functioning under the text books wing, with head quarters at Trivandrum, Ernakulam and Shornur. One text book depot is attached to each Educational District. Each District text book depot is under the administrative control of the DEO. The text books required for each depot are supplied on indent from the central text books store. The text books required for each school are supplied on indent by the school Co-Operative Societies, AEO'S, High School Headmasters etc.

1.2.15. Literacy Campaign.

Kerala State has achieved cent-per-cent literacy by 1991 itself. Block wise literacy rate is given in table I.4.c. The total literacy campaign was rigorous in Malappuram District also. The voluntary involvements of organisations, common people, rural women, students and community leaders made literacy campaign a grand success. Malappuram District won the first place for the implementation of total literacy campaign among the 14 Districts of Kerala. From 1992 onwards post literacy campaign is going on. In this connection, school Vijnana Samithis (SVS) are functioning in all the Primary Schools of the District. SVS is a rigorous attempt to eradicate backwardness of under achieved learners, especially in rural areas. This promoted an enthusiasm for better achievement among the backward peoples. At present, total literacy campaign is on progress, as Jana Vidya Kendras (JVK).

1.2.16. Evaluation System.

Evaluation of the pupils is made on the basis of written examinations conducted at the end of three terms. There is no detention in Std. I 90% of the students in classes II to V are

presented to higher standards in order to avoid wastage and stagnation. The test items cover only the cognitive aspects of educational objectives.

1.17. Efficiency of the Existing System.

11. Gross enrolment ratio (GER) of the students in Primary Class I to V is found to be 106 and the net-enrolment ratio is 83.1 (see table-I.23). The GER of scheduled caste and scheduled tribe students of primary classes for Std. I to V is 114.3 and 90.07 respectively. The NER of the scheduled caste student is 91 and that of scheduled tribe is 80.4.

A study conducted in 108 schools shows that out of 11081 Primary School students 931 failed to continue in the system during 1992-93. This shows that the drop out rate is 8.39% per year (Ann.I-16).

The drop out rate of scheduled caste and scheduled tribe students was found to be 3.47% and 10.64% respectively. The scheduled caste boys and scheduled tribe girls show higher tendency to drop out (Annexure I.16a).

1.18. Teacher Education.

- a. Pre-Service. There are 4 Teachers Training Institutes in this District. They are:-
1. Government Teachers Training Institute, Malappuram (Women).
 2. State Teachers Training Institute, Tirurangadi.
 3. ST Teachers Training Institute, Valancheri.
 4. ST Teachers Training Institute, Ramanattukara.

These Institutes impart pre-service training of 2 years duration. The intake capacity of each of the institute is 40. The minimum qualification for admission to the Teachers Training Course is SSLC (Secondary School Leaving Certificate). But 50% of the seats is reserved for PDC (Pre-Degree-Course) holders.

b. In-Service.

The only institution which provide in-service training to Primary Teachers is DIET (District Institute of Education and Training) which started functioning in March 1992 by upgrading the former Government Teachers Training Institute for women, Tirur. The main functions of the DIET are:-

1. Conducting in-service training to Primary School Teachers.

2. Providing resource support to elementary as well as non-formal education.
3. Conducting action research to solve the diverse problem of practicing teachers and orienting them to conduct action research. There are seven faculties in the DIET. They are:-

1. PSE (Pre-Service Teacher Education)
2. IEPIC (Inservice Programme, Field Interaction and Innovation Co-ordination).
3. P & M (Planning and Management)
4. CME (Curriculum Material Development and Evaluation)
5. DRU (District Resource Unit for adult Education)
6. E.T (Educational Technology)
7. E.T. (Work Experience).

1.2.14. Selection of Teachers.

The selection of teachers to the DIET is made from among the teachers working in the General Education Department. The minimum qualification prescribed for appointment of teachers is:-

1. Principal - Masters Degree in Science or Humanities, Masters Degree in Education, 10 years teaching experience and three years experience in technical resource support.
2. Senior Lecturers - MA/MSc. BEd. and 7 years teaching experience.
3. Lecturers BA/MSc. BEd. and 5 years teaching experience.

The DIET has provided in-service training to 804 Primary School Teachers during the academic year 1992-93 including literacy workers.

1.2.20. School Complexes:

School complexes were formed in the District in connection with the Second Phase of Total Literacy Campaigns (TLC). Five to eight neighbouring schools (LP & UP) form a school complex. One of these schools is acting as the complex lead school. The Headmaster of the lead school is the Chairman and one of the Assistant Teachers from the member school is the convener. There are two complexes on an average in a Panchayat. Altogether there are 186 school complexes in this District. (Ann.I-24.) DIET makes use of these complexes

for the follow up of the training programme. Palachiramed Complex of Tennur Sub-District, under the guidance and supervision of the TIEP is functioning as a model complex. It conducts teachers meetings once in every month. Demonstration lessons (Child Centred), workshops for preparing learning materials and evaluation tools, activities to promote community participation are the major activities done in the complex. A specimen copy of the evaluation tool prepared by the Palachiramed Complex is appended (Annexure I.25)

1.3.41. Quality Improvement Programme (QIP).

For the improvement of quality in primary education QIP has been introduced this year on an experimental basis. This programme is aimed at achieving the minimum levels of competence in Mother tongue, Environmental Studies, and Mathematics. Ten schools each from all the 15 educational Sub-Districts have been selected for this purpose. Teachers of these schools have been given orientation in MIB. A pre test was conducted to assess the entry behaviour of the children. Child centred approach and play way methods are being adopted. The performance of the children is continuously assessed and recorded in the cumulative record.

C H A P T E R - II

ISSUES AND PROBLEMS IN PRIMARY EDUCATION

2.0. The Preceeding Chapter has dealt with in detail the present educational situation of the District. It speaks well for the diverse problems that are to be solved for the improvement of Primary Education in the District. Despite the vast expansion in Primary education during the last two decades and elaborate measures taken by the Government for the Universalisation of Primary Education (UPE), there remain children who are bereft of Primary Education. The schools have failed in retaining all the enrolled children. It can't be denied the quality of Primary Education is very low when compared with the expected level of achievement. In this chapter, the problems and issues of Primary Education and their reasons are analysed in detail. They are grouped into four categories.

1. Lack of Equity and Access.
2. Non-enrollment.
3. Drop out.
4. Poor quality of Primary Education.

2.1 Problems in Equity and Access

2.1.1 Inaccessibility to Primary Education

90% of the children of the age group 6-11 have access to Primary Education within a walkable distance. However there are certain habitations especially in the eastern parts of the District where children have to travel a distance of 6-12 KM to reach the nearest Primary schools. From the discussions with Panchayat Presidents, Community leaders and teachers working in these areas it was found that many of the children of the age group 6-11 are not enrolled in schools due to the lack of access. It was also found that those who are enrolled in Schools does not attend schools regularly and show a tendency to discontinue studies. The list of habitations without Primary schools is given in Annexure II.a.

Tribal Settlements in Remote Interior Areas

There are small habitations where tribals inhabit in clusters of 5 to 75 families. These settlements are widely scattered in the north eastern parts of the District. Some are located in the interior forest areas. As the population in these areas is comparatively less there is little scope for opening new schools in these parts. The children have to walk a distance of 5-16 KTs. to the nearest school and therefore most of them do not receive any kind of education, formal or non-formal. The list of such tribal settlements is given in Annexure II.1.b.

2.2. Non-Enrollment

The Net Enrollment Ratio (NER) in classes I to V is 95.8. This shows that 4.2 percentage of the children of the age group 6-11 is not enrolled in Primary classes. The MER of children belonging to S.C. Community in Primary classes is 91, and that of S.T. Community is 80.4 (Annexure I.23). Therefore it is obvious that all the children of 6 to 11 age group have not been enrolled in Primary classes.

2.2.1. Lack of Parental awareness

Discussions held with teachers and community leaders reveal that the main reason for non-enrollment is lack of Parental awareness. Studies conducted by the DIET in Tanur - Edakkadappuram and Nilambur tribal belt shows that the problem of non-enrollment is high among children whose parents are illiterate (Annexures II A and II 5)

2.2.2. In-accessibility to Primary Schools

Discussions with Panchayath Presidents and Tribal Welfare Officers reveals that another reason for non-enrollment is inaccessibility to schools from some tribal habitations (Annexure II.1.a...). These habitations are widely scattered and are situated in interior forest areas. Rivers and hills are obstacles in these areas which prevent the parents from enrolling their children in schools.

2.3. Decrease of enrollment in Government and Aided Primary Schools

In spite of the rapid increase in population, the number of children enrolled in Government and Aided Primary Schools is decreasing (Annexure - I.12). This is because of the increasing enrollment in unrecognised schools. The main reason for this phenomenon is the poor learning conditions and the lack of physical facilities in Government and Aided Primary Schools. Even though the methods of teaching adopted in these schools are unpsychological, now-a-days there is a tendency among parents to enroll their children in these schools.

2.3. Drop-out from Primary Classes

Despite the various measures such as scholarships for pupils belonging to backward communities, noon meal programme, free supply of text books to first standard children etc, there are drop outs from Primary classes. A survey conducted in 108 schools by DIET Malappuram reveals that 2.3% of students in standards I to V were dropped out during the year 1992-93 (Annexure I.16). Another study reveals that the drop out of Scheduled Caste students is 3.5% and that of Scheduled Tribe students is 10.6% (Annexure I.16.A).

2.3.1. Lack of drinking water and urinal facilities

A study conducted by the DIET shows that drop out rate is higher in schools which do not have drinking water facilities and urinals (Annexure II.7). It was seen that 424 Government Primary Schools do not have separate urinals for boys and girls, 250 schools do not have toilets and 184 schools do not have drinking water facilities. The non-availability of urinals and toilets cause much physical discomfort to the children and they have to go far away wells and draw water by themselves. This problem exists in Aided Primary Schools also, through the degree of severity is less.

