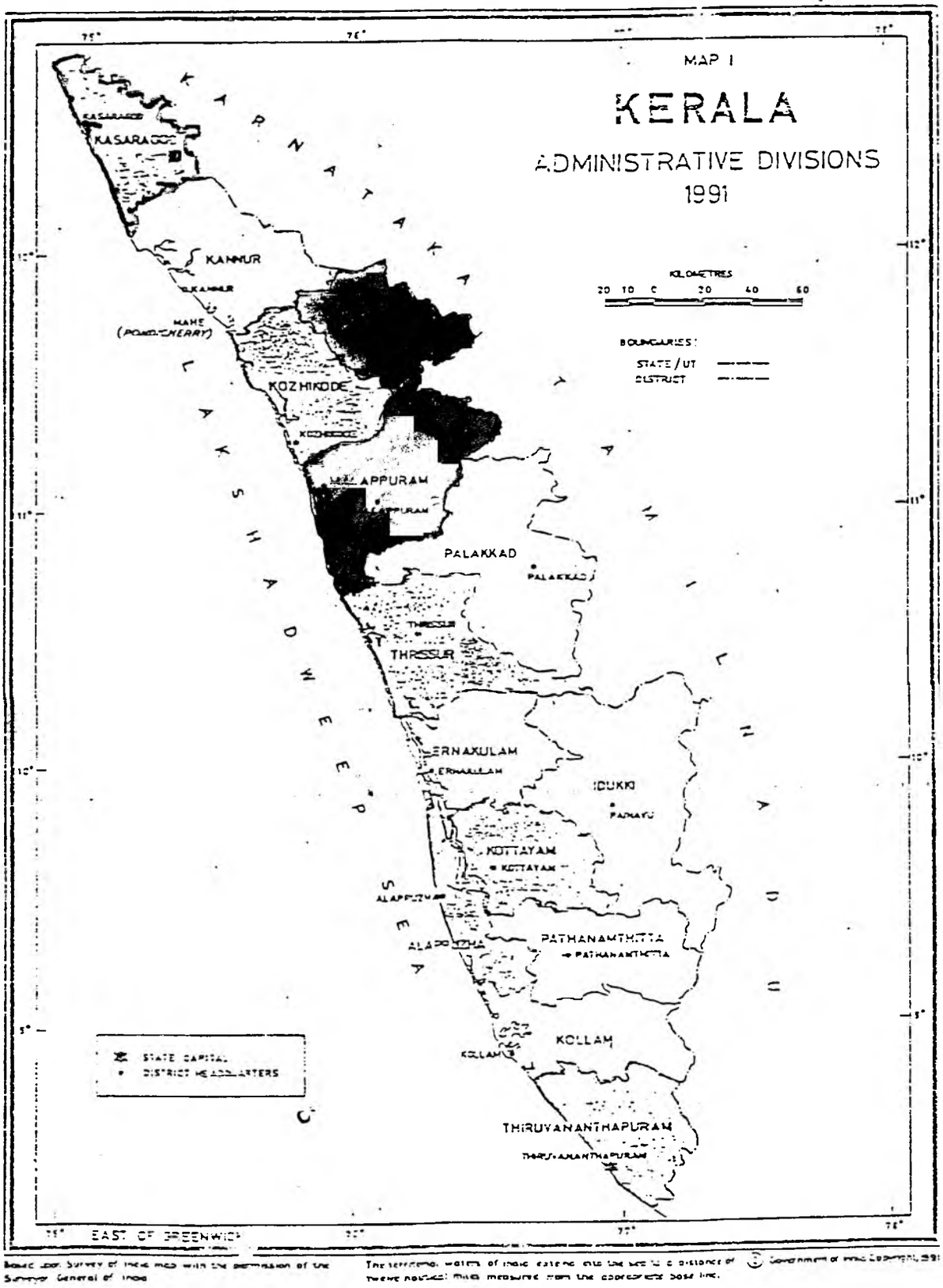
SEVENTH DRAFT

17th MARCH, 1994

DPEP
KERALA STATE

STATE LEVEL INTERVENTONS

GENERAL EDUCATION DEPARTMENT
GOVT. OF KERALA



SOME BASIC DATA ON KERALA

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

Area: 38863 Sq. Km.	Population (1991 census Provisional)	Persons 29011237	Males 14218167	Females 14793070
	Literacy:	90.59 %	94.45 %	86.93 %
	Rural	Urban	Combined *	
Birth Rate	19.7	20.2	19.8	
Death Rate	5.9	6.0	5.9	
Infant Mortality Rate	23	15	22	

