

GOVT. OF KERALA

**VERTICAL EXPANSION OF DPEP
TO
UPPER PRIMARY CLASSES**

DRAFT PROJECT REPORT

NIEPA DC



D10754

DIST - MALAPPURAM

- CU 838
372

KER - V

LIBRARY & DOCUMENTATION
National Institute of Education
Planning and Administration
17-B, Sri Aurobindo Marg,
New Delhi-110016
DOC, No D-10754
Date 14-07-2000

CONTENTS

<u>Chapter</u>	<u>Title</u>	<u>Page No.</u>
1.	INTRODUCTION	1
2.	DIST. EDUCATIONAL PROFILE	3
3.	ISSUES & PROBLEMS IN UPPER PRIMARY EDUCATION	9
4.	THE PROJECT	18
5.	ANNEXURE TABLES	

Chapter- 1

INTRODUCTION

Malappuram district was formed on the 16th of June 1969 , by amalgamating the distant and backward areas of the erstwhile Kozhikode and , Perinthalmanna and Ponnani Taluks of Palakkad districts. The Nilgiris (Blue hills) of Tamil Nadu in the east and the Arabian sea in the west , provide natural boundaries. In the north , it is bounded by Kozhikode and Wayanad and in the south by Palakkad and Trissur districts. The district has a geographical area of 355 Sq. KMs. which is 9.13 % of the total area of the state , with regard to area , Malappuram district ranks 3 rd in the state , the first and the second being Idukki and Palakkad respectively. The district got its name from its head quarters Malappuram leterally means a terraced place over the hills with its scenic coastal line in the west and the hilly tribal belt in the east , Malappuram is a typical backward district in Kerala. There are 94 Panchayaths and 5 Municipalities in the district.

Demographic features

According to the 1991 census , the district has a population of 3096330 which is 10.66 % of the total population of the state. Of the total population 15082280 are male and 1588050 are female, forming a ratio of 1053 female for every 1000 males , the state ratio being 1039 female for 1000 males. The density of population is 872 per Sq. Kms which is higher than the state average (747) per Sq. Kms. The district recorded a population growth rate of 28.87 % which is the highest in the state , the state growth rate being only 13.98 %. Malappuram ranks 3 rd in area and first in population in the state. However the population growth rate from the decade 1971 –81 (29.43) has recorded a slight decline (28.74 % during 81-91).

The district is basically rural with 91 % of the population still living in villages . Most of the people are agricultural labours except in coastal areas , where fishing is the main occupation. Malappuram is one of the few Muslim majority districts in India. Muslims account for nearly 67% of the district population and about 23 % of the state population. The SC population is 8.3 % , where as the ST is only 0.3 % of the

total population. The fishermen population is 75969 (23564 male , 24122 female and 28260 children). But as per the District Diagnostic study it is found that the Muslim population is 75% . 13.5 % of the population belongs to the age group of 6-11. The literacy rate of Malappuram district is 71.9 %. The male literacy rate is 74.48 % and female literacy rate 69.48% (Census 1991). But according to the District Diagnostic Study conducted the May 2000 in selected Panchayaths the illiteracy rate is 8%

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 reform of the late Malabar collector Mr. Logans ' Logans manual' is the authentic back record available. Historically , development of education in Malabar shows a pattern different from other regions of Kerala . Unlike the Travancore and Cochin region , which had strong roots in indigenous education under the princely rulers , the Malabar region did not experience strong support for education till recently. Traditional education among the Muslims and Hindus were based as religious and caste lines. The teachers were paid in kind.

Education among Muslim children in Malabar were mainly imparted through Madrassas and Dars. Muslims , in general were averse to join to schools and also against. English education, Madrassas imparted education through a special language known as ' Arabi – Malayam ' that is Malayalam dialect written in Arabic scripts. Even today majority of the madrassas follows this system which actually enabled the elder people of the muslim community to read and write this language.

It was the Malabar Education District Board , which started several schools during 1950 to 1956 , which enabled the common mass to enjoy general education. However , it was the effort of the government after the formation of the state helped spreading education among the deprived groups like scheduled tribes , fisher folk and scheduled caste etc.

Chapter- 2

DISTRICT EDUCATION PROFILE

Malappuram is a socially and educationally backward district. Female literacy rate is below the state average (State 86.17%- district – 84.1%) Higher education especially among a large section of muslim girls is yet to become widespread. A number of Muslim girls discontinue school education once they attain puberty.

In Malappuram virtually all Muslim children attend Madrassa classes for a minimum period of five years equal to the first five years of formal schooling. The total student strength of Madrassas in Malappuram was 1.36 million boys and 1.34 million girls. Presently Madrassa classes are being conducted for 2.1/2 hours in the morning (7.30 to 10 am) Classes are conducted every day except on Firdays. Most of the Madrassas possess permanent building which were constructed by the local community.

The District Diagnostic study conducted in selected panchayaths shows that there are 8%of people who are still illiterate. The percentage of people who have completed High school education is only 23.5 (Table 2)

PRE - PRIMARY SCHOOLS

There are three types of pre primary schools namely Anganwadis run by Social Welfare Department, Pre-Primary schools attached to primary schools and unrecognised nursery schools managed by Private agencies. Altogether there are 2372 Anganwadis in 14 Blocks.

30 to 40 children of the age group 3 to 5 are admitted to these Anganwadis. In each of these institution there is a worker and a helper. They are paid by Social Welfare Department. The children are getting nutrition from these centres, Frequent Medical checkup and immunisation programmes are conducted with the convergence of Health Department.

The District Diagnostic study shows that 60% of the children attend pre-primary schools. But there is no positive correlation between the performance of children who got pre primary experience and those who have not, particularly after 2nd grade. (Base line study 1994-NIEPA).

Field study reveals that the learning atmosphere & method of transaction in the Anganwadis and pre primary have yet become child centered and joyful. The workers and helpers obtained only a short term pre service training which is quite inadequate to transact the pre primary curriculum effectively. Attempts were made by the DPEP to give 5 day training to all Anganwadi teachers during 99-2000 for selected Anganwadi and preprimary teachers. The condition of the unrecognised pre primary schools are deplorable. Rote memorisation is the main method of transaction.

LOWER PRIMARY SCHOOL

In Kerala Schools having classes I to IV are known as lower primary schools. But in some schools in which there are classes I to V are also categorised under Primary schools. Out of the 826 lower primary schools in this District there are only 62 having standard V. All of these are in the Government section. Ten Multigrade Learning centres and 17 Alternative schools have been opened in remote and backward areas with the financial aid of DPEP. 541 Pupils are studying in these centres. In addition to this there are 3 unaided recognised schools. There are 10727 teachers in lower primary schools which includes junior Arabic teachers. Class teacher system is prevailing in Primary classes. Usually one post of PD teacher is sanctioned for every division. All the teachers are possessing the prescribed qualification. Minimum qualification prescribed for a lower primary school teacher is SSLC/PDC + TTC or B.Ed.. Arabic is also taught in these schools as optional language. The percentage of women teachers is comparatively high in L.P. schools (Table 17)

Parent Teachers Association (PTA) is functioning well in all schools. Class PTA and school support Group (SSG) have also been constituted in all the schools and

they support all the academic & non –academic activities. It is to be mentioned that the attendance of mothers is greater in the class PTA meetings.

All the schools have annual plan prepared and implemented by the parents, community and teachers. This has been found to be a great help in transacting the new child centred curriculum by tapping the local resources.

In order to design and carry out the school level activities, especially academics, school resources group (SRG) has been formed in all schools, Teachers spend half an hour daily for reviewing the days activities and planning for the next days. The weekly SRG meetings are also attended by the school support group members. Daily and weekly SRG meetings are helpful for teachers to develop Teaching Manual and Teaching learning materials. Teachers share their experiences and innovative practices in the monthly CRC meeting. All the Primary School teachers have undergone rigorous inservice training, since the introduction of DPEP. They are also given on site academic support by the BRC trainers, through their regular school visits.

Village education committees headed by the Grama Panchayath Presidents are functioning in all the Panchayaths. VEC also extend academic and administrative support to teacher.

Activity based curriculum is being implemented in the primary schools since 1997. The teachers are getting concrete ideas regarding the curricular approaches through regular training programmes. Grading system is following in term end evaluation. Continuous and comprehensive evaluation (CCE) is also practised in day to day class room activities. The achievement of pupils is discussed with the parents in the monthly class PTA meetings. Text books and Hand books which are in tune with the activity based curriculum have been developed and distributed to teachers. All the schools are getting school quality fund @ Rs.2000/- per year and teacher grant @ Rs. 500/- per teacher per annum for the effective transaction of the curriculum. All the schools were provided with library books worth Rs. 3000/- during 1999-2000 Lower Primary schools are under the control of Grama

Panchayaths. At block level AEO is looking after the administration matters where as the BRCs are focussing on academic aspects.