2.3.2. Negligence of Sports and Games

Small children have strong fascination for Sports and Games. But their natural inclination for sports and physical exercise are not encouraged in schools. Therefore they show a tendency to play truants. The lower Primary Schools do not have sports and games articles. It is the opinion of the teachers that the provision of these materials will help to retain children in schools (Appendix 14).

2.3.3. Unattractive class room Climate

The teaching learning process now being adopted is not attractive. Child centred - activitive oriented approach and play way methods are not practised in Primary Schools. The conventional teacher dominated lecture method make the pupils frustrated which results in the drop out of low achievers.

2.4.0. Poor Quality of Primary Education

A Survey conducted by the School Vijyana Samithi (SVS) in August, 1992 reveals that 45.1% of the students failed in achieving minimum levels of learning (Annexure 11.12). It was also seen that the percentage of drop-outs is high among low achievers. Despite the strenuous efforts made by the SVS to improve the achievement level of the low achievers as part of the second phase of TLC, their achievement level hasn't increased and illiteracy among Primary School children has not been eradicated completely. A study conducted by the DIET shows that the present achievement level is 45.9. in M.L.L. which is far below the expected level of achievement. (See Annexure 11-13). This problem was analysed in detail. From the various studies conducted by the DIET and from the detailed discussions held with the teachers, community leaders and educational administrators it was found that the following are the major causes of this problem.

2.4.1. Overcrowded Class-rooms

The problems due to inadequacy of institutional capacity are very complex. The growth of population is very high in this District (Annexure II.1). The unprecedented growth in the enrollment rate coupled with growth in population made all the steps taken by the Government insufficient (Annexure II.2). The sudden increase in the number of children compelled the schools to admit more children than their capacity. As the number of pupils went on increasing the existing facilities had to be shared. More than one divisions (40 to 50 students) are functioning in a space required for one class room. The table showing the distribution of schools with respect to student class room ratio illustrates the gravity of the problem (Annexure U.2.a.). A survey conducted by the DIET shows that 1123..... additional rooms are required to avoid overcrowdedness in Government Primary Schools alone.

2.4.2. Thatched Sheds

The condition of school building is very pathetic. A survey conducted by the DIET shows that 293 class rooms in 72 Government Schools are thatched sheds (Annexure I.20). These sheds do not have masonry walls and the roofs are leaky. Thatching is sometimes delayed or done improperly. Pupils get drenched in rain. As these sheds are unsafe the teachers are compelled to wind up classes at the very onset of rain. Therefore the students do not get as many learning hours as they ought to (Appendix 14). In additions to this some parents hesitate to send their children to schools during rainy season.

2.4.3. Government Schools in Rented Buildings.

There are Government Schools which are housed in rented buildings. The rent for using the school buildings was fixed several years ago and has not been revised since. The owners of the buildings are unhappy not only the meagreness of the amount they receive as rent but also about its belated payment. The owners find it

uneconomic to invest more money on school buildings. They do not even repair the school buildings. Neither the Government nor the F.T.A. Ventures to construct additional buildings, for buildings constructed in the Private land would naturally become the property of the landowner. Therefore, if the school does not have Government land nearby, the headmaster will have either to accommodate more children in each class room than its capacity or to reduce the area of each class room to accommodate more classrooms in the existing buildings. This will result in overcrowdedness.

The Kerala Education Rules (KER) stipulates that the area of a classroom in Primary Schools must be 20' x 18'. But it is found that none of the class rooms in rented buildings conforms to the standards set by the KER. Moreover, due to old age and lack of care most of the school buildings are dilapidated. There are 192 schools working in rented buildings. Out of which 56 schools have land of its own (Ref. 1.9.b). It was found that 948 rooms are required to replace rented buildings

2.4.4. Sessional System

In schools where the problem of scarcity of rooms is very severe, classes are conducted in Sessional System. That is the students of one particular class attend school either in the morning or in the afternoon session. There are 28 schools running in Sessional System (See Annexure 1.7).

2.4.5. Lack of Separation walls between Class-rooms

As many of the class rooms are not separated by partition walls, whatever happens in one classroom can be seen and heard in neighbouring classrooms. The attention of the pupils is repeatedly diverted into different classrooms. Teachers have to be more sonorous to make himself audible in the class rooms and they soon get exhausted. Permanent buildings of Government Primary Schools in Malappuram District require 1088 partition walls where as the requirement of partition walls in 706 Aided Primary Schools is 4070. A study conducted by DIET in 20 schools shows that the achievement level of students in class rooms without separation walls is less than that of others. (Annexure II.11).

2.4.6. Obsolete Techniques of Instruction

Teachers who are educated and trained many years ago find themselves out dated. The text books have been revised according to the NCERT Curriculum. The National Policy on Education emphasises MLL based instruction. But the teachers are not oriented to transact the new curriculum. They fail in identifying the minimum levels of competences and in providing necessary learning experiences for developing them. The teachers are not well-versed in the recent developments in the different branches of knowledge. They are not aware of the modern methods and techniques of instruction. Therefore the curiosity and inquisitiveness of children are not properly nurtured at schools.

The only institute which imparts inservice training to Primary School teachers to make them well abreast of the modern developments in education is the DIET which was established in 1991. As there are 18268 teachers in Primary Schools (Annexure 1.18). It is clear that the DIET can not impart periodical inservice training which is a must for improving their competence. The DIET imparted training to 804 teachers during the year 1992-93. As the DIET can impart training to a small fraction of the total teacher population there will not be any considerable change in the teaching style of Primary School teachers in the District. At the present rate it will take about 20 years for the DIET to give any kind of inservice training to all the Primary School teachers of the District. An experimental study conducted by the CMDE faculty of the DIET shows that there is positive correlation between inservice training of teachers and the achievement of their students. (See Annexure II.8).

2.4.7. Defective Evaluation System

The present day evaluation in schools is defective in that it ignores the affective and psychomotor aspects and measures only the attainment in the cognitive domain. The examinations conducted at the end of the three terms are not related to the educational objectives as they are meant for grade promotion only. No attempt is

made to record the cumulative development of the child. The defective evaluation system makes remedial teaching impossible. One of the reasons for the dull and uninspiring classroom teaching is the unscientific and obsolete evaluation.

2.4.8. Lack of Academic Supervision and Inspection

As there is little follow up work after the inservice training the teachers relapse into traditional methods of teachings. At present there is nobody to supervise or give guidance to the teachers. The headmaster is busy with his own classroom teaching and office work. The Assistant Educational Officer (AEO) is preoccupied with the administrative Problems of 70 to 100 Schools under his control. It was found that out of 109 Schools selected for studying this problems no academic inspection was conducted in 14 schools during the last five years. The average number of inspection per school during the last five years was found to be 2.4 (Annexure II.9).

2.4.9. The Decline of the School Complexes

School Complexes are expected to act as common forum for schools teachers for discussing their educational problems. In the hey-days of school complexes, schools used to reinforce each other by sharing resources, personnels, materials, teaching aids, etc. The newly formed school complexes are yet to gain momentum. Due to lack of guidance, Co-ordination supervision and necessary funds, the school complexes are not functioning properly.

2.4.10 Non-availability of Teachers Hand Books

Hand books which are essential for giving detailed instruction regarding the various methods and ways of curriculam transaction are not available to teachers. The need for hand book is greatly felt whenever there is change in curriculam.

2.4.11 Delay in the supply of text books

The text books distribution is often delayed. This is because the supply of text books to the District is made by the text book wing with central depots at Trivandrum, Ernakulam and Shoranur. There are only two text book depts in this District, one in Tirur and one in Malappuram. These Text Book depots are to supply all the text books to all the 1325 schools (Including high schools) in the District. Therefore a delay of 1-2 months is often experienced in the distribution of text books. However, the text books were distributed without delay this year.

2.4.12 Shortage of Audio-Visual Aids, Library books and Laboratory Equipments

The Primary Schools are not well equipped with Audio-Visual Aids. The students are not benefited by the educational broadcasts of the All India Radio due to the absence of radios or two-in-ones. The Schools are neither electrified nor are they supplied with sufficient laboratory equipments. As a result the teachers fail to make classes interesting lively and effective.

As there is shortage of library books in all the Primary Schools children do not develop reading habit. As books can act as resource material, the shortage of books is greatly felt by teachers also.

Primary Schools do not have childrens books, magazines reference books etc. Neither do they have reading rooms or shelves to keep books.

2.4.13 Shortage of Furniture

The available furniture in Primary Schools are very limited. Desks are not supplied to Primary Schools children. They have to hold their slates and books while writing or reading. They are kept on the floor while not in use. As there is Shortage of benches sometimes 7 to 8 students are accommodated in a single bench. It was found that the achievement level of students in classroom where the student bench ratio 5:1. (See Annexure II.10).

1.4.14 Defective pre-Primary Education System

Of the three types of ECCE centres mentioned in the chapter the Anganwadies run by the Social Welfare Department give little attention to the educational aspects of children. The nurseries run by the Private agencies give overmuch importance to the R's. The children are overburdened with the heavy syllabus. These are unaided and therefore only the children of the elites are educated in these nurseries. Most of the teachers in these institute are not properly trained. The ideal institute for Pre-Primary Education are those run by Education Department.

In a sample test conducted in 15 Educational Sub-District of Malappuram the average mark of the first standard students, who attended Pre-Primary Schools was 85.8% where as those who did not attend Pre-Primary Schools got only 64.3% of marks (Annexure II.14). This shows that shortage of Pre-Primary Schools is also responsible for the educational backwardness of the District.