Important State Festival: Onam Staple food: Rice

Administrative units

No. of districts	14	No. of taluks	61	No. of revenue villages	1452
No. of Dev Blocks	151	No. of Panchayats	982	No. of Municipal Corporations	3
No. of Municipalities and Townships	61	No. of Cantonments	1		

Educational facilities

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

Health facilities

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

Registered Doctors: Allopathic: 17330, Homeo: 3636, Ayurvedic: 3702, Dental: 943
Nurses: 22410, AHMS/GPHN: 3098, Dental Mechanics and Hygienists: 312

Communication facilities

Radio Stations: 7 TV Stations: 14 Head Post Offices: 50
Sub Post Office: 1410, ED Sub Post Offices: 550, Branch Post Offices: 2881
Telephone Exchanges: 633, Telephone connections: 242795, Public Call Booths: 4420

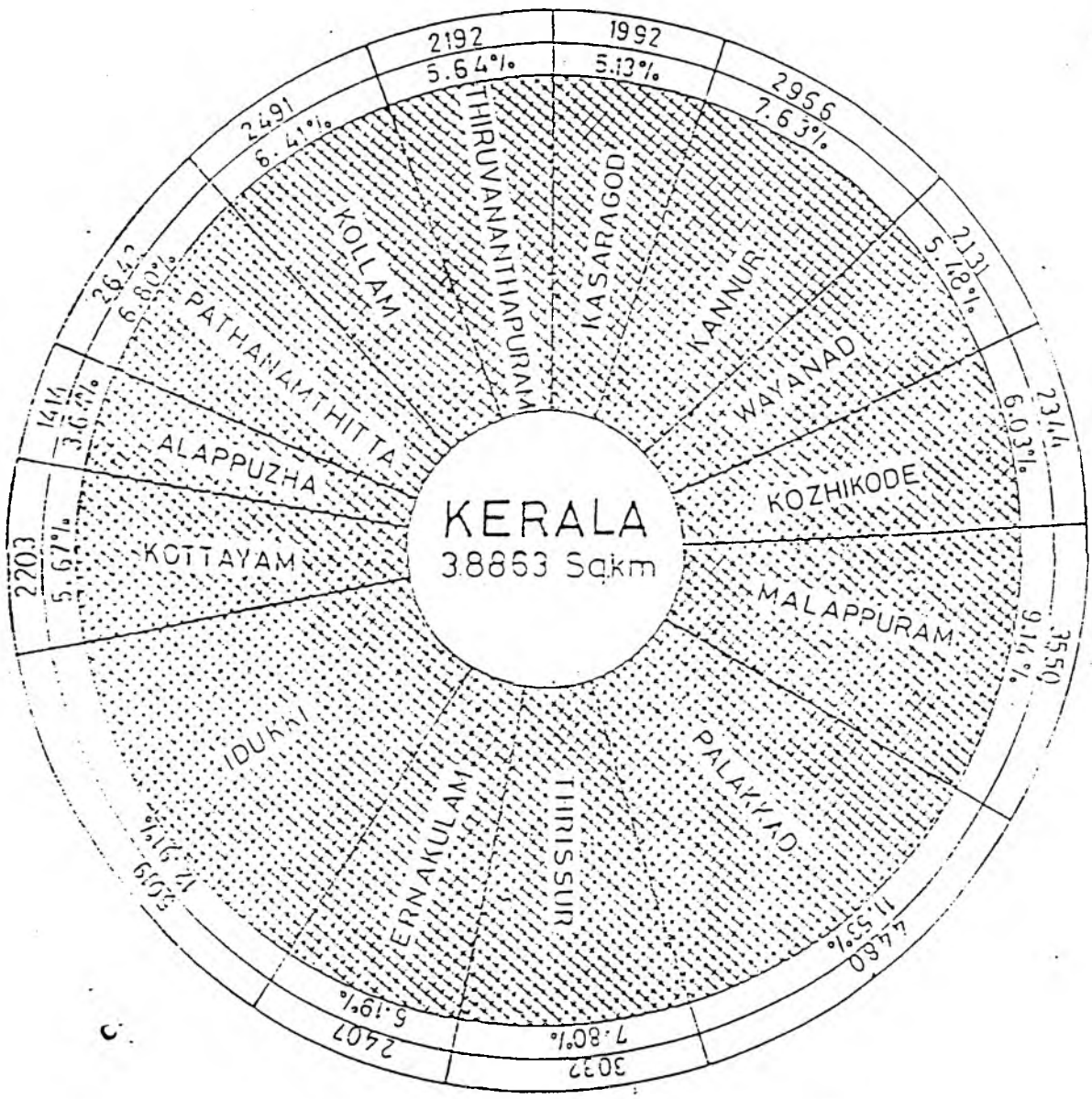
National Highway: 1011 Kms, State Highway: 1927 Kms Other Roads: 17909 Kms