UPPER PRIMARY EDUCATION IN THE DISTRICT

Schools having standards V to VII are known as Upper Primary. There are 498 schools having UP section in the District 62 of them have standards I - V. There are 238 schools having standards 1-VII, and 92 schools having V to VII. There are 32 High schools having standards I to X and 70 schools having V-X. (Ref. Table 16). Upper Primary schools are under the administrative control of Asst. Educational Officer (AEO). There are 17 Educational sub-districts in the District. But all the UP attached High schools are under the control of DEOs, All the Upper primary schools are under the jurisdiction of Jilla Panchayath, except in Municipal area. Teachers are appointed in Govt. UP schools by the Deputy Director of Education either from the list provided by the Public Service Commission or by employment exchange. The post of teachers are sanctioned as per the number of divisions. The Head master will be in charge of one division. Appointments are made by the managers in the case of aided schools. No separate post of Head master is sanctioned for UP schools having LP section.

(i) Pupils

Out of the 262416 pupils studying in upper primary classes 136283 are girls and 20089 are scheduled castes. The number of Scheduled Tribe pupils is 580 (Table. 18)

According to the house to house survey conducted as a part of District Diagnostic study, it is seen 4.02 % of children are dropped out from UP Classes where as the drop is 1.86 in L.P classes (Table 6(a)). The drop out rate is rather high in Coastal Panchayaths. The indifference of children and poverty are the main reasons for the dropout (Table 7). The survey also reveals that the percentage of children not enrolled after completing Primary education is 0.5. The rate is higher in coastal area (Table 6B)

The house to house survey also shows that the percentage of non enrolled

children in the age group 5-14 is 0.67 , which is also again higher in coastal area (Table 8). The main reasons for non enrollment are parental indifference and the disability of children.

(ii) Student Achievement

Achievement tests conducting in sample schools as a part of District Diagnostic study indicates that

- Only 8-10% of the pupils secured 'A' Grade in Malayalam
- 8-12 % of the pupils achieved 'A' grade in mathematics
- 5% of the children got 'A' grade in Science in Std.VI.
- 30-42 % of pupils have secured 'A' grade in social science
- 5 % of the children in standard VI got 'A' grade in English language (Table 19)

(iii) Incentives to Children

The UP. School pupils are enjoying the following types of incentives

- Lump sum grant to SC & ST children
- Meritorious scholarship to SC & ST Pupils
- Muslim Girls Scholarship to poor children
- Monthly stypend to ST pupils
- Attendance scholarship for ST children
- Scholarship for the physically and orthopeedicly handicapped children.

(iv) Teachers

Total number of teachers in UP schools is 7653 of which 4088 are woman teachers. This includes Hindi, Arabic Urdu and Sanskrit teachers. Arabic, Urdu and Sanskrit are optional languages in UP classes. All the teachers have the prescribed qualification. All of them except the Arabic, Urdu and Sanskrit teachers are having pre-service training. The school survey shows that 47% of the teachers are possessing higher qualifications (table 14.) Specialist teachers especially in physical education work experience and mucic are also working in same schools

(v) In Service Training

DIET is the only agency in the District to provide academic support to teachers. Consequent to the expansion of the new curriculum to UP classes, the teachers are being provided with 5 day training every year followed by one day evaluation training termly. All the teachers were given indepth training in their area of specialisation during this year. The DIET is also imparting faculty wise training for a few teachers especially in the area of educational technology, work experience etc. At block level, Asst.Edl. officer is the person to extend academic support to teachers

(vi) Curriculum in UP Classes.

The activity based child centred curriculum is expanded to 5th standard during 1998-1999, VI standard during 1999-2000 and to standard VII during 2000-2001. Hand books developed by SCERT is also distributed to a few teachers according to availability.

(vii) Facilities in UP Schools

As per the existing provision of KER 20' X 20' accomodation is required for sanctioning an additional division. This rule is strickly followed in the case of aided schools. But majority of them do not possess side wall, separation walls and cement floors. There are 42 Govt. schools working in rented building, which do not possess the KER specified dimenssions. A good number of aided UP schools also are working in pre- KER accommodation. The school survey conducted during May 2000, reveals that the student class room ratio is 1: 57 (table 15). 17 Govt. schools are functioning in sessional system due to over strength and lack of accommodation. There are 29 Govt. schools functioning in thatched sheds. The school survey shows that 34 % of the Govt. School building require major or minor repairs.

(viii) Community Participation

Parent Teacher Association (PTA) functioning in all schools. Usually PTA general Body is met once in a year. The District Diagonostic study shows that the perentage of parents attending PTA meetings regularly is 38.12 (Table 10).

Mother PTA is also formed in some schools. School support group(SSG) and class PTA are formed in some of the LP attached UP schools. Schools annual plan is prepared with the involvement of Parents in a few schools

Chapter-3

Issues and problems in Upper Primary Education

Ever since the launching of dPEP, several well planned strategies have been taken to improve the primary education in the district. Schools have become child friendly. Curriculum and pedagogy have undergone changes. Teachers are better equipped with multifaceted strategies to effect the desired changes. Physical facilities have been improved. Parental awareness helped to make curriculum transaction easier. But these changes are confined to lower primary classes. To extend these change to the UP level the Govt have taken certain steps in the area of curriculum TB and teacher training. In spite of all these, initiatives, majority of the problems still remained unsolved particularly in the areas of :

1. Equity and access
1. Enrollment and retention
2. Quality
3. Management and community participation

1. EQUITY AND ACCESS

About 90% of the children of the age group 5-16 have access to primary schools within a walkable distance. But only 1/3rd of the Primary schools have UP classes (5-7) this means that lack of access is severe in Upper Primary Education.

There are several habitation on the Easter part of the District where no school within the walkable distance. The Multigrade Learning Centres opened as a new intervention by DPEP do not cater to the needs of Upper Primary Education presenting.

The Coastal children also face similar problems. The Alternate schools opened in the coastal belts are exclusively for lower primary children. It is true that schools within an walkable distance is a temptation for the illiterate parents to send their children to schools. This is particularly true in the case of girls and the disabled children.

The house to house survey conducted in three panchayaths Tanur, Wandoor and Pulikkal- has shown that 29 children have left schools after lower primary classes

due to lack of access. Recently there has been a strong demand for opening new schools by peoples representatives parents teachers and NGOs from various parts of the district. (List attached- Table 21)

2. ENROLLMENT AND RETENTION

Enrollement at LP level is near total due to the various strategies adopted during past five years such as special drives, the opening of new schools increased parental awareness and incentives such as free supply of text books, noon meals etc. But no such strategies have been adopted at the UP level. As a result non-enrollment is still higher at this stage (Table 8)

Despite the rapid increase in population the number of children enrolled in Govt aided primary schools is decreasing. This is because of the increasing enrollment in un recognised schools. The District of Diagnostic study shows that 8% of children attend studying in unaided unrecognised schools (Table 11) The main reason for this phenomenon is the poor learning condition and the lack of physical facilities in Govt. and aided primary schools. Even though the methods of curriculum transaction adopted in these schools are unpsychological there is a tendency among parents to enroll their children in these schools.

The study findings reveals that 0.67% of children in the age group 5-14 are non enrolled the schools (Table 8) The indifference of the parents and disability of children are found to be the major reasons for non-enrollment. (Refer Table 9)

The rate of drop out is still higher at UP level. The survey reveals that there are 560 drop outs(4.02%) in the selected 3 panchayaths alone. The indifference of pupils as well as parents is the major reason for this. It is found that 8% of the people are illiterate (Refer table 2) The percentage of people who have had high School education or above was found to be less than 30. Interview made as a part of the survey reveals that most of the dropped out children hate schools because of the heavy curriculum load and the school atmosphere which according to them was not friendly. Some parents want their children to be bread winners even at the school going age. This tendency is higher at the coastal and tribal areas. This is one of the reasons of irregular attendance and late coming. Some

children especially girls have to act as baby sitters who also tend to drop out sooner or later.

3. SPECIAL FOCUS GROUP

(i) IEDC :-

As per the District diagnostic study it is revealed that 22% of the non-enrolled children belongs to disabled group. (Table – 9a). It is also revealed that one of the main reason for the drop out is disability. It comes to nearly 5% (Table – 7) Often the children who are suffering from mild to moderate disability are neglected in class room, especially in large and overcrowded classes and were these children are lagging behind in studies. Most often the teachers are not capable of detecting the reasons for disability and also strategies to be adopted for the bringing them to main stream. The present mechanism to address the above issue in UP class is meagre.