1.4.15 The Problems Faced by the DIET

The DIET which is entrusted with the job of training teachers and elevating their competence are not getting proper guidance, orientation from any apex body. The staff are not getting any inservice training or refresher course to improve their competence. The DIET is also handicapped with the shortage of modern educational appliances such as OH, TVs, VCR, Video Camera, Photo copier, Computer, Audio cassette recorder, etc. which are essential for conducting courses. The District being very vast, the problem of conveyance is very serious and this make the follow-up work of inservice courses very difficult. The non-availability of vehicle makes the follow-up work of inservice programmes difficult. The facilities of the DIET are to visit schools in every nook and corner of this vast District to give resource support and for academic supervision.

CONCLUSION

The role education has to play in the social and economic progress of the country can never be over emphasised. The problems in the Primary Education System deserve special attention, since the foundational years of an individual are spent in Primary Schools. It was seen that some sections like girls and children from poor families are under represented in Primary Schools. Strategies must be adopted to enroll all children by making access to Primary Education more equitable and to minimise the drop out rate in Primary Schools.

Because of the recent awakening of the people and the various measures taken by the department, most of the above. Problems have been subjugated to some extent. But what remains still an unsurmountable problems is the failure of the children in acquiring the minimum levels of competence. Though all the above problems crave for immediate solution, they can be prioritised as follows:

1. Poor Quality of Education.
2. Lack of equity and access.
3. Drop-outs.
4. Failure in enrolling all children.

*

THE PROJECT

PROJECT AT A GLANCE

PROJECT GOALS : Universalisation of Elementary Education by 2000 AD
Improve the quality of primary education by attaining minimum levels of learning at mastery level.

| Project Objectives | Strategies. |
|---|---|
| 1. Achieve Equity and Access to Primary education by 2000 A.D. | (1) Opening new schools. (2) NFE and Pre-primary Centres for tribals. |
| 2. Enrolment of all children who have completed 6 years of age. | (1) Awareness Campaign |
| 3. Retention of all the enrolled children | Providing (1) drinking water facilities. (2) X (3) Sports and games articles. |
| 4. Improving the quality of Education. | (1) Construction of rooms (2) " Separation walls. (3) Opening 15 sub District, Resource centres. (4) Imparting inservice training to teachers. (5) Strengthening supervision. (6) " School complexes (7) Supply of teachers hand books. (8) En v y distribution of text books. (9) Compensatory education (10) Provision of furniture. (11) Provision of equipments. (12) Provision of Library books (13) Opening 200 pre-primary classes (14) Free text books to tribal pupils. (15) Augmentary the DIET (16) Appointing Additional clerks in A.E.O. Office. |

THE PROJECT2.0. INTRODUCTION.

The present educational situation and problem arising there from have clearly been discussed in former chapters. All the correctives undertaken by the Government notwithstanding, the District continues to be most backward in the State. The District was formed by merging the most educationally and economically backward Taluks of Kozhikode and Palakkad districts. Ever since the formation of the District rigorous attempts had been made to get rid of the backwardness. More facilities were provided. Several back up programmes were started to attract the students to schools and retain them. In the context of the National policy on Education 1986, a training programme called PMOST (Programme of Mass Orientation to School Teachers) was implemented during the period from 1986 to 1989, in order to introduce the new methods of instruction and curriculum. All the teachers were trained through this programme. Total literacy programme (TLC) was started immediately afterwards. As a part of Second phase of TEC a test was administered to the Primary School Children studying in, IIIrd standard to VII the standard. It was found that more than 45% (See annexure 11.12) of the Primary School children failed to achieve the expected minimum levels of learning. A programme called school vitjam Samithi (SVS) was launched during the year 1992-93 to uplift these under achievers. These students were given remedial teaching after school hours through play way method. The District Saksharatha Samithi claim that more than 95% of the students who attended SVS classes passed the post Test. But a sample test, based on the minimum levels of learning, conducted by the DIET in October 1993, indicates 41.5% of the students still lie below the expected level of achievement. (Ann.11.13). This shows that the improvement in the achievement level, as claimed by Saksharatha Samithi, was short lived. The poor result in the SSLC examination (below 25%) and the poor achievement of students in all the competitive examinations (medical entrance, engineering entrance tests etc.) are because of the fact that the foundational years of a student are spent

In school where that achieve very little. Because of the Peculiar nature of the District and tremendous magnitude of the problems, all the remedial measures taken by the Government have fallen short of the target. It is in this context that a demand for a long term scientifically and systematically planned project arose from parents, educationists, popular community leaders and the public. Though the Department had for long been looking forward to implementing such a project because of the paucity of funds, it seemed to be something impossible. It was at this juncture that the offer for including the District in the DPEP Project came from Government of India.

3.1.2. PREPARATION OF PROJECT REPORT

The offer was warmly accepted and a draft project report prepared by Education Department was submitted to GOI. As it lacked some minute details regarding the present situation, facilities requirements etc. of the district, it was returned with suggestions for revision. The DIET was entrusted with the task of propering the project report.

Director of Public instructions Kerala convened a meeting of the principals of the DIETS of Kasaragod, Wynad and Malappuram at Thiruvananthapuram on 29-3-93 in which it was informed that these three districts have been included in the DPEP (District Primary Education Programme). Details of the preparation of the project report were discussed in this meeting.

A sample survey was conducted on 2nd April 1993 in Malappuram District for assessing the existing conditions of the Primary Education. The survey was conducted by the principals and staff of Malappuram, Wynad and Kozhikode DIETS. The Director of Public Instructions convened a meeting of the Principal and the faculty members of the project Districts during the month of May 1993. He gave detailed instructions regarding the preparation of the draft

report. Immediately on the return to the DIET the Principal held the meeting of staff council and explained the various aspects of the DPEP. A core group comprising DDE, DIET Principal four faculty members of the DIET and AEO Tirur was constituted. A meeting of Heads of Primary Schools was convened sub-District wise during 10th to 15th May. A representative from DIET (District Institute of Education and Training) explained about the programme. In this meeting a detailed proforma was filled up by each headmaster (Volume II App.1) This enabled to assess the requirements of class rooms, other facilities and aspects of backwardness. A meeting of the members of Malappuram District was held on 15th May at the Head quarters Malappuram. (App.2) DPEP Principal explained DPEP in the meeting. The peoples representatives showed enthusiasm and offered whole-hearted support for the implementation of the programme. According to the suggestion of the meeting, all Panchayath presidents were asked to convene a meeting of school Headmasters of their panchayath, and to conduct a survey of the Educational requirements. This was an initial attempt for the formation of the panchayath Education committee. The first draft project report was based on the data collected as said above. Besides the MIS computer network available at the District Headquarters was also made use of.

The Director of Public Instruction gave instructions to Principals and faculty members of the DIET to revise the project report. A meeting of the DIET Principals, Deputy Directors of the three Project Districts, faculty members of the DIET'S DEO'S and AEO'S of Malappuram District was held on 14.7.93 at DIET Tirur to discuss innovative activities to mobilise public opinion and to generate a demand and concern for educational development in this District (App.3). A meeting of all the Assistant Educational Officers was held on 19.7.93 at DDE'S Malappuram to collect data for the preparations of the second draft project report. (App.4) After this a revised draft report of DPEP was prepared and submitted to the world Bank preparatory mission.

The World Bank preparatory mission headed by Dr. Merline. E. Lockheed reached Ernakulam on 25th July 93 along with Mrs. Sajitha Basheer. They discussion with the DPEP project Director and the DIET Principals of Malappuram, Wynad, Kasargode and DDE Malappuram. They proceeded to Malappuram where the Government of India team consisting of Mr. Anurug Bethagar, Dr. Rocke, and Dr. Kusumpremi joined the team. The District Collector Mr. Kuruvila John I.A.S. accompanied the team at Malappuram. The team visited certain schools in the District on 27th and 28th July 1993. The members of the team were convinced about the pathetic conditions of the primary schools in the District. The team discussed with the peoples representatives at the collectorate conference hall, Malappuram. The session was chaired by the District Collector. The team also visited the Malappuram DIET at Tirur. The team had a very fruitful discussion with the principal and the faculty members of the DIET. The members of the teams were highly impressed by the style of functioning the DIET and its various activities. The team returned to Trivandrum on 28.7.93. The DPEP Project Director Mr.T.A. Francis and the DIET Principals of the Project District also accompanied. The team visited the State Institute of Education on 30th July. The preparatory mission held discussion with the top state officials like Mr. K.K. Vijayakumar, I.A.S. Secretary, General Education Department and Mr.Sivaraj Vijayan I.A.S. Director of Public Instructions.

After a few days the observations of the preparatory mission and Government of India on the draft project were received, The Director of Public Instructions convened meeting of the DIET Principals conconed and discussed the observations to review the draft project report. Leaflet explaining the DPEP was printed and distributed to all the schools. (App.5)

The DIET Principal and the faculty members had discussion with the Education Officers, people's representatives, community leaders and the PTA presidents in the process of revision. (App.6.7.8). A meeting of Primary School teachers was held on

28-9-93 to discuss the various problems and find out solutions. (App.9) New proform was circulated to all the schools for collecting more particulars. (App.10) and every school in the District was visited by teachers deputed by the DIET to collect ~~and~~ data regarding the review problems.

Sample Survey was conducted during the month of October 1993, in 108 schools selected on the basis of stratified random sampling to find out the drop out rate, non-enrollment, and the level of achievement of primary schools children. (App.11) A meeting of the panchayath presidents was held on 26.10.93 at DIET Malappuram to discuss the revised project proposal and to modify the revised draft project report. Their valuable suggestions have been incorporated in the report. (App.12) It was again presented at a meeting of District Saksharatha Samithi, held on 19.11.93 at DIET Tirur. It was decided to try out the proposed compensatory education programme for standards I and II. during the academic year 93-94 (App.13)

A meeting of the primary school teachers was also conducted on 20-11-93 to invite their suggestions (App.14).