No. of Rivers: 44 Major Irrigation Projects: 10, Hydro Electric Projects: 11

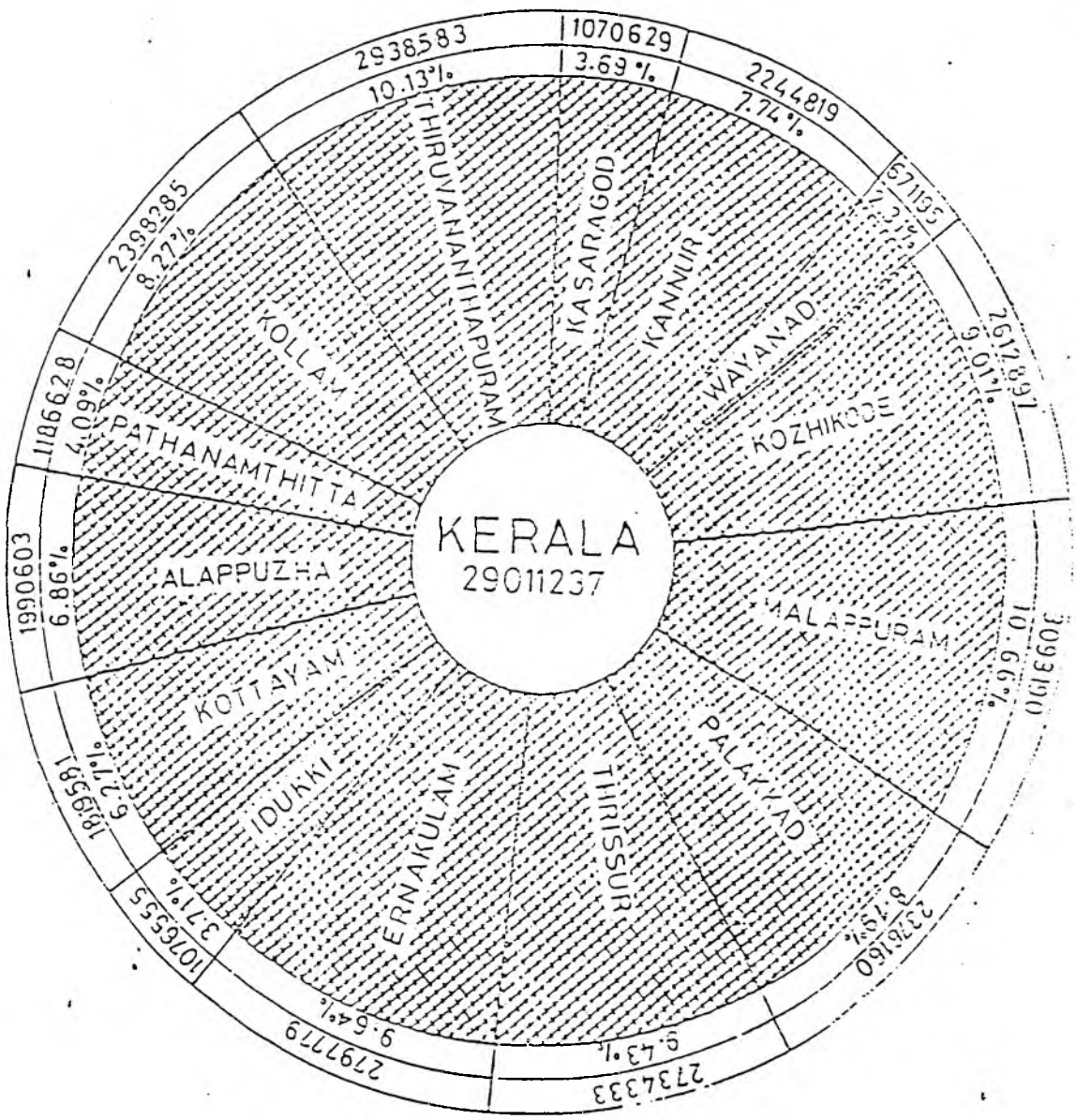
Banking: Nationalised Banks: 1529, Other Private Banks: 940
Gramin Banks: 269, Cooperative Banks: 373