(II) Girls Education :-

The percentage of drop out due to domestic work and baby sitting in nearly 3% as per the District Diagnostic study. Majority of them are girls. Nearly 9% of the drop out from UP classes is due to parental indifference for the sanctioning their children to schools, the victim of which are often girls. The girls studying in UP classes especially in Std. VII, are entering to the adolescence stage which is a period of stress and strain. The ignorance of parents regarding puberty and related events especially in the back ward areas of this district prevents the girl children from attending classes regularly. Majority of the teachers are not aware of the need for giving special attention and counselling to the girl child of this stage. Hence these children get depressed and isolated which leads to either poor achievement or drop out from classes.

4. Facilities Improvement

Physical facilities in primary schools is essential for making the class room child friendly and for the effective transaction of curriculum. Lack of facilities is one of the major hurdles in attaining the goals of education.

Overcrowdedness in class rooms is one of the serious impediments in the transaction of the curriculum. It poses a number of problems related to the management and administration of the schools. Even the most devoted teachers

are frustrated by the overcrowdedness and almost all the strategies in the attainment of the educational goals falls short of the target. The sample study conducted in 15 Govt. UP schools reveals that the teacher pupil ratio in Govt.Schools is 1:57. (Table 12)

The problem of overcrowdedness coupled with the shortage of infrastructural facilities makes the situation uncongenial for learning . A glance of Table 19 will reveal how severe the problem is .it is found that 60% of the schools have shortage of benches and chairs. Very few schools was found to have sufficient number of back boards , almirah. AV aids , separation walls or any of the 15 items given in the Table 20.

Lack of accommodation is one of the causes of the overcrowdedness Number of classroom is insufficient to accommodate all the children from the feeding schools 15 school in which the survey was conducted needed 66 additional class rooms. The exodus of children from unaided unrecognised school to the already overcrowded Govt.schools consequent to the Govt decision to discourage such institution is one of the most recent events which is likely to continue for a number of years. 7.81 % of children are found be attending such institutions (Table 11)

Most of the buildings in which the Govt. Schools housed are either temporary or thatched. Some are working in dilapidated building. Due to lack of accommodation there are 17 schools working under sessional system, ie, the children attend schools either in the morning or afternoon sessions.

The Children of these schools get less number of instructional hours. They have to attend 4 hours continuously which affect their learning capacity. More over the children are irregular In attending classes. Late coming is also very common. The classes star earlier than other schools.

There are some Govt. U Pschools working in rented building. Classroom es in most of these schools are too small to accommodate the expected number of children. As the schools are in rented buildings and the land is owned by private owners, the Department cannot construct or replace these buildings. This results in

lack of accommodation and overcrowdedness. There are 42 Govt. Schools in the district which are working in rented buildings

The absence of separation walls makes the lot of the teachers especially in the overcrowded classes very unfortunate. He gets exhausted and frustrated within a few periods. The absence of the separation walls distracts the attention of the pupils and the children tend to become low achievers in the long run. One third of the schools are found to be having shortage of separation walls (Table 20)

60% of the school do not have compound walls. The school furniture, properly as well as the children's works, collections etc are either taken away or destroyed by antisocial during night. Children attractions are many often diverted by whatever things happens outside the campus. Traffics, processions, etc are the most common distractions for the small children, Some times parents are afraid to send their children to schools on the roadside which are not protected by compound walls.

Playgrounds play an important role in making the schools child friendly. Many often teachers will have to take the children out of the ground in this way deteriorate the level of achievement of the children. It is found that 47% of the school lack sufficient play ground. It is already mentioned that one of the reasons of dropout from UP classes, according to the survey, is the non friendly school room atmosphere.

Lack of shortage of toilets makes the school hours really uncomfortable. 53% of the schools do not have sufficient number of toilets. Many schools do not have separate toilets for girls and boys let alone for teachers.

Lack of drinking water facilities is another factor which makes the school life horrible. Some times the children are forced to drink contaminated water that too from the neighbouring wells. This has been found to cause epidemics especially in the summer table 20 shows that 27% of the schools do not have drinking water facilities.

There are 102 high schools and higher secondary schools which have UP & LP Classes attached to them. In such large schools academic and administrative problems of Primary classes are unattended, for priority is always given to the students of higher classes who have to take public examination. The result of which is the most serious concern of these schools. The recent survey has also shown that 60% of the schools do not have laboratories and 80% have no audio – visual aids. Very few schools have office rooms (33%) and electricity connection. It is really shocking that 73 % of the Govt. schools do not have Libraries.

5. IMPROVING THE QUALITY

The District has made considerable achievement in enrollment and retention of children. Due to the interventions of DPEP there have been a considerable progress in the lower primary classes. The district has the second place in the state in the Lower Secondary School examination conducted in March 2000. But the result of the achievement test conducted in the selected schools in UP Classes the district was shocking. Only 10% of the students got A grade in Malayalam, Those who got A grade in mathematics was for too less (8%) None got A grade in science. Results of the tests in social science and English also was disappointing. This reveals that at all it the District has uniqueness in anything. It is in remaining at the lowest position in the achievement level of our children. This points to the area to which we have to give up priority.

Well planned and sustained efforts made by DPEP in the lower primary classes have yielded promising results. If the improved level of achievement in the lower primary classes can be sustained and continued upto higher classes. The backwardness in the quality of education of the District can be removed. Though the text books and handbooks have been changed there remains so many problems to be solved.

Teachers of lower primary classes have seen receiving 5-6 day need based vacation training followed by cluster level training every month. They have been very well equipped to transact the new curriculum. In addition this the BRC trainers and co-ordinators give onsite support to the teachers, Village education

committees, village monitoring committee etc are there to help them. But no such support system is available to the upper primary school teachers

The administrative problems too are severe in UP schools. UP schools have comparatively large number of Staff and students and the Headmaster may be confronted with so many problems. He is not able to give academic support to the teachers. The Grama panchayath also is not able to give any kind of support to the UP school. In short there is no monitoring or support system for the UP school teachers. Due to the inavailability of periodicals, books and journals teachers are not well versed with the modern developments in science, pedagogy and other branches of knowledge.

6 .COMMUNITY PARTICIPATION

In all the lower primary classes PTA s, class PTA s, Mother Teacher Association, School Support Groups, School Resource Groups etc have been institutionalised and functioning well. Headmasters, SRG convenors, SSGs, VEC members have been trained to enable them perform their duties well. School heads have been trained in preparing the school plan and annual calendar, which is essential for the smooth functioning of the school. But no such systems are present in upper primary classes. The headmasters lack training in administration. There is no monitoring system at school or village level. The community participation in any of the UP school affairs is meagre. The District Diagnostic study shows that the regular attendance of parents in PTA meetings is 38 percentage (Table 10). Therefore the school feel alienated from society. It is the failure in exploiting the resources of the community that makes the problems of the UP classes more severe provided the community resources are promptly exploited many of the problems can be solved.

7. MANAGEMENT AND CAPACITY BUILDING

(i) Administrative constraints

The Deputy Director of Education (DDE) is the administrative head of the the revenue district, Malappuram is the largest district with largest number of schools and teachers in the state. There are two District Educational Officers in the two

education Districts viz, schools under Malappuram and Tirur. The DDE find it difficult to discharge his duties well with the present strength of the staff. He doesn't even have a vehicle to visit the various institutions under him. There should be more DEOs and Assistant educational Officers (AEOs). The AEOs who are to visit and render on side academic support to the primary school teachers have 70-90 school under items almost double the number of that can be satisfactorily controlled. The UP schools attached to various high schools are not under the Jurisdiction of AEOs but are controlled by DEOs. These UP schools are getting very little attention as they are not under the control of AEO's. it is strange that these officers who have to travel far and wide in the educational district and to conact with various schools the general public, community leaders, peoples representatives, NGOs etc.. are not provided with conveyance facilities.

(ii) District Level offices – The DPO

The present District Project Office is functioning at a temporary building near the premises to the DDE Office. It has to house a large number of offices such as the District Project Co-ordinator, Programme officer, Finance and administration officer, clerical and menial staff. A Management Information System is also functioning within the limited space. There is no conference hall and toilet facilities in this small building. This office is the nodal agency for the entire academic inputs of the district. But it is a pity that this office is not yet provided with mobile phone, fax and internet facilities. More over the staff pattern is also not based the requirements of the district. It is also true that timely monitoring and evaluation from the project office could not be done satisfactorily due to shortage of conveyance facilities.