On the basis of suggestions made by the Panchayath Presidents, teachers, headmasters of Saksharatha Samithi the report was modified and presented before the interim world Bank Review Mission consisting of Mr. John Middleton, and Mrs.Sajitha Basheer on 25th November 1993. The mission was accompanied by Dr.Vargheese (NIEPA) and was joined on the second day by Mr. J.P. Prakash and Miss Seema Kherana in the Government of India. The mission discussed draft project reports of the three Districts in detail with Secretary of Education Mr. VijayaKumar , I.A.S. the Director of Public Instruction Mr. Sivaraj Vijayan, I.A.S. Mr. T.M. Francis, State project Director and Directors of the social welfare Department, and Tribal welfare Department. Considering their suggestions, discussion was held with project officer of integrated Tribal Development Project on 10-12-93 (App.15) A meeting of the Panchayath presidents, Executive officers and Asst. Educational Officer of Nilambur sub district

was conducted on 30.12.93 at the AEO's. (App.16) Another meeting of Panchayath Presidents, Executive Officers and Asst. Educational Officers of Wandoor Sub district was convened on 1.1.94 at Govt. Girls High School Wandoor (Appr.16) on both these meetings habitations without primary schools, Nonformal Education centres to be opened schools where pre-Primary classes can be started were identified (Annexure II --- A and B)

Studies in progress in connection with DPEP.

1. Text book production and distribution:- This which was completed and the report was submitted to Government of India on 6-11-93.
2. Studies on the financial resourcing by the State for the Project:- The study (State level) was completed and submitted to GOI as 6.11. 93.
3. Baseline assessment study:- Training for State level Co-ordinatuors has been given by NCERT in two workshops. A training programme for the District co-ordinators and investigators of the three project Districts was conducted during 12-10- 93 to 17-10-93 at DIET Tirur. The Study started on 19-10-93 and is in progress and is expected to the completed by the end of November 1993.
4. Gender Study:-
The gender study proposed in the DPEP, started on 17.1.93 and is expected to be completed by the end of November 1993.
5. Studies yet to be started are the following:-
 - (a) Studies to develop appropriate teacher training, curriculam methology and design.
 - (b) Tribal study.

3.3. PROJECT GOALS.

Universalisation of Elementary Education (UEE) by 2000,A.D. and attainment of minimum levels of learning at Mastery level are the two major goals of this project.

3.4. PROJECT OBJECTIVES

Achieve equity and access to primary education by 2000.AD
Total enrollment of children who have completed six years of age by 2000 A.D.

100% retention of children up to Vth standard by 2000A.D.

Improve the quality of primary education by attaining the expected minimum levels of learning at mastery level.

The details regarding the project objectives and their specific interventions are draft in detail in the remaining portion of this chapter.

3.5. Achieve Equity and Access to Primary Educations by 2000 AD

Ensure access to primary education to all the children of the age group 6 to 11 by 2000 A.D. either through formal or non-formal education.

3.5.1. Opening new Lower Primary Schools.

The problems related to access to primary education have been high lighted in the previous chapter. The habitation ~~whch~~ which require primary Schools have been also been mentioned. Out of 17 habitations which require new primary Schools, opening of schools in 5 areas are proposed considering the following.

1. Population of the area and no of childrens of the age group 6 to 11
2. Nature of the population (SC/ST)
3. Distance to the nearest school.
4. Obstcles for ~~searching~~^{reaching} the nearest school

The details of the habitations are given below.

| Sl. No. | Habitations | Panchayath | Nearest school ^{and} to distance to the school | No of 6 - 11 age Group |
|---------|-------------|--------------|--|------------------------|
| 1. | Puchakolli | Vazhikkadavu | GLPS Mamankara 8 kms. | 150 |
| 2. | Moolepadam | Chaliyar | GLPS Edivanna Estate 16 kms. | 300 |
| 3. | Perumpathur | Chaliyar | GLPS Konamunda 7 kms | 300 |
| 4. | Mylampara | Karulai | DALPS Karubi 4-5 km. | 350 |
| 5. | Nedunmkayam | Karulai | DALPS Karulai 6.5. km | 200 |

(See Map)

In all these habitations a considerable portion of the population comprise scheduled tribes (people of these areas have for long been deprived of education due to the absence of Schools. Therefore ~~population~~ demand had arisen for opening schools in these places (See app.16 - 17)

3.5.2. Opening Non formal Education Centres ^{and} ~~to~~ Pre-Primary Education centres in tribal areas.

It is proposed to open 25 Non formal Education centres in tribal areas, where opening of new schools would be uneconomic for these areas are not ^{densely} ~~densely~~ populated (See Annexure III-14). These will be one instructor in each Centre. The Selection of instructor ~~will~~ will be made Preferably from tribal matriculates. Classes will be conducted in convenient places. Instructional hour will be atleast one hour a day. All these centres will be under the academic control of the DIET. Training of the instructors and supervision of the centres will be undertaken by the DRU of the DIET. The primers developed by the District Saksharatha Samithy will be distributed to the learners.

It is also proposed to open 25

~~The centres will attract 95 centres for~~ Pre-primary education centres ~~and also account~~ for creating school readiness among the tribal children ^{as} ~~and~~ all of them are first generation learners. One pre-primary teacher will be appointed in each of these centres ~~by the pre-primary teachers~~ Hand books developed by the Education Department will be supplied to these teachers. These teachers will be given training by the sub district resources centre. The children admitted these centres will be given light refreshment which according to the tribal officers ^{is} the only means of attracting and retaining~~g~~ them in the centres. Toys and other play materials will also be provided.

There will be an officer in the District Office of the Project to supervise the functioning of these centres.

3.6.0. Objective No. II. Total Enrollment of Children who have completed Six years of age by 2000 AD.

The developing world has made elaborate studies in expending primary education in the past three decades and many countries have achieved universal primary enrollment through diverse devices. Malappuram cannot be said to have achieved the above objective completely due to the reasons mentioned in chapter II under the title 'Lack of parental awareness.'

3.6.1. Awareness Campaign.

Awareness Campaign has been found to be an effective strategy in bringing about attitudinal changes in the people of the District. It was the awareness campaign which paved the way for the successful completion of the India population project III. Activities of the awareness campaign for this project are chosen considering the experiences gained from the IPP III.

School level:

1. Seminars, Symposium in PTA meeting and mothers forums.
2. Cultural programmes focussing on the need for education.

Panchayath Level:

1. Organising Kala Jatha's.
2. Training Programmes of 2 day duration to PTA members, PEC members, Voluntry organisations and mothers forum members. Two Programmes of 30 participants will be conducted during the project year in each panchayat.
3. Preparation and distribution of banners, slides, postures etc. Cultural programmes, film shows, street plays, camps etc. will be specially organised in tribal areas. (Ann. IV. 3 & 4)

Course Content for the Training Programme for the
Members of Voluntry Organisations.

1. Goals and objectives of Primary education.
2. Enrolment of all children in the age group of 6-11.
3. Early childhood care-need and significance.
4. Community participation for the improvement of primary education.
5. Health Education and the need for inculcating hygienic habits in children.
6. Irregular attendance, absentism, drop out, reasons remedies discussions.
7. Population education.
8. Child Psychology - Preliminary aspects.
9. Evaluation of the programme.

3.7. Objective No.III. Retention of Children upto Vth Standard

Despite relatively high gross enrollment rates world wide, including developing countries fewer than 60% of children who enter school in the low income countries reach the last year of primary education. But comparatively high retention rate is observed in Kerala. Sample study conducted by DIET Malappuram in 108 primary schools, of this District, indicates that 2.27% of the children who were on rolls during the year 1992-93 failed to continue in the system (Annexure I. 16) it is high amount

Schedule Caste (3.5%) and Scheduled tribes (10.6%) It is expected that drop out rate of all communities will be reduced to the minimum possible level by 2000 A.D. Therefore in addition to back up programmes mentioned in chapter I, the following strategies are proposed to bring back the dropouts in the stress of education.

3.7.1. Provision of Drinking water Facilities.

An experimental study conducted by the DIET Malappuram showed the dropout ~~rate~~ in schools with drinking water and sanitation facilities is 0.94% where as it is 2.9% in Schools without ~~them~~ ^{them} (Annexure.II. 7) A survey conducted by the DIET shows that 184 schools lacks drinking water facilities (See Ann.II.6.) Due to limitations in the construction cost the provision of drinking water facilities is limited to the most needy schools. It is proposed to sink wells in ~~117~~ ²³ Schools. Provision of tanks and pump sets are proposed to schools habing more than 1000 students. Construction of 10 tanks, 8 pumpset and electrification of 4 schools are proposed for this purpose (Annexure III.1).

3.7.3. Sports and Games Articles.

It is normally seen that the under achievers are dull in their class room activities and snows a tendency to drop out from the school. But they are found to be enthusiastic in sports and games. Unfortunately those children could not be encouraged due to the non-availability of sports and games articles in schools. This has been evolved from the discussion with the teachers. (see Annex. 14) So the provision of kits containing sports and games articles to all primary schools is proposed. (see Annexure. IV.6)

1.9.0. Objective No.IV. Improve the quality of primary Education Attaining MLL by 2000 A.D.

At the end of primary education the students are expected to develop certain basic competencies and values which will enable them to adjust to their environment. A study conducted by the DIET shows that the Primary school children of Malappuram District have acquired only 45.97 of the competencies. It is expected that level of achievement will be elevated to 80% by 2000 A.D. The following strategies are proposed to attain the above objective.

1.9.1. Construction of additional rooms to avoid over crowdedness and replacement of rented buildings.

a) Additional rooms to avoid over crowdedness.