* 1989 SRS Provisional

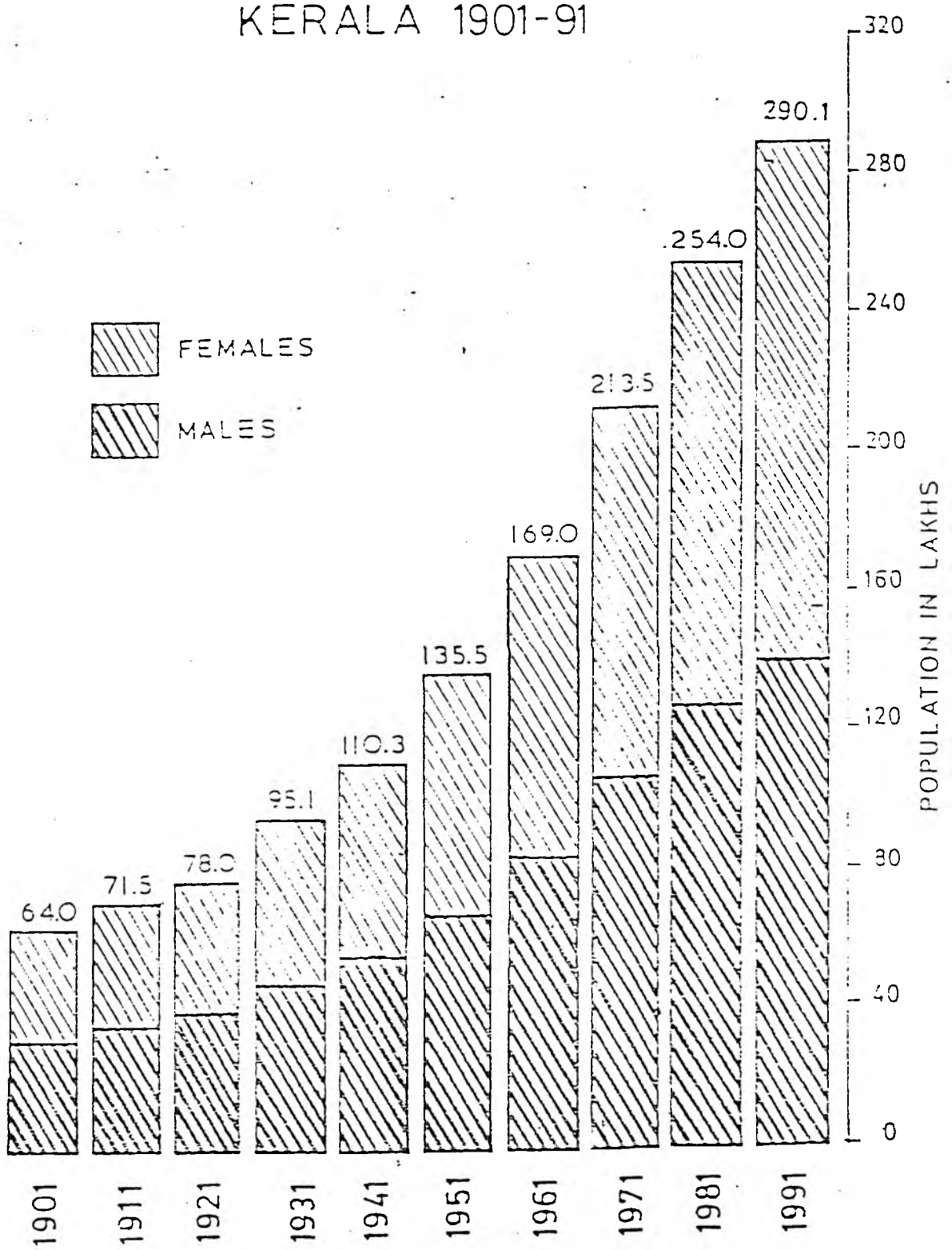
COMPARATIVE AREA OF THE DISTRICTS OF KERALA 1991



COMPARATIVE POPULATON OF THE DISTRICTS OF KERALA 1991

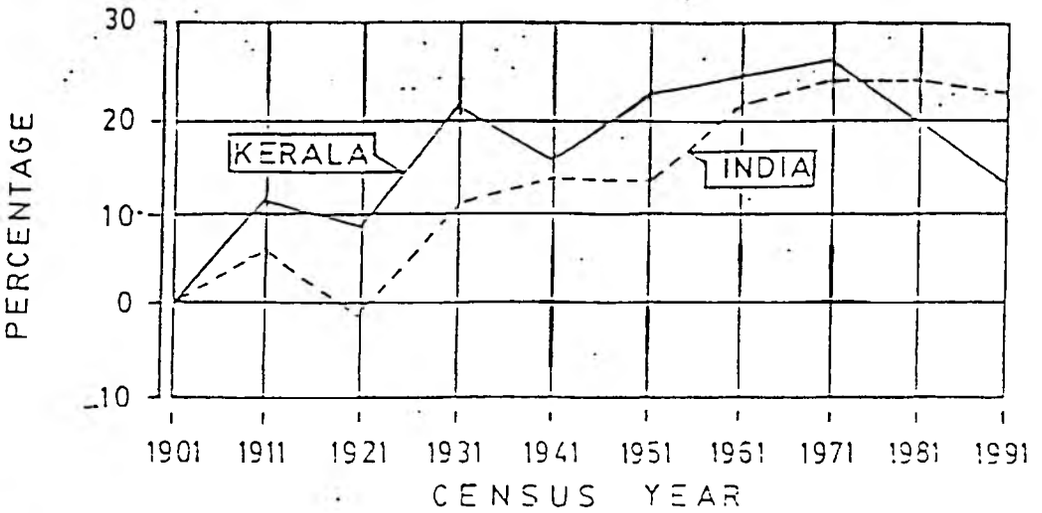


DECENNIAL GROWTH OF POPULATION KERALA 1901-91



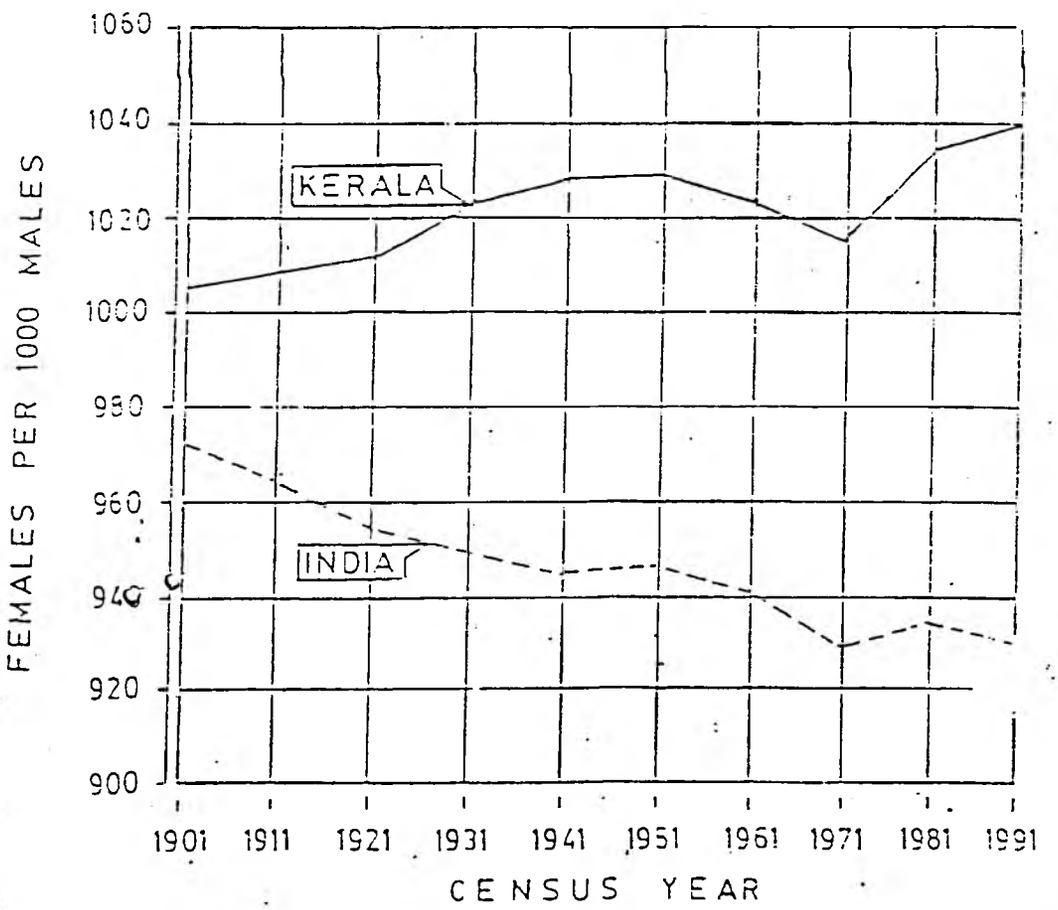
DECENNIAL PERCENTAGE GROWTH RATE OF POPULATION 1901-91

KERALA AND INDIA



SEX RATIO 1901-91

KERALA AND INDIA



SEVENTH DRAFT

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D P E P

KERALA STATE

STATE LEVEL INTERVENTIONS

* *

GENERAL EDUCATION DEPARTMENT, GOVT. OF KERALA.

* *

CENSUS RESULTS AT A GLANCE

Census of India 1991 - Privisional Population Totals.

POPULATION OF KERALA	Total	29,011,237
	Males	14,218,167
	Females	14,793,070

DECADAL POPULATION GROWTH 1981-91

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

DENSITY OF POPULATION	747 Persons per sq.km.
SEX RATIO	1,040 females per 1000 males.

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

(Excluding children in the age group 0-6)

: : : :

LITERACY RATES IN PER CENT.

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

Note:-

1. Literacy rates for 1961 and 1971 relate to population aged 5 and above. The rates for 1981 and 1991 relate to population aged 7 and above. The literacy rates for population aged 5 and above in 1981 have been shown in brackets.