(iii) The DIET

The entire academic leadership of the district is being carried out by the DIET. But the staff pattern is based on the MHRD norms of 1986. There are seventeen Educational Sub districts, with 1595 schools 18350 teachers and 6 lakhs students. Ten Multigrade Learning Centres, sixteen alternate schools are also under the academic control of DIET. In addition to this there two batches of pre-service teacher trainers. in addition to the pre service teacher training at DIET. DIET

faculty is assigned role of Academic Co-ordinator in sub Districts. They are also given the additional charge of UP level teacher training, monitoring and evaluation

The DIET has to do other academic activities such as quality improvement programmes non formal and continuing education , IEDC , ECCE, Prathibha Sangamam, text book, hand book preparation DRG, BRG training etc. None of the above activities cannot be done smoothly and effectively due to the acute shortage of faculty members.

Regarding physical facilities the existing facilities are too meagre to fulfil the tasks it is entrusted with such as pre service training and training of RPs for various subjects and Languages at the district and block levels. There is no Conference Hall, Auditorium, Residential facilities for teacher training drinking water facilities in the DIET. Hence many a teacher training programmes have to be organised outside the District. It incurs huge expenditure.

DIET which is to act as the sole resource centre of the district does not have lab facilities in psychology , language , physics , chemistry , biology and geography. Besides most of the library books are out dated with regard to training needs and curriculum strategies.

DIET will be lagging far behind the primary schools in the district when computer education and internet facilities will be introduced in the schools. The DIET does not have computer or fax facilities at present. The DIET is illequipped to provide training in work experience due to lack of furnished work shop. The DIET properties are not safe due to the absence of a compound wall to protect it from anti-social elements at night. The inmates of the campus especially pre service girls feel insecure as there is no watch man. The faculty also do not have conveyance facilities for the effective monitoring and evaluation of academic activities.

(iv) The BRC

There exists 15 block resource centres for 17 educational sub districts. Each BRC has a training hall and an office room which is insufficient for the training needs. Besides the number of trainers under each BRC is much less than the actual

requirements. These training centres are also ill-equipped with regard to computer, internet, fax, telephone, TV set, photocopier, typewriter etc.

The BRC's which are expected to be the sub centres of the DIET in various sub district also do not have sufficient library books, laboratory and conveyance facilities. The posting of trainers is also not in accordance with the subject requirements and field oriented needs. The scope of continuing education of trainers is also poor at present. The BRCs also do not have any residential training facilities.

(v) Teacher Training Institutions (TTIs)

At present there are 4 Teacher Training Institutions in the District other than DIET. Unless the Teacher Training Institutions are equipped according to the renewed pedagogy, the changes brought about will not be sustained. Hence a comprehensive package for augmenting the TTIs has to be developed and implemented.

8. MONITORING & EVALUATION

At present there is no effective monitoring mechanism at VEC, Block and district level with regard to Upper primary education. The various academic bodies at school level such as School Resource Group, Mother PTA, Class PTA, etc are not functioning properly at upper primary level. Library, laboratory, sports, work experience facilities are very poor at the UP level. The special focus group comprising SC, ST, Coastal children, Girls and the disabled etc are not getting proper attention at Upper Primary level.

9. MEDIA

The system and community shows resistance for any change brought in educational field unless they are made aware of the benefits.

*Chapter – 4***The Project**

Context : Kerala has made remarkable achievement in the area of access, enrolment and retention when compared with other states. even then the state is far behind in terms of quality improvement in education. The study report conducted by NIEPA during 1994, Kerala has been ranked 18th in learner achievement in primary education.

In order to improve the situation a number of attempts have been initiated by the state. In the context of National policy of education, 1986 a massive orientation programme (PMOST) was launched during 1986 to 89. As a part of total literacy programme a project called School Vitjan Samithi (SVS) was launched during 1992-93 to uplift the under achievers.

District Primary Education Programme was started in 1994 aiming at total restructuring of primary education in Malappuram district. As a part of DPEP interventions systematic and long term attempts were made in the areas of curriculum revision material development, teacher empowerment, facility improvement community mobilisation and special focus groups. Remarkable achievement have been made by the district in these areas. The pupils who have gone through new curriculum now reached Upper Primary classes. The state has made attempts to improve the quality of UP education by giving in service training and developing materials. But these attempts were partially effective to attain the goals due to the lack of effective support mechanism, monitoring system, physical facilities and programmes for community mobilisation.

In this context a demand for a long term scientifically planned project arose from parents, educationists, teachers, community leaders and public. It was at this juncture that the offer for the vertical expansion of DPEP came from the Govt. of India.

Plan preparation process :-

The state core team held a preliminary discussion with the MHRD during the workshop held at New Delhi from Feb 13th to 15th regarding the scope of expansion of DPEP to Upper Primary classes. Subsequently the core team met at Trivandrum and Aluva to formulate the strategies for plan preparation. The following programmes were conducted at District level in connection with the plan preparation process.

- District core team was constituted and the first meeting was held on 01/05/2000 at District Project office, DPEP Malappuram to work out the details.
- A three day workshop was held at DPO from 03/05/2000 to 05/05/2000 in which tools and strategies were developed for conducting District Diagnostic study which includes house to house survey, school survey and pedagogic survey (Tools annexed)
- For the district diagnostic study, Tanur (Coastal area) Chokkad (Tribal area) and pulikkal (advanced area) panchayaths were selected.
- House to house survey, pedagogic survey and achievement test were conducted in these panchayaths.
- A workshop was conducted at district level for the consolidation and interpretation of the district diagnostic study findings from 16/05/2000 to 17/05/2000.
- A sharing workshop was held at district head quarters on 19/05/2000 in which community leaders, teachers, educational experts and other stake holders attended. The suggestions evolved in the workshop were incorporated in the plan document.

Project Goals & Objectives :-

- Ensure that all children who pass primary school have physical access to upper primary schooling facilities.
- Ensure that all children who have passed the primary stage enrol in Upper Primary schools.
- Ensure that children who enroll in Upper Primary schools are retained.
- Addressing the issue of school quality at the Upper Primary stage.

- Addressing the issue of community perceptions about the need for Upper Primary education.
- Ensuring an improvement in the quality of the teaching learning process, the school and learner achievement levels..
- Arranging alternative arrangements for habitations where formal Upper Primary schools are not possible.
- Providing physical facilities to Upper Primary schools.
- Special programme for children with special needs like disadvantaged children and girls.

Project Period seven years

Starting from 2002 AD

AREA WISE INTERVENTIONS & JUSTIFICATIONS.

1. ACCESS:

Opening of New Primary schools:- DPEP has opened Multigrade Learning Centres (MGLC) for providing education facilities in the remote hamlets especially in coastal & tribal areas. Out of these MGLC s there is scope for opening new lower primary schools at Nedunkayam, Cherekkad , Narangapoil , Murukanjiram (Chungathara). The survey conducted by frame Grama panchayahth reveals that there is scope for opening new LP schools in the following places.

- Pantara (Wandoor)
- Muthuvallur (Kondotty)
- Puliacode (Areacode)
- Chungath (Nilambur)
- Ottumpuram (Tanur)

Hence it is proposed to open 10 new Govt. LP schools in the district. The following facilities is proposed to be provided to these schools.

- Building with 5 Class rooms
- Furniture and Equipments
- Salary for 5 Teachers in each schools.
-

(i) Opening of New UP schools

The survey conducted by the frame Grama panchayaths and BRC s indicates that there is demand for opening of UP schools in the following areas in order to ensure the enrollement of all children who completed primary schools

Hence it is proposed to open 10 new upper primary schools. The following facilities will be provided to these schools.

- Building with 3 class room
- Furniture and Equipments
- Salary for teachers

(ii) Upgradation of LP schools

Survey conducted by BRC s shows that there is scope for upgrading the lower primary schools because there is no UP schools with in a walkable distance. Such schools were identified (List appended). Hence it is proposed to upgrade with the above Lower primary schools. The following facilities will be provided.

- Building with 3 room
- Furniture and Equipments
- Salary for teachers

(iii) Upgradation of Alternative schools

There is no UP school facility for children in the areas where the present alternative / Multigrade centres are functioning. Opening of a new UP school not most economical in some of these ecentres. In the following such centres upgradation of Alternative school is proposed .

1. Mundakkadavu
2. Madam
3. Cheenkannippali
4. Cholara
5. Vaniyampuzha
6. Ossan Kadappuram
7. Pandara Kadappuram
8. Kalanthumutty

9. Perambilal
10. Kunnath colony
11. Kallunda
12. Panampoil
13. Chettippalam
14. Alakkal
15. Thottappadam
16. Vennekkad
17. Narampoil
18. Ponnani Ward-2
19. Ponnai Ward-4
20. Chembra

The following facilities are to be provided in these centres.