A survey conducted by the DIET shows that, 1294 additional rooms are required in 405 Government Primary Schools to avoid over crowdedness. It is usual complaint of the teachers that over crowdedness in class rooms is the major problem, which affect the quality of primary education. (Appx. 14) Therefore it is proposed to construct additional rooms to avoid over crowdedness. But due to the ~~excessive~~ ^{limitation of} the construction cost as per the DPEP guidelines construction of only 697 additional rooms is proposed in 213 schools where the problem is very ~~severe~~ ^{severe}. (Annexure.III-1.) This strategy is not extended to Government Primary Schools running in rented buildings without land, and in aided schools.

b) Replacement of rented buildings.

A survey conducted by the DIET in 455 Government Primary Schools, reveals that out of 192 Schools 56 schools have their own landed property. (Annexure. I.9.6) It was estimated that 848 rooms are required to replace all the rented buildings.

The problems related to conducting classes in rented buildings have been discussed in the previous chapter. Teachers, head masters and Panchayath Presidents unanimously opined that replacement of all the rented buildings is inevitable for the proper functioning of schools and quality education (Appendix. 12, 13 and 14) Hence it is proposed to construct 450 rooms to replace rented buildings in all the 56 schools having land. (Annexure. III.)

3.8.2. Separation Walls.

A study conducted by the DIET shows that the achievement level of students in class rooms with separation walls is found to be greater than that of class rooms without separation walls. (Annexure II. 11.) Survey conducted in all the Government Primary Schools and Government High schools having L.P. ~~Schools~~ sections reveals that 1088 separation walls are required (Ann. III.1.) Teachers are seriously concerned about the non-availability of separation walls. (Appendix.14)

3.8.3. Opening 15 Sub District Resource Centres.

The newly opened DIET is quite inadequate to in organising in service training to 18000 & Primary school teachers within a short period. ~~XXXXXXXXXX~~ The existing four teachers Training Institutes have no sufficient accommodation to conduct training programmes. Therefore it is proposed to start a sub District Resource centre in each sub district. Primary school ~~XXXXXX~~ ^{having sufficient accommodation} have been selected for this purpose. (See Annexure. III.3.)

Staff Pattern.

~~XXXXXXXXXXXXXXXXXXXX~~

- 1) Head master - 1. (The Cadre of A.E.O.)
- 2) Resource Persons 6 (Malayalam, Science, Social science, Maths, English and Work Experiences.)
- 3) Clerk 1
- 4) Typist 1
- 5) Peon 1

These persons will either be deputed from the Department or appointed ~~temporarily~~ for the project years.

The necessary equipments, furniture and Library books will be supplied to these centres.

The headmaster of these centres will be responsible for the conduct of training for Anganvadi workers, for school teachers and pre school primary teachers of having programme. He should maintain a record of the bio-data of all the teachers complex wise and the record of those who have undergone training.

3.8.4. Crash Inservice Training Programmes for Teachers.

It has been ^{internationally} ~~unfortunately~~ accepted that one of the various methods for developing teacher competence is inservice teacher training programme, which enable them to update their knowledge and to develop new repertoire of teaching skills.

An experiential ^{mental} study conducted by the DIET ^{shows} ~~schools~~ that there is a positive ^{correlation} ~~connection~~ between in service training of teachers and the achievement of their students (Annexure.II.8) therefore, in order to bring about a marked change in the quality of teaching all the teachers have to be trained within a short period.

At present there are ^{nearly} ~~more~~ 18000 primary school teachers in Malappuram District consisting of 15 sub districts. Each sub district has an average of 12 school complexes. It is proposed that all the teachers in these school complexes will be trained in a phased manner within a period of four years. In order to make a sudden progress in the quality of teachers all the teachers in a school complex have to be trained in bulk. All the teachers of three complexes in each sub district will be given training in a year, so that all the teachers of the district will get training within four years.

The duration of a training programme is 14 days. The number of participants for a programme is 30. Ten such programmes will be arranged in a year in every sub district.

Though the training programmes are of comprehensive in nature, the main focuss will be on minimum levels of competence in mother tongue, Environmental studies, mathematics English and work experience. A brief outline of the course content is given below.

Course content for the sub-centre level in service Course.

1. New perspectives in the field of education- NPE 86, DDEP etc.
2. Educated psychology-Theories and implications of piaget, Bruner and Grane-discussions.
3. The concept of child control, process control, project oriented, and value oriented approached in education-discussions-Demonstration lessons.
4. Improvisation of low cost teaching aids-workshops.
5. Science practicals-Laboratory training.
6. Familiarisation of laboratory equipments.
7. Maintenance and operation of educational appliances Effective use of audio cassettes.
8. Training to use articles in operation black board kits.
9. Models of teaching-in practical implication of concept attainment model and enquiry training model.
10. Micro teaching-practical implications-training of teaching skills-mastery level.
11. Continuous and comprehensive evaluation-class diary, squead diary cumulative score, performance tests, project oriented assignments etc.
12. Psychological analysis of the primary curriculum to identify the minimum levels of learning.
 - Mother tongue I
 - Environmental studies X I Group work.
 - Mathematics and English. I
13. Formulation of innovative strategies of instructions to achieve the MLL.

14. Community participation is education.

In addition to the above the following aspects are also discussed in the head masters training programmes.

1. Educational planning and management.
2. Effective supervision and evaluation.
3. Essential service rules.
4. Leadership training.
5. Personal management etc.

Resource Persons Training

All the resource persons (Instructors of sub district Resource centre) will undergo an intensive training programme of 14 day ^{duration} ~~duration~~ at DIET. The ^{module} ~~module~~ for the training is the same as that of the teachers training programmes.

They will be given training during the first year of the project period and again ~~XXXXX~~ reoriented in the third year.

Training Programmes for Educational Administrators.

District Educational Officers, Asst. Edl. Officers and Head-masters of sub district Resource centres will be given 2 days training programmes at DIET during the first year of the project period.

Key Resource person's Training: In order to conduct the different resource person's camp~~at~~ at DIET, 30 key resource persons is to be given training at SCERT/NCERT. KR.P. training of 10 days duration are proposed. It is a state level intervention.

1.8.5. Strengthening School Inspection.

School inspection is mainly to provide academic support. It is a follow up work of the training programme, in order to ensure whether the new techniques of instruction are practised. It can be strengthened through regular visits by sub centre officers, AEO's and DIET Personals. Each school will be visited atleast three times a year. The supervising teachers will conduct demonstration* lessons if necessary.

An organisation chart showing the different types of inservice courses and the functions of DIET is given in (Ann.III.4.)

3.8.6. Strengthening school Complexes.

National policy on Education 1986, ^{reiterate} ~~restate~~ that the school complexes will serve as the lowest viable unit of area planning and will form a cluster of 3-10 institution in which different institution can reinforce each other by exchanging resources, personnel, materials, teaching side etc. and using them on a sharing basis.

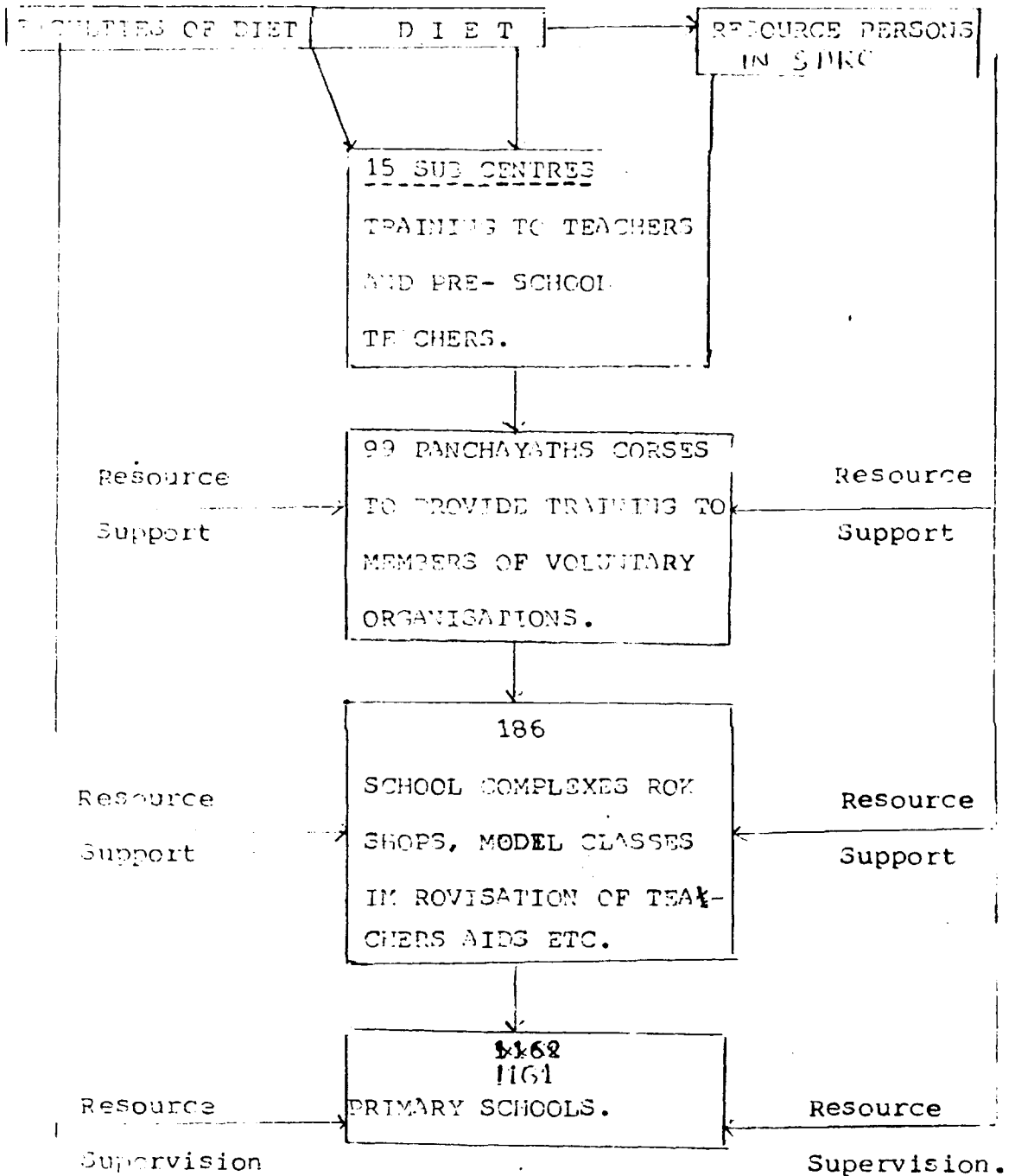
There are 186 school complexes functioning in this District. (See Annexure I.24) The works of some school complexes have made some improvements is promoting synergic alliance among primary school teachers. Palachiramed complex of Tanur sub-district is a model complex. All the teachers coming under this complex, meet once in a month and organism work shops, model classes, and develop low cost teaching side, in one of the work shops they prepared class dairy and squad dairy and supplied them to all the schools. (See annexure.1.25) Report of the complex meetings and work shops are being sent to the DIET REGULARLY.