2. In 1991 census all children below 7 years have been treated as illiterates, In 1961, 1971 and 1981 census all children below 5 years were treated as illiterates. The population aged 7 years and above in 1991 is based on an estimated projection and in therefore, provisional. The population aged 7 years and above will be available later.

Source: Census of India 1991.

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

STATE LEVEL INTERVENTIONS

DRAFT PROJECT REPORT

(REVISED)

MARCH, 1994

GENERAL EDUCATION DEPARTMENT

GOVERNMENT OF KERALA

D P E P

K E R A L A

I. PROJECT COST	Rs. in lakhs
a) Malappuram	3999.16
b) Wayanad	3125.72
c) Kasargod	2561.64
d) State Interventions	1373.08
Grand Total	11059.60

II. PER HEAD COST PER YEAR

a) Malappuram	Rs. 130.81
b) Wayanad	Rs. 525.42
c) Kasargod	Rs. 273.28
d) State Interventions	Rs. 30.26
e) State average	Rs. 319.92

PRIMARY EDUCATION DEVELOPMENT SOCIETY OF
KERALA (PEDSK)

Reg: No: 142/94, Thiruvananthapuram, Dt.4.3.'94.

As per GO(MS)27/94/Gen.Edn. Thiruvananthapuram
Dated: 4/3/1994.

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INTRODUCTION

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

....2

The population increase in the period was 101%. A glance at the above figures show that the rate of enrolment of students has surpassed the rate of population increase where as the increase in number of schools is not in tune with the increase in student strength. Probably this flow of students have been met by additional class divisions and by increasing the number of children admitted in each class, the latter being more predominant. Of the total 12,189 schools, 4,487(about 37%) are in Govt. sector and 7,702(about 63%) are in the private sector. It is observed that the percentage of pass in S.S.L.C. Examination is considerably higher in Private schools than that of the Government Schools. The major reason for this difference is better physical facilities available in the private institutions in comparison with the Government institutions. This has caused a flow of students of higher strata of the Society towards such institutions leaving the Government schools to met the requirements of the backward students of the society

The achievement level of the pupils is indicated by the results of the annual SSLC. examination. The real percentage of pass is as low as 32%. The declared percentage of pass of about 52% is achieved only after liberal moderation. The State

is spending more than 30% of its revenue in education. The productivity in the field of education is now very low. The improvement of Quality in education is an uphill task faced by the State Government. The Quality in education at a higher levels cannot be achieved unless it is achieved in the Primary Sector. Therefore Govt. realises that the Quality achievement in Primary Education is an essential requirement for the Quality of education in general. This project under DPEP is formulated to improve the Quality of Primary Education in general and to provide equitable access to a section of population who could not hitherto enjoy the benefits of development in the field of Education.