- Construction of temporary sheds
- Appointment of Instructors
- Providing materials , furniture and equipments
- Providing learning materials

2. ENROLLEMENT & RETENTION

In order to address the issues related to enrollment and retention , the following strategies are proposed. The main reasons for the non-enrollment and dropout are found to be the socio-economic backwardness ,parental indifference and unattractive school environment.

1. Providing learning materials , uniform etc. to children in the coastal and tribal area.
2. Special campaign in backward areas through NGO s & volunteers
3. Awareness programme through total Saksharatha preraks, CBNP workers units , Ayalkoottam and NGO s.
4. Providing play and game materials to all schools
5. Attendance scholarship for fishermen children

6. Formation of school level committees like class PTA / School support groups/ and regular awareness programmes through these agencies
7. Organising bridge programme for the dropouts

3. SPECIAL FOCUS GROUP

(I) IEDC

In order to address the issues mentioned in 3rd chapter regards the special group the following strategies are proposed.

- School based survey to identify the disabled children.
- Medical detection camp.
- Providing aids and appliances
- Appointing resource teachers in BRCs
- Training for teachers along with regular training.
- Counselling for parents.
- Removal of architectural barriers.

(ii) Girls education

For addressing the issues identified in chapter 3, the following activities are suggested.

- Free text books for girls
- Special training for teachers on guidance and counselling.
- Orientation for parents.

4. FACILITIES IMPROVEMENT

As a part of DPEP implementation there was a tremendous progress in the physical as well as infrastructural facilities of primary schools. 24% of the EFC cost of DPEP has been spent on civil works which comes around 9.6 crores.

In addition to this the Panchayath raj institution especially the Grama Panchayaths also have spent a good portion of their plan fund to improve the physical facilities of lower Primary schools. There was no such planned attempt to improve the facilities in UP schools. The poor physical as well as infrastructural facilities

prevailing in the UP schools have thus become the main reason for the poor achievement of children in UP classes.

The following interventions are suggested to improve the physical facilities in UP schools , especially in Govt: schools.

(i) Additional class rooms:- A survey conducted in selected schools reveals that the student class room ratio is 1:57 . This result shows the severe condition of overcrowdedness. It is estimated that 573 additional class rooms are required to over come this problem. Besides it is also expected that a large number of children studying in unaided unrecognized schools will be enrolled in Govt. or aided schools due to restrictions imposed by the Govt. in such institutions. The District Diagnostic Study shows that 8 % of the children in the age group 5-14 are studying in such schools. It is estimated that 8000 children will have to be accommodated in Govt. schools. 200 additional class rooms are proposed in this plan. The total number of additional class rooms required in this 773.

(ii) Replacement of rented building

As per the data available in the Deputy Directors office , there are 42 Govt. upper primary schools working in rented accommodation. These buildings do not possess the prescribed dimensions proper ventilation and hence it are not conducive for activity based learning. The PTA of some these schools is ready to provide the required landed property for the construction of building. 19 such instances are reported. These schools are to be provided with 4 class rooms with lavatory facilities.

(iii) Major and Minor repair of dilapidated building

The district Diagnostic study reveals that 34% of the Govt. UP schools require major and minor repairs. Since these buildings are not fit for conducting classes , the other classes are to be clubbed Major or minor repair of 45 Govt. Upper primary schools are suggested.

(iv) Providing Drinking water , Partition wall , Toilets and Compound walls.

As per the District Diagnostic study the percentage of Up schools requiring drinking water , partiction walls , toilets and compound walls is as follows

Drinking water	- 47%
Toilet	- 53%
Compound wall	- 60%
Partition wall	- 33%

Hence these schools are to be provided with these facilities

Drinking water	- 28
Toilets	- 70
Compound wall	- 15
Partition	- 75

(v) Bifurcation of UP attached High Schools

There are 52 Govt. High schools having UP sections with more than 1500 pupils. Often the UP and LP sections of these schools are neglected. These schools are to be bifurcated for which additional post of on head master and full time menial is to be costed. Construction is not needed in these schools.

5. IMPROVING THE QUALITY OF UPPER PRIMARY EDUCATION.

As per the DPEP guidelines, 70% of the total project cost is spent for improving the quality of Primary education. As a part of it activity based child centred pedagogy was implemented in lower primary schools. Teacher support materials such as hand books, text books, and were developed and distributed to all teachers. Rigourour and intensive training programmes are being carried out to empower the teacher to transact the curriculum. Support mechanisms such as BRCs, VECs, CRCs, etc are established. State level institution like SCERT and DIETs are augmented. Well established monitoring system was established at all levels with the involvement of the community. For achieving the targeted goals relating to Upper Primary education the following activities are proposed.

(I) Curriculum & Materials Revision.

The revised curriculum was expanded to UP classes by the State government through SCERT and DIETs. Materials like text books and hand books were developed and steps were taken to organise training programmes. The district diagnostic study shows that curriculum expansion has not achieved its targeted goals. The survey findings are summarised below.

1. The achievement test conducted for pupils of Std. V & VI indicated that only 5 to 12 percentage of pupils secured 'A' grade in Malayalam, Mathematics, Science and english (Table 21). The performance of pupils is comparatively better in social science. performance in social science comparatively high
2. Majority of the teachers (87%) are of opinion that the revised curriculum in Upper Primary is not fully in conformity with the primary curriculum. It has to be made more process oriented, experimental and challenging.
3. The handbooks have to be prepared with a view of triggering the research talents of teachers.
4. The closed and prescriptive of text books are the main reason for not adopting the new techniques of instruction.
5. The approach in mathematics has to enable the children to solve day to day practical problems.

The following suggestions are proposed to tackle the issue.

- State has to initiate to modify the curriculum and related materials by experts having field experience.
- Materials are to be developed (HB +TB) by SCERT and distributed early to the teachers.
- Identifying to text books and hand books, supplementary materials also are to be developed and distributed to teachers.

(II) Teacher Training

The pedagogic improvement process began in Lower Primary schools need to be carried out in Upper Primary grades also to ensure a consistent approach to the quality of elementary education. The State Government have expanded the revised curriculum to UP classes. But the teacher training imparted through SCERT and DIET are inadequate

to equip the teachers to practice at in its full swing. The UP school teachers when interviewed have opened that lack of following programmes and support system are the main reason to it. The teacher training imparted through DIET has to be more experiential. Teachers have demanded in-depth training in their concerned subjects. The following activities are to be carried out with regard to teacher training.

- Formation of State Resource Group having personnel from SCERT, DIET and Practising teachers.
- Preparation of training modules.
- Residential training for District Resource Group.
- Residential training for BRG.
- Subject wise in-depth training for teachers.

(III) Cluster Level Meetings

- Monthly cluster workshops for teachers are to be conducted for sharing their innovative experiences and planning for the ensuing month.

(IV) Teacher Grant

- Teachers have to develop a number of materials in order to transact the activity based curriculum. Hence grant @ Rs.500/- per teacher per year is to be provided.

(V) School Quality Fund

- In order to make the class room and school atmosphere more child friendly and attractive, all UP schools have to be given school quality fund @ Rs.5000/- per year.

(VI) Laboratory Grant

- For developing the experimenting skills and scientific temper the UP school children have to be assigned laboratory based experiments. So the school laboratory has to be augmented accordingly. Hence laboratory grant @ Rs.5000/- per school per year is suggested.

(vii) Library Grant

- The experiential curriculum can only be transacted with the help of reading materials. The district diagnostic study reveals that 73% of schools do not

possess the required library facilities in the district, hence library grant @ Rs.5000/- per year per school is suggested.

(viii) Formation Of Ssg

- School based academic resource groups namely school Resource Group (SRG) has to be formed in all UP schools and they have to be gives training.

(ix) Action Research

- The activity based curriculum also envisages the role of teacher as a researcher. Hence regular action researches are to be undertaken by teacher, trainers etc. 100 such research works are proposed per year in the district

(x) Cumulative Achievement Record

- As a part of continuous and comprehensive evaluation achievement records have to be maintained by all teachers. Materials in this regard has to be developed at Distict level and distributed to all teachers.

(xi) Training For Headmasters And Aeos

- The curriculum demands an academic leadership from the headmasters and AEOs. At present they are focussing only on administrative matters. In order to make them academic leaders, regular training programme are proposed. The module includes elements of school based management and monitoring.

(xii) Pre-Service Curriculum And Training

- The present pre-service curriculum does not reflect the changes made in the primary and upper primary curriculum. The state has to work out strategies for inculcating the modern trends in the pre-service curriculum and training. All the teachrs of teacher training institutes have to be given training.

6. EDUCATIONAL MANAGEMENT AND CAPACITY BUILDING

(i) Strengthening of Educational offices

The Deputy Director of Education (DDE) is the administrative head of the education in the district.. In order to monitor the various educational programmes a vehicle is essential to the DDE.