A survey conducted by the DIET shows that all the primary schools have severe shortage of library books, especially children's books and other reference books for teachers. The Department is unable to provide sufficient number of books to all the primary schools. Therefore it is proposed to strengthen the libraries in all the 186 complex lead schools. Children books and other reference books will be provided, library books will be shared by member schools. The teacher who is in charge of the library will issue the books to other schools.

The convenor of the school complex will organise workshops and discussions. Faculty members of the DIET and sub centre resources persons will be attending these workshops as resource persons.

A diagramate representation of the training programmes to be conducted at DIET, sub centre and school complexes is given below showing the network between them.

Intervie Courses and Follow up Programmes at a glance



3.8.7. Supply of Teacher's Hand books.

Teachers hand books can have a positive impact on student achievement. It also help teachers boost student learning to higher cognitive levels by suggesting good exercises. At present, hand books are not available to teachers. The state Institute of Education Trivandrum will take necessary steps to prepare teacher's hand books based on MLL and to supply them to teachers free of cost. Workshop can be held at District level to develop hand books, in three subjects namely mother tongue, Environmental Studies and Mathematics. This is a state level intervention.

3.8.8. Early Distribution of Text Books.

The learning materials that enhance student achievement are text books, teachers guides, and other learning aids. Because text books deliver the curriculum, they are the single most important instructional material. Reserchers have found that the availability of text books has a positive effect on students achievement. It has to be supplied in the begining of the academic year. In order to avoid delay on supplying text books, the distribution must be decentralised. The sub district resource centres opened for the purpose of imparting training will be utilised for this purpose. This is a staterlevel intervention.

3.8.9. Compensatory Education:

It is found that nearly 46% of the students do not achieve ~~minimum~~ ^{minimum} level of learning even after the practise modern strategies of instruction. These low achievers show a tendency to drop out. Their backwardness must be removed through some attractive techniques of instruction. ~~Such~~ ^A system called "School Vitjana Samithi" (SVS) was functioning in this district in connection with the second phase of total literacy campaign.

A survey was conducted to assess the low achievers in mother tongue, Environment studies and mathematics. The result of the survey was shocking. More than 45% of the primary school children could not even write ~~give~~ simple Malayalam words correctly. The result is given in Ann.II.12. This dismal finding led the District Saksharath Samithi to launch SVS programme. Training was given to all teachers to provide remedial teaching after school hours. A text book called "Anmathen Mani Kittan" was prepared and supplied to all primary schools. The duration of the programme was 3 months. An examination, measuring the same competencies with different test items was administered to these low achievers after compensatory education. It was found that more than 95% of the students passed the test.

The DIET had a discussion with District Saksharatha Samithy on 18-11-93 at DIET Malappuram, the agenda being the III phase and the DPEP. The Samithi wanted to continue the SVS programme in a more effective manner as an integral part of the DPEP.

Hence it is proposed to continue the SVS classes as compensatory education. The under achievers will be identified in classes I to V through an evaluation tool based on MLL. They will be given compensatory education after school hours or during holidays. Child centred, activity oriented and play way oriented approaches will be adopted in these classes. Hand books will be developed for this purpose and supplied to teachers. The improvements of students are assessed monthly by administering test having different items, to measure the same competence. The DIET has already launched a try out for the above programme in standards I and II in all the primary school is a Joint venture with district Saksharatha Samithi.

3.9.10. Furniture

Adequate furniture plays a major role in enhancing studies environment which in turn influence effective learning. The achievement level of students where the student bench ratio is 1:5 is greater than that in the class room with student class room ratio above that. (Annecure II.10) ~~XXX of the Government~~

All the Government primary schools and aided primary school will be provided with furniture as shown in (Annexure.II.1. and 2)

3.8.11. Supply of Audio-visual Aids and Laboratory Equipment.

Audio-Visual aids, laboratory equipment are ~~essential~~ ^{critical} ingredients in learning and the intended curriculum cannot be effectively transacted without them. A meeting of the primary school teachers held at DIET on 20.11.93 ^{was} ~~was~~ unanimously opined that one of the reasons of poor achievement of the children is lack of adequate teaching aids and laboratory equipments. (Ann.14)

As two in ones small microscopes and some other laboratory equipments - charts, maps etc are being supplied by O.B. scheme and Educational Technology scheme, the project proposes supply of laboratory items and other educational appliances which are not covered under the above schemes to all schools. (Ann. 3.1 & 2)

3.8.12. Provision of Library Books.

None of the schools has sufficient number library books for the students for additional readings and for the teachers for reference. ~~There~~ ^{Therefore} supply of library books is proposed to all the schools.

3.8.13. Strengthening of the Existing Aanganavadis and Starting Pre-primary classes in 200 primary schools.

Children who come to school unprepared for the demands

 of formal education will not profit from institutions. Pre-Schools prepare children for Primary Schools and provide the necessary transition from home to formal schooling. A sample test administered to 1758 first Standard Students reveals that the average marks of those who attended primary classes was found to be 85.8% whereas those who didn't attend was 64.5%.

In addition to the existing 1319 Aanganavadis run by the U.D.S. Department the project proposes to open 200 Pre-Primary Schools attached to the Primary Schools (Ann: III. 5). Necessary toys and furniture will be provided. These Schools will act as good schools for the Aanganavadis and other nursery schools. The Aanganavadis will be provided with toys and teachers will be trained

3.8.14 Supply of Text Books to Tribal Students.

Poor economic condition and ignorance make the parents of the tribal students reluctant to buy text books for their children. Teachers in tribal school believe that this is one of the reasons of the poor achievement of the children therefore free supply of text books for all the tribal students in proposed

3.8.15. Argumenting the DIET

The DIET has ~~to play~~ ^{to play} a pivotal role in carrying out the various activities proposed in the project. In addition to the usual training programmes, resource and material support for the improvement of primary education the project lays some additional duties on the DIET such as training the resource persons in the sub district Resource centres, ~~monitory~~ ^{supervisory} the activities of the sub centres follow up and supervision of the training programme conducting workshops for the educational administrators developing teaching aids learning materials, demonstrating the use of modern educational appliances, etc. The existing facilities in the DIET are insufficient to meet the above requirements. Therefore the DIET has to be augmented by providing additional facilities. The provision of the following are proposed.

- (1) Audio cassette recorder with quick dubbing facilities - for the producing and distributing educational cassettes required for primary schools.
- (2) CHPS to use as B.Bs in lecture talks.
- (3) T.V. VCR, video Camera, Video cassettes. For producing video films and recording classes in micro teaching.
- (4) Photo copiers : For taking copies of materials and hand outs required ^{for} teachers.
- (5) Telephone and intercom : to contact with teachers, educational administrators, resource persons, schools, institutions etc.
- (6) Laboratory Equipments and tools for work shop: for demonstrating experiments familiarizing the use of educational appliances, to give practical training in making teaching aids.
- (7) Vehicle: to visit the schools in the remote areas of

the district for supervision of the subdistrict resource centres etc.

- 1) Additional furniture.
- 2) Additional staff (Driver, clerks-2, Peon-1 laboratory attender.1)

Considering the greater responsibilities and additional duties of the staff, a special allowance at the following rate is proposed.

- (1) Principal Rs. 750/- per months.
- (2) Faculty members Rs. 600/- per months
- (3) Clerks Rs. 300 per month.

3.16. Provision of additional clerk in the AEO's office and special allowance for the AEO.

For the additional work such as promoting school complex activities, evaluating the project activities it is proposed the AEO's a special allowance @ Rs.250 per month. A clerk will also be appointed in the AEO's to help the AEO in discharging the additional duties.

CHAPTER - IV
COSTS ESTIMATION

Total costs of the DPEP Malappuram is Rs. 376.06415 (\$ 11.9385 Million) . Among the four project objectives improving the quality of Primary education receives top priority . 93.35% of the total costs is set apart for quality improvement only 1.43% of the total costs is proposed for attaining total enrolment. Per child investment for quality improvement is Rs. 134.86/- Objective wise costs estimate and per child investment are given below.

| Objective | Estimated costs in Rs (Million) | Cost per child Per year Rs | Percentage of the Total |
|---------------------|------------------------------------|-------------------------------|----------------------------|
| Equity and access | 12.0575 | 4.619 | 3.21 |
| Enrollment | 5.3566 | 2.052 | 1.43 |
| Retention | 6.655 | 2.549 | 1.77 |
| Quality Improvement | 351.99505 | 134.86 | 93.35 |
| Total . . | 376.0641 | 144.0858 | |

Table IV - 1A and IV - 1B give details of costs by components/Sub-components. US \$ equivalents are found at the current exchange rate i.e. 1 dollar = 31.5 rupees

Costs for civil works are found to be Rs. 90.001 million. This comes to 23.932% of the total. Total recurrent costs are estimated at Rs. 126.0786. The costs are estimated at the current year price. No provision is made for inflation or hikes in price - Ann. IV - 2 gives categorywise costs. Table IV - 3 gives details of the costs of each of the 18 strategies proposed for the realisation of project objectives.