(ii) Strengthening the District Project Office

At present the District Project Office of DPEP is looking after the administrative and financial management of primary education. When the proforma is expanded, it has to monitor all the activities related upper primary education also. The present facilities and staff pattern are quite inadequate. The following additional facilities are suggested.

- Remodeling the existing DPO.
- Construction of additional block and providing furniture and equipments.
- Providing additional vehicle
- Appointment of additional staff including civil engineer.
- Updating the MIS.
- Furnishing the office, electrification, additional telephone – mobile phone, etc.

(iii) Augmenting DIET

The DIET has to be augmented to under take the lead of all the district level academic activities as follows.

- Providing / appointing additional faculty members including data entry operator and watch man.
- Additional furniture and equipments .
- Establishment of separate laboratories for different science subjects and psychology lab.
- Strengthening the library
- Providing computer.
- Providing residential training facilities – training halls, hostel, etc.
- Providing drinking water facilities
- Conservation of compound wall.
- Purchase of educational soft ware.
- Providing additional vehicle.
- Installation of astronomical telescope.

(iv) Augmenting BRCs

The BRCs are supposed to undertake the academic leadership when the scheme is expanded to upper primary. To carry out the functions successfully, the BRCs are to be equipped with the following facilities.

- Appointing additional staff both pedagogic and administrative side.
- Providing residential facilities in BRCs for planning.
- Providing furniture
- Providing equipments
- Strengthening of Library
- Providing laboratory facilities.
- Providing computer and data entry operator
- Constructing additional training hall
- Constructing hostels and residential training facilities in 4 BRCs and providing with furniture.

(v) Augmenting selected CRCs

At present there are 15 CRCs functioning in all BRCs for the primary school teachers in which they come and share the experiences monthly. The number of UP school teachers is less than the LP school. Hence it is suggested to augment four CRCs / BRC for the purpose of conducting cluster level meetings of UP school teachers. The following facilities are to be provided.

- Additional training hall
- Furniture and Equipments
- Providing library.

(vi) Augmenting State Project Office, SCERT and formation of SIEMAT

The financial administration and academic monitoring has to be under take by the State Project Office of the DPEP SCERT and an institution like SIEMAT. Hence provision has to be made for augmenting SPO, SCERT and for the formation of SIEMAT.

(vii) Establishment of BRCs in new Sub Districts.

At present there are 17 educational blocks in the district. But there are only 15 BRCs. The following educational sub-districts do not have BRCs.

- Melattur
- Kizhisseri.

At present they are attached to BRCs Perinthalmanna and Areacode. This creates additional load on these BRCs as a result the effective pedagogic planning is effected at present. The situation will become unmanagable, if the scheme is expanded to UP classes. Hence it is proposed to establish the BRCs in these sub-districts. The following activities are suggested.

- Construction of BRC building with training facilities.
- Providing furniture and equipments.
- Appointing BRC trainers and supporting staff
- Installation of infrastructural facilities such as TV,VCR, Telephone, etc.

(viii) Strengthening Teacher Training Institutions (TTIs)

At present there are 4 Teacher Training Institution in this District in addition to DIET. In order to ensure the sustainability of the curriculam changes, these Institutions are to be augmented accordingly. Hence tge fikkiwubg actuvutues are syggested.

- Providing physical facilities to Govt. TTI according to NCTE norms.
- Providing infra-structural facilities such as Library, lab, etc.
- Training for teachers

7. MONITORING AND EVALUATION

For the effective monitoring and evaluation of the programme there is a well structured net work prevailing DPEP. But it is confirmed to primary only. The system has to be strengthened. The following activities are suggested.

- Periodical review cum planning meeting of Head masters and SRG convenors of UP schools.
- Periodical meeting of CRC heads at BRCs.
- Strengthening the Panchayath monitoring cell and Block monitoring

8. MEDIA

For creating a favourable atmosphere for the implementation of the project, wide spread publicity and media coverage are essential. The following informations are proposed to make the stake holders and various functionaries respective to the renewal process.

- Vilambara Jatha.
- Printing and distribution of pamphlets, postures, brochures, etc.

STATE LEVEL INTERVENTIONS

For the smooth and effective implementation of the district level programmes, the following activities are suggested as State component.

1. Augmentation of the State Project office.
2. Augmenting SCERT
3. Curriculum, text books at hand book revision.
4. State level workshops to prepare training modules.
5. State level SRG training
6. Monitoring of teacher training – state level
7. Revision of Pre-service curriculum and training of Teacher Training Institute teachers
8. Strengthening the IED, Gender, Media, Pedagogy, units of SPO.

LIBRARY & DOCUMENTATION
 National Institute of Educational Planning
 17-B, Sector 17, Connaught Place
 New Delhi-110088
 DOC, No. D-10754
 Date 14-7-2020

Sl. No	Description	Cat. No.	Type	No	Unit cost	I Year 2002-2003 (In Lakhs)	II Year 2003-2004 (In Lakhs)	III Year 2004-2005 (In Lakhs)	IV Year 2005-2006 (In Lakhs)	V Year 2006-2007 (In Lakhs)	VI Year 2007-2008 (In Lakhs)	VII Year 2008-2009 (In Lakhs)	Total
I. ACCESS													
	New LP school												
1	New school building having 5 room for LP schools	1	N	10	70000	70.00							70.00
2	Furniture to New schools		N	10	75000	7.50							7.50
3	Salary to 5 teachers each in 10 schools		R	50	72000		36.00	39.60	43.56	47.92	52.71	57.98	277.77
4	TA/DA HMs		R	10	1800		0.18	0.20	0.22	0.24	0.26	0.29	1.39
5	Contingency		R	10	1200		0.12	0.13	0.15	0.16	0.18	0.19	0.93
	New UP school												
6	Construction of 3 class rooms	1	N	10	450000		45.00						45.00
7	Furniture		N	10	75000		7.50						7.50
8	Salary to 2 UPISA - 1 Jr. Arabic and 1 Jr. Hindi		R	50	60000			30.00	33.00	36.30	39.93	49.92	189.15
9	Salary to HM		R	10	90000			9.00	9.90	10.89	11.98	13.18	54.95
10	Peon		R	10	41000			4.10	4.51	4.97	5.45	6.03	25.06
11	TA/DA HMs		R	10	1600			0.16	0.18	0.19	0.21	0.23	0.98
12	Office Expense		R	10	1000			0.10	0.11	0.12	0.13	0.15	0.61
	Upgradation of Multigrade Learning Centres												
13	Construction of 3 room building	1	N	28	400000		112.00						112.00
14	Furniture to upgraded schools		N	28	20000			5.60					5.60

District : *Malappuram*

Sl. No	Description	Cat. No.	Type	No	Unit cost	I Year 2002-2003 (In Lakhs)	II Year 2003-2004(In Lakhs)	III Year 2004-2005 (In Lakhs)	IV Year 2005-2006 (In Lakhs)	V Year 2006-2007 (In Lakhs)	VI Year 2007-2008 (In Lakhs)	VII Year 2008-2009 (In Lakhs)	Total
15	Salary of teachers [3 UPSEA + 1 Arabic + 1 Jr. Hindi] - 28 X 5		R	140	60000			84.00	92.40	101.64	111.80	122.98	512.83
	Upgradation of Alternative schools												
16	Construction of temporary shed	1	N	20	50000		10.00						10.00
17	Instructors' Honorarium - Rs.3000/- per month		R	20	36000		7.20	7.92	8.71	9.58	10.54	11.60	55.55
18	Materials & furniture @ Rs.10000/- per centre		N	20	10000		2.00						2.00
19	Providing learning materials @ Rs.1000/- per centre		R	20	10000		0.20	0.20	0.20	0.20	0.20	0.20	1.20
	Activity Total					77.50	220.20	181.01	192.93	212.21	233.40	262.75	1380.01

District : Malappuram

Sl. No	Description	Cat. No.	Type	No	Unit cost	I Year 2002-2003 (In Lakhs)	II Year 2003-2004(In Lakhs)	III Year 2004-2005 (In Lakhs)	IV Year 2005-2006 (In Lakhs)	V Year 2006-2007 (In Lakhs)	VI Year 2007-2008 (In Lakhs)	VII Year 2008-2009 (In Lakhs)	Total
4. FACILITIES IMPROVEMENT													
1	Addl. Class room 1 25 per room	1 N		773	125000		966.25						966.25
2	Rented replacement providing building having 4 class room + office room	1 N		19	625000		118.75						118.75
3	Minor repair of dilapidated school building	1 N		45	75000			33.75					33.75
4	Drinking water	1 N		28	35000			9.80					9.80
5	Toilets	1 N		70	30000			21.00					21.00
6	Compound wall	1 N		15	200000			30.00					30.00
7	Seperation wall	1 N		75	6000			4.50					4.50
	Bifurcation of UP school with HS - 52 schools												
8	Salary HM		R	52	90000			46.80	51.48	52.63	62.29	68.52	281.72
9	Salary Peon		R	52	41000			21.32	23.45	25.78	28.38	31.21	130.14
10	TA/DA HMs		R	52	1600			0.83	0.92	1.01	1.11	1.22	5.08
11	Contingency		R	52	1000			0.52	0.57	0.63	0.69	0.76	3.17
	Activity Total					0.00	1085.00	168.52	76.42	80.05	92.47	101.71	1604.16

District : Malappuram

Sl. No	Description	Cat. No.	Type	No	Unit cost	I Year 2002-2003 (In Lakhs)	II Year 2003-2004 (In Lakhs)	III Year 2004-2005 (In Lakhs)	IV Year 2005-2006 (In Lakhs)	V Year 2006-2007 (In Lakhs)	VI Year 2007-2008 (In Lakhs)	VII Year 2008-2009 (In Lakhs)	Total
9. PRE-PROJECT ACTIVITIES													
1	Studies for identifying the issues		N	5	25000	1.25							1.25
2	Plan preparation process - School, Panchayath, Block and District level		N	114	500	0.57							0.57
3	Discussions, Plan preparation workshop at District level		N	1	20000	0.2							0.20
	Activity Total					2.02	0.00	0.00	0.00	0.00	0.00	0.00	2.02
	Grand Total					1078.84	1984.84	1016.32	936.13	959.05	992.66	1031.25	7999.09

SUMMARY TABLE

Total Cost : 7999.09 Lakhs		
1	Civil Works	1588.05
2	Recurring Expenditure	6192.3
3	Non-recurring Expenditure	1806.786

Table - 19

Facilities additionally required in UP Schools

Samle - 15 Schools

No	Item	Yes	Percentage	No	Percentage
1	Black Board	11	73.3	4	26.67
2	Benches /Chairs	6	40.0	9	60.00
3	Furniture for Teachers	7	46.7	8	53.33
4	Al;mirah	8	53.3	7	46.67
5	Drinking Water	11	73.3	4	26.67
6	Play Ground	8	53.3	7	46.67
7	Toilet Boys/ Girls	7	46.7	8	53.33
8	Electricity	10	66.7	5	33.33
9	Library	4	26.7	11	73.33
10	Laboratory	6	40.0	9	60.00
11	A.V Aids	3	20.0	12	80.00
12	Office room	10	66.7	5	33.33
13	Compound Wall	6	40.0	9	60.00
14	Separation Wall	10	66.7	5	33.33
15	Stage	5	33.3	10	66.67

HOUSE TO HOUSE SURVEY FINDINGS

Table -1
CONSTITUTION OF POPULATION

		SC	ST	Muslim	OBC	Others	Total
No. of families	Tanur	351	3	5594	2104	333	8385
	Wandoor	452	98	3337	650	486	5023
	Pulikkal	461		3962	368	192	4983
	Total	1264	101	12893	3122	1011	18391
Total No. of members	Tanur	2049	16	43886	11782	1750	59483
	Wandoor	2182	474	19477	3154	2191	27478
	Pulikkal	2061		24696	1878	862	29497
	Total	6292	490	88059	16814	4803	116458
	Percentage	5.41	0.42	75.73	14.46	4.13	100

Table -2

EDUCATIONAL STATUS

Panchayath	Illiterate	Non formal education	Primary Education	U.P. education	HS/HSS Education	Degree and above
Tanur	4659	1432	7019	9385	13062	1190
Wandoor	1467	1303	4233	4420	7165	761
Pulikkal	3245	1715	3997	3632	7174	1931
Total	9371	4450	15249	17437	27401	3882
Percentage	8%	3.8%	13%	14.9%	23.5%	3.3%

Table -3

OCCUPATION

Panchayath	Daily wages	Cultivation	Family occupation	Trade business	Govt. /	Others
Tanalur	4855	375	401	631	330	1793
Wandoor	3226	646	156	215	174	542
Pulikkal	2423	646	238	307	486	883
Total	10504	1667	795	1153	990	3218
Percentage	9%	1.43%	0.68%	0.99%	0.85%	2.76%

Table - 4

PARTICULARS OF CHILDREN (4 to 16 age group)

Panchayath	Age group 4 - 5			Age group 5 - 9			Age group 9 - 14			Age group 14 - 16		
	B	G	T	B	G	T	B	G	T	B	G	T
Tanur	616	609	1225	2280	2243	4523	3662	3603	7265	1223	1204	2427
Wandoor	248	287	535	866	1001	1867	1428	1649	3077	524	606	1130
Pulikkal	415	437	852	1109	1166	2275	1837	1933	3770	806	848	1654
Total	1279	1333	2612	4255	4410	8665	6927	7185	14112	2553	2658	5211

Table - 5

CHILDREN ATTENDING PRE-PRIMARY SCHOOL

Panchayath	3.5 - 5 Age group			No. of children attending Pre-primary			Percentage		
	B	G	T	B	G	T	B	G	T
Tanur	929	915	1844	528	562	1090	56.8	61.42	59.11
Wandoor	365	432	797	240	270	510	65.75	62.5	63.98
Pulikkal	625	654	1279	406	349	755	64.96	27.28	59.03
Total	1919	2001	3920	1174	1181	2355	61	59	60.07

Table – 6 (a)

DROP OUTS IN L.P. AND U.P. CLASSES

Panchayath	L.P.Classes	U.P.Classes	Total
Tanur	138	453	591
Wandoor	16	68	84
Pulikkal	8	47	55
Total	162	568	730
Percentage	1.86 %	4.02 %	3.2 %

Table – 6 (b)

DROPOUTS AFTER LOWER PRIMARY STAGE

Panchayath	Boys	Girls	Total
Tanur	47	13	60
Wandoor	1		1
Pulikkal	1		1
Total	49	13	62
Percentage	0.71	0.18	0.5

Table – 7

REASONS FOR DROP OUT

Reason for drop out	Tanur	Wandoor	Pulikkal	Total	Percentage
Domestic work	10	2	3	15	2.05
Coolie	10	5	5	20	2.74
Baby sitting	5			5	0.68
School not child friendly	21	1		22	3.01
Indifference in studies	269	37	32	338	46.30
Lack of access	17	2		19	2.64
Disability	20	6	7	33	4.52
Economical	144	12	8	164	22.46
Parental indifference	55	10		65	8.9
Others	40	9		49	6.7
					100

Table – 8

NON-ENROLMENT OF CHILDREN

	No. of Children		
	Boys	Girls	Total
Tanur	56	57	113
Wandoor	32	23	55
Pulikkal	6	12	18
Total	94	92	186
Percentage	0.34	0.33	0.67

Table – 9

REASON FOR NON-ENROLMENT

Sl. No.	Reason	Tanur	Wandoor	Pulikkal	Total	Percentage
1	Domestic work		1		1	0.53
2	Coolie	1			1	0.53
3	Baby sitting		1		1	0.53
4	School not child friendly		1		1	0.53
5	Indifference of children	1			1	0.53
6	Lack of access	17	12		29	15.61
7	Disability	26	6	10	42	22.58
8	Economic	2			2	1.07
9	Parental indifference	16	29		45	24.19
10	Others	50	5	8	63	33.9
	Total	113	55	18	186	100

Table – 10

ATTENDENCE OF PARENTS IN PTA MEETINGS

Panchayath	Not at all attended	Attending occationally	Attending regularly	Total
Tanur	1076	2871	2149	6096
Wandoor	472	1743	1203	3418
Pulikkal	904	1438	1886	4228
Total	2452	6052	5238	13742
Percentage	17.84	44.04	38.12	100

Table – 11

CHILDREN ATTENDING UNRECOGNISED INSTITUTION

Panchayath	Boys	Girls	Total
Tanur	811	793	1604
Wandoor	217	214	431
Pulikkal	78	66	144
Total	1106	1073	2179
Percentage	3.97	3.84	7.81

Table – 12

TABLE SHOWING OVERCROWDEDNESS IN GOVT. U.P. SCHOOLS

No. of class rooms available	No. of pupils	Student class room ratio	Remarks
62	3478	56.96	

Table –13

VACANCY OF TEACHERS IN GOVT. SCHOOLS

No. of Teachers required	No. of teachers on rolls	No. of vacant posts	% of vacancy
134	116	18	13.43

Table – 14

No. OF TEACHERS BY QUALIFICATION

SSLC	PDC	Degree	P.G.	Total
61	27	22	6	116

Table –15

REPEATERS IN UP CLASSES (5,6,7 Classes)