Detailed tables of costs of each subcomponent are given in Annexure - IV - 1 to 15

Unit costs of various items are given in Ann - IV - 16 to

The costs are phased for convenience. The expected expenditure during the first year of the project is 16.2% of the total - The expected costs during the next two years are greater as is clear from the following table.

| <u>Years of the Project</u> | <u>Percentage of costs</u> |
|-----------------------------|----------------------------|
| 94-95 | 16.2 |
| 95-96 | 30.3 |
| 96-97 | 24.5 |
| 97-98 | 12.7 |
| 98-99 | 10.7 |
| 99-2000 | 5.6 |

See Annexure IV for the details of costs for the year of the project in which they are expected to incur.

TABLE IV 1A
PROJECT COST BY COMPONENT

| Component/Sub Component | Rs. (In Million) | Per child investment per year |
|--|------------------|-------------------------------|
| Component 'A': <u>Equity and Access to Primary Education</u> | | |
| Sub Component 1. Opening 5 new Primary Schools | 3.51225 | 1.345 |
| 2. NFE Centre and Pre-Primary Education Centres for Tribal Children | 8.54525 | 3.274 |
| Sub Total ... | 12.0575 | 4.619 |
| Component B : <u>Total Enrolment</u> | | |
| SC 1. Awareness Campaign | 5.3566 | 2.052 |
| Sub Total ... | 5.3566 | 2.052 |
| Component C : <u>100% Retention of Children</u> | | |
| SC 1. Providing drinking water | 0.71 | 0.272 |
| SC 2. Providing Sports and Games articles | 5.945 | 2.277 |
| Sub Total . . . | 6.655 | 2.55 |
| Component D : <u>Improving quality of Primary Education</u> | | |
| SC 1. Construction of Class rooms to avoid over crowdedness | 82.5840 | 31.64 |
| SC 2. Construction of Separation Walls | 4.352 | 1.667 |
| SC 3. Opening 15 Sub District Resource Centres | 29.14935 | 11.168 |
| SC 4. Training of Primary School Teachers RI's and Educational Administrators | 13.9557 | 5.347 |
| SC 5. Strengthening School Complexes | 17.763 | 6.805 |
| SC 6. Compensatory Education | 21.7895 | 8.348 |
| SC 7. Provision of Furniture to Primary Schools | 74.1041 | 28.39 |
| SC 8. Provision of Laboratory Articles | 10.701 | 4.099 |
| SC 9. Provision of Library Books | 29.725 | 11.39 |
| SC 10. Opening 200 Pre-primary classes | 62.265 | 23.85 |
| SC 11. Free supply of Text Books to Tribal Children | 0.178302 | 0.068 |
| SC 12. Augmenting DIET | 2.8631 | 1.096 |
| SC 13. Appointment of additional Clerks in AEO's Office and Special allowance to AEO | 2.565 | 0.98 |
| Sub Total ... | 351.99505 | 134.86 |
| Grand Total ... | 376.06415 | 144.085 |

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Table IV 1-B
PROJECT COST BY COMPONENT

Total Students in Standards I to V = 435000.

Duration of Project = 6 years

| Component/Sub Component | Rs. (In Millions) | US \$ Equivalent US \$ Equivalent |
|--|-------------------|--------------------------------------|
| Component 'A': <u>Equity and Access to Primary Education</u> | | |
| Sub Component 1. Opening 5 new Primary Schools | 3.51225 | 0.1115 |
| 2. NFE Centre and Pre-Primary education centres for Tribal children | 8.54525 | 0.271 |
| Sub Total . . . | <u>12.0575</u> | <u>0.3827</u> |
| Component 'B': <u>Total Enrolment.</u> | | |
| SC 1. Awareness Campaign | 5.3566 | 0.17 |
| Sub Total ... | <u>5.3566</u> | <u>0.17</u> |
| Component 'C': <u>100% Retention of Children.</u> | | |
| SC 1. Providing drinking water | 0.71 | 0.00225 |
| SC 2. Providing Sports and Games articles | 5.945 | 0.189 |
| Sub Total ... | <u>6.655</u> | <u>0.21126</u> |
| Component 'D': <u>Improving quality of Primary Education</u> | | |
| SC 1. Construction of class rooms to avoid over-crowdedness | 82.5840 | 2.622 |
| SC 2. Construction of Separation Walls | 4.352 | 0.138 |
| SC 3. Opening 15 Sub District Resource Centres | 29.14935 | 0.925 |
| SC 4. Training of Primary School Teachers RP's and Educational Administrators | 13.9557 | 0.443 |
| SC 5. Strengthening School Complexes | 17.763 | 0.564 |
| SC 6. Compensatory Education | 21.7895 | 0.692 |
| SC 7. Provision of Furniture to Primary Schools | 74.1041 | 2.353 |
| SC 8. Provision of Laboratory Articles | 10.701 | 0.339 |
| SC 9. Provision of Library Books | 29.725 | 0.944 |
| SC 10. Opening 200 Pre-Primary classes | 62.265 | 1.9766 |
| SC 11. Free supply of Text Books to Tribal Children | 0.178302 | 0.0056 |
| SC 12. Augmenting DIET | 2.8631 | 0.091 |
| SC 13. Appointment of additional Clerks in AEO's Office and Special allowance to AEO | 2.565 | 0.0814 |
| Sub Total... | <u>351.99505</u> | <u>11.174</u> |
| Grand Total ... | <u>376.06415</u> | <u>11.9385</u> |

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PROJECT COST BY CATEGORY OF EXPENDITURE

| CATEGORY OF EXPENDITURE | Rs (millions) | US & Equivalent (millions) |
|--|-----------------------------------|---------------------------------|
| <u>INVESTMENT COSTS</u> | | |
| 1. Civil Works | 90.004 78.7000 | 2.888 2.000 |
| 2. Furniture | 79.11435 | 2.512 |
| 3. Equipment | 25.0705 | 0.796 |
| 4. Vehicle | 0.3 | 0.0095 |
| 5. Books | 35.783302 | 1.136 |
| 6. Local fellowships | 19.3341 | 0.614 |
| 7. Local Consultants | 0.3823 | 0.012 |
| Sub Total | 285.28558 249.9855 | 8.222 7.9360 |
| <u>RECURRENT COSTS</u> | | |
| 1. Salaries of additional staff | 90.9646 78.7000 | 2.888 2.000 |
| 2. Special allowance | 27.7646 | 0.88 |
| 3. Consumable materials | 1.8054 | 0.057 |
| 4. Operations and maintenance | 0.06 | .0019 |
| 5. Refreshment for tribal children in pre-primary education centre | 5.484 | 0.1741 |
| Sub Total | 128.8888 126.0786 | 8.222 4.0025 |
| Total Project Base Costs | 414.17438 376.06415 | 12.2245 11.938544 |

1\$ = Rs. 31.5

| | SUB COMPONENTS | | | | | | | | | | | | | | | | | | TOTAL | | |
|--------------------------------------|----------------|---------|--------|------|----|-------|--------|----------|---------|--------|---------|--------|--------|--------|--------|---------|-------|--------|-------|-----|--------|
| | A1 | A2 | B1 | C1 | C2 | C3 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 | D9 | D10 | D11 | D12 | | D13 | D14 |
| LOCAL CONSULTANTS | | | | | | | | | 0.3228 | | 0.0055 | | | | 0.054 | | | | | | 0.382 |
| RECURRENT COSTS | | | | | | | | | | | | | | | | | | | | | |
| SALARIES | 0.19975 | 3.01275 | | | | | | 25.8936 | | | | | | | 58.8 | | | 0.7635 | 2.295 | | 90.96 |
| SPECIAL ALLOWANCE | | | | | | | | | | 4.836 | 21.44 | | | | | | | 1.2186 | 0.27 | | 27.76 |
| CONSUMABLE MATERIALS | | | | | | | | | 0.3744 | 1.395 | | | | | 0.036 | | | | | | 1.8054 |
| OPERATION AND MAINTENANCE | | | | | | | | | | | | | | | | | | 0.06 | | | 0.06 |
| LIGHT REFRESHMENT TO TRIBAL CHILDREN | | 5.484 | | | | | | | | | | | | | | | | | | | 5.484 |
| TOTAL | 3.51225 | 8.54525 | 5.3566 | 0.71 | | 5.945 | 82.584 | 29.14935 | 13.9557 | 17.763 | 21.7895 | 74.104 | 10.701 | 29.725 | 62.265 | 1.78302 | 2.863 | 2.1565 | 4.352 | | 376.06 |

CHAPTER V

PROJECT MANAGEMENT

5.1 For the implementation and monitoring of the Project, the following Committees will be formed at the district, Panchayat and School levels:

5.1.1. District Level.

Chairman : District Collector.
Vice chairman : District Council President
Member Secretary : District Project Officer
Members : All M.P s and M.L.A s
Municipal Chairman (1)
Standing Committee Chairman (Edn)
Dy. Directors of Education
DIET Principal
Panchayat Presidents
D.E.Os
District Officers (SC/ST)
District ICDS Officer
A. E. Os (5)
District co-ordination Saksharatha Samithi
P.P.A representatives (3) Men + 2 Women)
primary School & Headmasters (3)
High school Headmasters (3)
PTI Headmaster (1)

5.1.2 Panchayat level

Chairman : Panchayat President
Members : Local M.D.C
P.P.A : P.P.A Presidents (3)
Mothers forum members (2)
A E O
High school Headmaster (1)
Primary school Headmaster (1)
Resource persons of the Sub-centre. (1)

5.1.3 School level

Chairman : P P A President
Secretary : Headmaster
Members : Ward member
Mothers forum President
Staff Secretary

5.1.4 All the P T A representatives in the Panchayat, District and State level Committees will be elected. The election will be conducted by the Principal DIET. All the other members in the above committees will be nominated by the District Collector.