Std.	Total No. of Children	No. of Repeaters	Percentage of repeaters
V	2191	132	6.02
VI	2018	126	6.24
VII	1926	192	9.26

Table – 16**No. OF SCHOOLS**

	Govt.	Aided	Unaided	Total
L.P.Schools (1-4)	280	481		758
L.P.Schools (1-5)	62		3	65
U.P.Schools (1-7)	98	144	4	242
U.P.Schools (5-7)	11	81		92
High School (1-10)	17	15		32
High School (5-10)	35	35		70
High School (8-10)	31	22		53

MGLC	10
Alternative schools	16

Table – 17**No. OF TEACHERS (1999 – 2000)**

Type of school	Male	Female	Total
L.P. Schools	4199	6528	10727
U.P.Schools	2769	3073	5842
U.P.attached HS	460	604	1064
U.P.attached Higher Secondary	336	411	747
Total	7764	10616	18380

Table – 18**No. OF PUPILS (1999 – 2000)**

Std.	All Communities			SC			ST		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	35698	34575	70273	2797	2579	5376	107	108	215
II	38975	37306	76281	2755	2750	5505	153	126	279
III	40623	37735	78358	3037	2700	5737	113	138	251
IV	43424	40651	84075	3425	3165	6590	147	120	267
V	43721	41025	84746	3401	3228	6629	126	102	228
VI	45354	41276	86630	3412	3071	6483	108	82	190
VII	47208	43832	91040	3670	3301	6971	92	70	162
VIII	45421	41981	87402	3384	3328	6712	58	63	121
IX	40201	41041	81242	3039	3081	6120	56	49	105
X	29873	32387	62260	2291	2561	4852	36	41	77
Total	410498	391809	802307	31211	29764	60975	996	899	1895

Table – 19

RESULT OF ACHIEVEMENT TEST CONDUCTED IN SELECTED SCHOOLS

Sl. No.	Subject	Evaluated area of achievement	Std. V				Std. VI			
			A	B	C	D	A	B	C	D
1	Malayalam	Writing	10	40	50		8	42	45	5
2	Mathematics	Practical problem	8	36	45	11	12	40	38	
3	Science	Simple experiments		15	35	50	5	40	55	
4	Social studies	Map reading	30	30	40		42	21	37	
5	English	Speaking		14	86		5	65	21	19

PLACE OF SCHOOL WHERE LPS TO BE UPGRADED

District Malappuram

SL NO	Name of BRC	Place of school where LP to be upgraded	Distance to nearest school	Remarks
1	BRC Wandoor	1. GLPS Pedayanthal(Tribal area) 2. GLPS Mampuzha 3. GLPS Chadayankulam 4. GLPS Amapoyil		
2	BRC Perinthalamanna	1. GMLPS Pathirikode , (Kombankallu), Melattur Fdl. Sub District , Edappatta Village		
3	BRC Tanur	1. GMLPS Cheruvannur , Valavannur Panchayath 2. GLPS Pariyapuram , Tanur Panchayath 3. GLPS Tanur , Tanur Panchayath 4. GLPS Tanur , Tanur Panchayath		
4	BRC Edappal	1. GLPS Chiyannur , Alankode Panchayath 2. GLPS Sukapuram , Vattamkulam Panchayath		
5	BRC Areacode	1. GLPS Thachanna 2. GLPS Thencheri 3. GLPS Pavanna 4. GLPS Chemrakkattur , Areacode 5. GLPS Valamangalam , Pulpetta ,Cheakode 6. GLPS Parapurath 7. GLPS Kuzhimanna II South, Kuzhimanna		
6	BRC Kuttippuram	1. AMLPS Edayur North, PO Edayur 2. GMLPS Kanancheri , Kalpakancheri 3. GMLPS Manhachola, Kalpakancheri 4. GLPS Mankeri, Irimbiliyam		
7	BRC Mankada	1. GLPS Palakaparamba 2. GLPS Chovvanna 3. GLPS Karikakam		
8	BRC Parappanangadi	1. GLPS Parappanangadi , Chettippadi (Std. I to V exists) 2. GMLPS Puthankadappuram (Std. I to V exists) 3. GLPS Vallikkunnu (Std. I to V exists)		

PLACE OF SCHOOL WHERE NEW UP SCHOOLS REQUIRED

District : Malappuram

SL NO	Name of BRC	Place of school where new UP school required	Distance to nearest school	Remarks
1	BRC Wandoor	1. New school in between Kalikavu and Karuvarakundu (I to VII std)		
2	BRC Tanur	1. Ottumpuram , Tanur Panchayath Ward I and II		
3	BRC Edappal	1. Nellekkad , Vattamkulam Panchayath 2. Kaladi Kottakkunnu, Tavanur Panchayath		
4	BRC Areacode	1. Mathakkode , Near Kavannur 2. Kilikkallingal , Near Kavannur 3. Pulpatta 4. Kuzhimbolam , cheacode, PO Thavannur 5. Vaiillapuzha , Kizhuparamba		
5	BRC Kuttippuram	1. thaniappankunnu , PO Thozhuvanur		

PLACES WHERE LP SCHOOL REQUIRED

District : Malappuram

SL.NO	Name of BRC	Place where new LP school required	Distance to nearest LP school	Remarks
1	BRC Wandoor	In between Kalkavu and Karuvarakundu	6 Km.	
2	BRC Tanur	1. Ottumpuram – Tanur Panchayath ward I & II 2. Kalamthuruthy – Nannambra Panchayath		

**VERTICAL EXPANSION OF DPEP TO U.P CLASSES
DPEP MALAPPURAM**

SCHOOL INFORMATION SCHEDULE

Village/Habitation:.....
 Cluster :.....
 Block :.....
 District :.....

1. Name of School

2. Year of Establishment:

3. a) Level of School :Std. : From class To class

b)Area of school compound (Cents)

4. Management : Govt. Local Body Private Aided Private Unaided

5. Class wise No. of Divisions

Class	I	II	III	IV	V	VI	VII	VIII
No. of divisions	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

6. a) Nature of accommodation (Number of class room)

	Permanent	Semi permanent	Temporary	Thatched
Own Building	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Rented Building	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

b) Accommodation additionally required (Consider only permanent & Semi permanent, own building)

c) Whether Govt. land available for school (Applicable to Govt. schools only):

7. Total Number of rooms in schools building

Number of rooms for Instruction

8. Condition of Building: (No.of Rooms): Good Usable Needs Minor repair

Needs major repair Needs reconstruction

9. a) No of Teachers – Language

Male

--	--

Female

--	--

Total

--	--

b) No of Teachers – Subject

Male

--	--

Female

--	--

Total

--	--

c) No. of teachers required:

--	--

No. of teachers on rolls

--	--

No of vacant post

--	--

d) Qualification

Sl No	Name	Designation	Qualification		Experience (in years)	Inservice training (in days)		
			General	Professional		Gen	Evn	Content
1		Headmaster						
2								
3								
4								
5								
6								

10. School facilities

School facilities	Yes	No	Additional required
1. Black board in all classes			
2. Duster			
3. Seating places for children (Bench & Desk)			
4. Teacher's Chair			
5. Teacher's Table			
6. Almira in the school			
7. Boxes to keep equipments			
8. Drinking water facility			
9. Playground facility			
10. Toilet for - Boys			
- Girls			
11. Electricity facilities			
12. OB Kits			
13. Library			
-- Class			
- School			
- Periodicals			

14. Laboratory			
15. A.V. Aids (TV, VCR)			
16. Office room			
17. Staff room			
18. Compound wall			
19. Separation wall			
20. Stage			
21. Other facilities (specify)	1		
	2		
	3		

11 (a) Enrolment in the Current and Last year

Grade	Current Year (99-2000)			Last Year (98-99)		
	Boys Sc/St/Others	Girls Sc/St/Others	Total Sc/St/Others	Boys Sc/St/Others	Girls Sc/St/Others	Total Sc/ St/ Others
I						
II						
III						
IV						
V						
VI						
VII						
VIII						
Total						

(b) Repeaters in the Current and Last year

Grade	Current Year (99-2000)			Last Year (98-99)		
	Boys Sc/St/Others	Girls Sc/St/Others	Total Sc/St/Others	Boys Sc/St/Others	Girls Sc/St/Others	Total Sc/ St/ Others
I						
II						
III						
IV						
V						
VI						
VII						
VIII						
Total						

NIEPA DC



D10754

11. Problems faced by the school (as perceived by teachers/ Headmasters) Regarding facilities

- 1.
- 2.
- 3.
- 4.
- 5.

National Institute of Educational Planning and Administration
 7-B, Safdarjung Road,
 New Delhi-110016
 DC No. D-10754
14-07-2000