5.2 The activities of the project will be executed by the District Project Officer. He will be assisted by 4 Sub-ordinate Project officers.

1. Project Officer (Civil Works)
2. Project Officer (Academic)
3. Project Officer (Monitoring and Evaluation)
4. Project Officer (Finance Audit and Accounts)

These Project officers will be provided with sufficient office and technical staff.

The different agencies and their roles in implementing the project are given below.

| Activities | Agency |
|--|---|
| 1. Major Civil works | P.W.D |
| 2. Minor Civil Works | School level committee |
| 3. Training school complex activities, Compensatory Education | DIET, Sub-district Resource centre |
| 4. Academic Supervision | Sub district level : A E O and sub district Revenue centre District level : DIET |
| 5. Procurement of furniture | School level committee |
| 6. Procurement and distribution of equipments (Teaching aids, Edn. appliances) and library books | DIET |
| 7. Procurement of other equipments vehicle and appointments | District Project Officer |
| 8. Awareness campaign | School level : School level Committee Panchayat level : Panchayat level Committee |

5.4 Phasing of the various activities is given below in components and sub components

| Components | 1st year | 2nd year | 3rd year | 4th year | 5th year | 6th year |
|---|----------------------|---------------------------|-------------------|-----------------|---------------|----------|
| I. Equity and access | | | | | | |
| 1. Opening New Schools | 5 | | | | | |
| 2. Opening of NPE Centres | 25 | | | | | |
| II. Enrolment | | | | | | |
| 1. Awareness campaign | <i>First year</i> | | | | | |
| 2. Wells | | | | 23 | | |
| 3. Tank pumpsets and Electrification | | | <i>Third year</i> | | | |
| 4. Construction of rooms | 400 | 400 | 347 | | | |
| 5. Seperation walls | | 1088 | | | | |
| 6. <u>Opening of Subcentres</u> | <i>First year</i> | | | | | |
| Furniture and equipments | | | | | | |
| Appointment of staff | | | | | | |
| 7. <u>Training Programmes</u> | | | | | | |
| 1. Teachers | | 4500 teachers | 4500 teachers | 4500 teachers | 4500 teachers | |
| 2. Resource persons | 90 | | | 90 | | |
| 3. Educational Administrations | 50 | | | | | |
| 8. <u>Strengthening School complexes</u> | | | | | | |
| 1. Supply of furniture books and equipments | <i>First year</i> | | | | | |
| 2. Complex activities (strats from 95-96 and continues) | | | | | | |
| 3. Compensatory Education | | <i>From 2nd year upto</i> | | <i>5th year</i> | | |
| <u>Supply of Hand Books</u> | | | | | | |
| 9. Supply of furniture | | 29% | 27% | 27% | 17% | |
| 10. Supply of sports kits, Science kits and Library books | <i>First 3 years</i> | 400 Schools | 400 Schools | 400 Schools | 389 Schools | |
| 11. Opening of Pre-primary classes (<i>Second year</i>) | | | | | | |
| 12. Supply of free text books to tribal students (<i>All the project years</i>) | | | | | | |
| 13. Augmenting DIET (<i>First year</i>) | | | | | | |
| 14. Appointment of clerk in ABO Office (<i>First year</i>) | | | | | | |

5.5 Project Evaluation

- 5.5.1 The school level committee will report the details regarding (1) Progress of civil works, (2) procurement of furniture (3) receipt of equipments and Books (4) number of teachers trained to the panchayat level and district level committees. The committee also give annual reports about the numerical data regarding the students enrolment, dropouts (SC/ST/girls) and achievement level to the panchayat level committee, sub-district resource centres, AEO office and the DIET it should also evaluate the change in the community involvement, (the improvement in the attendance in the PTA meetings etc) to the panchayat level committee and the District level committee.
- 5.5.2 The School complex chairman will report about about the activities to the Sub-district resource centre and the DIET
- 5.5.3 The Sub-district resource centre should report the number of teachers trained and the progress of teachers competence etc to the DIET
- 5.3.4 Base live beneficiary studies should be conducted at the end of the 3rd and 5th year of the project period to see that whether the levels of achievements and retention are reaching the pre-determinal objection

(.65/-)

CHAPTER VI
BENEFITS AND RISKS

BENEFITS

- 6.1.1 DPEP Malappuram will directly affect the learning capacity of primary school children and indirectly benefit the entire people of the district. It is a project that will ensure equity in access to primary education to all children of the age group 6-11. By opening 5 new schools and 25 non formal education centre educational facilities will be provided to those children who have at present no access to primary education.
- 6.1.2 It is a project that will ensure 100% retention by providing drinking water, toilet and playing facilities to all primary school children, who were deprived of these facilities so far. By reducing the drop-out rate to zero percent from the present 2.3% about 4000 students will be retained in schools. About 100 tribal students are expected to be retained.
- 6.1.3 And more important is that this project assure quality in the field of primary education. A massive programme of inservice-teachers education is proposed in the project. This will definitely increase the teachers effectiveness. This project will provide library, laboratory and teaching learning aids to all primary schools and ensure the supply of text books and handbooks in time. Achievement of MLL will be increased to 80% from the present 45.9%.
- 6.1.4 The project will prepare children below age 6 for primary education effectively. For this 200 pre-primary classes are to be started in 200 Government Primary Schools. And the entire anganwadi workers who are working in the various anganwadies of the district will be getting proper training.

Sustainability

6.2.1 **Sustainability of the Recurring Cost**

The recurring expenditure anticipated after the project period is calculated as follows.

| <u>Items</u> | <u>Rupees in Million</u> |
|--|--------------------------|
| 1. Salary of teachers in the New Schools | 0.19975 |
| 2. Salary and training cost of Sub-centres intended to be retained | 1.3232 |
| 3. Salary of 200 Pre-primary teachers and helpers | 58.8 |

60.32295

(. . . - 66/-)

This amount is negligible when compared with the huge amount spend by the Government for education. Hence it is sustainable. (see the sustainability graph-Annexure VI - 1)

6.2.2. The cost for maintenance of buildings and furniture provided through the project will be met by the P F A. The amount anticipated for repair and maintenance of the equipments can be be afforded (0.21402 million)

.2.3 Sustainability the training programmes

Out of the 15 Sub District Resource centres three will be retained after the Project period. By altering the duration of training programmes and the no.of courses, the training capacity of the Sub District Centres will be raised to seven hundred per year. The training capacity of the DIET is 1350 teachers per year. Thus the total teachers that can be trained in a year is 3450 per year so that all the teachers will get in to services once in every five years.

Replicability

.3.1 The legislation for bottom to top planning and implementation is being made now. General public of the state is involved in discussions about the pros and cones of this Panchayati Raj bill. The implementation of this project in a strictly de-centralised manner will be a poineer attempt in this line at least in the field of the primary education. The experience in implementing this project will help the administrators of the local authorities to practise the same in other fields such as agriculture, revenue, industry, health and the like.

.3.2 The strategies proposed for achieving U.E.E and M.L.L at mastery level are extremely suitable. The training programme and the decentra- lised implementation strategies are carefully designed. Hence the strategies can be applied in other districts for realizing the objectives laid down by the National Policy on education.

Cost Effectiveness

.4 For attaining universal enrolment the main solution proposed in this project is awareness campaign. If other measures such as giving incentives to parents for sending their children to schools of employ- ing personnal for identifying the non enroled and make them send to schools will bot yield the desired results. Hence the solution suggested is the best and economic. Similarly all the strategies are formulated in the most economic way possible.

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Risks

- 6.5.1 As the duration for completion of the project is 6 years, which is rather a long period, it is doubtful whether the programmes under each stage will be completed according to the time schedules. In order to overcome this risk smooth supply of funds must be ensured without any obstacle.
- 6.5.2 There is a possibility of getting sub-standard equipments supplied. Hence the authority responsible for procuring and distributing the equipments should be that the quality of equipments is insisted.
- 6.5.3 The successful completion of this project depends upon constant monitoring and evaluation. Corrective measures, if needed, must be done without any lapse of time. Bottle-neck crises may be created by the dominating bureaucracy in the de-centralised implementation of the project. It should be vigilantly controlled by the authorities for the successful implementation of project.

CONCLUSION

- 6.7.2 The state Government has been allotting a major portion of the state revenue for education. Top priority is given for primary Education. The trend in the budgetary allocation for education shows that the programmes suggested in the project can be continued even after the project period, as the recurring comes only to a very small percentage of the total expenditure.
- 6.7.3 There is greater emphasis on the all round development of the child, including the non cognitive domain which would enable shaping of pupils to ideal citizens who possess broad visions on national integration, communal harmony and equality.

6.7.1 Conclusion

Malappuram, though the most educationally backward district with comparatively low female literacy rate, enrolment rate and high drop-out rate, having achieved remarkable success in the Total Literacy Campaign, is the most suitable district to implement the programme for achieving UEE by 2000 A.D. Recent studies emphasise the need for introducing programmes for achieving MLL for the qualitative improvement of Education. Most of the pupils being first generation learners, their educational needs were neglected by the parents. But there have been some awakening among the mass due to the recent literacy campaign. The implementation of the project would certainly effect remarkable progress in the primary education.