Chapter - I

GENERAL STATE PROFILE

1. The State of Kerala is one of the states in Indian Union which has a very low per capita income compared to the national level. In 1990 -91 the per capita income of Kerala was only Rs.4,229/-(at current prices) against Rs.4,974/- (at current prices) of the national average. In spite of this the state through the years has been spending a major portion of its revenue from the exchequer in the field of education (vide table). In the year 1957-58 expenditure on education was Rs.58.5 Million (excluding - capital expenditure on building construction) where as the the same in 1991-92 has been Rs.8335.8 million. The total budgeted outlay for 1991-92 was Rs.27668.4/- Million which indicates the conviction of the Government as well as the public about the need for providing education for the members of the coming generation. This has had its effect also, as seen in the comparatively very high rate of literacy and the high percentage of enrolment in schools, of children of the school going age. But a closer examination of the present status of education in giving back the desired returns have to be evaluated on the basis of objectives and valid criteria and norms set for educational development. Mere numbers and percentages cannot help in making valid value judgements which are expected to

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

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

1.3. When we evaluate the utilisation of our financial and other inputs for education in Kerala on the basis of these reference criteria and norms set by the two documents, it is noticed that the returns are not quite

gratifying, gaps exist and a number crucial issues and problems remain to be solved.

Educational Profile of the State:-

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

Problems Regarding Universalisation of UEE.

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

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

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

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

Problems concerning Universal enrolment:

1.6. The entrolment rate in Kerala is considered to be much higher than that in most other parts of the country. But in certain areas, especially in back ward districts included in the perview of the proposed project, rate of enrolment is comparatively low. This is the result of a variety of reasons for which solutions also will have to be different. For example, in the tribal area the problems are diverse-lack of motivation among parents who are mostly illiterate and governed by traditional cumstoms and practices, wide linguistic and cultural gaps which discourage many tribes from readily coming to the main stream, pitiable economic and social conditions that necessitate child labour during school hours, indifference and non involvement of the society in general in implementing programmes, lack of easy accessibility to institutions, non availability of committed teachers who are prepared to work under adverse conditions existing in the area etc. Identifying all these problems by case studies and findings effective ways of reaching the unreached poses a challenging problem, the solution of which requires a veriety of inputs starting with social commitment and ending in financial assistance required for setting up suitable centres of learning and production of appropriate learning materials. Similarly the fishermen folk of the coastal areas of Malappuram pose a number of issues. Indifference and even reluctance towards education of girls prevalent in the rural parts of that district is a sensitive issue

to be handled with difficulty.

Problems Relating to Universal Retention.

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

Problems Related to Quality of Education:

1.8. The quality of primary/elementary/basic education at present is rather disappointing. There is a general feeling that the low standard/quality of education is seen in schools run by Government and that most of the private schools being well equiped maintain high quality. But this is a misconneption. It is true that many of the Government schools lack in learning facilities when compared with their private counter parts and the standard when measured interms of information acquired is found to be comparatively low. But when evaluated with reference

to the criteria set by the world declaration (of an expanded vision) and those relfected in concepts such as MLL, competency based learning, mastery learning developmental education etc. highlighted in the NPE and in plan of action, the out put in terms of personal development is found to be quite low in such schools, also. Most of the parents, teachers and pupils consider education as mere storing of information to be reproduced in a written examination as such teaching and learning are geared towards that end. To achieve MLL in terms of competencies attitudes values and skills a thorough change has to be brought about in all aspects of instructional process. For this (i) the primary school curriculum (which at present is suited for MLL achievement if properly transacted) has to be analysed in terms of competencies envisaged (ii) teachers should acquire and internalise the new instructional techniques required for the change and develop new attitues and skills (iii) continuous comprehensive evaluation based upon the various types of developmental changes resulting in immediate feedback diagnosis and remediation should form an integral part of instruction, the disadvantaged groups who might find it difficult to master MLL should get compensatory education in an enriched environment under the guidance of teachers competent for the purpose. All these warrant thorough training on the part of the primary school teachers by attending inservices courses, as well as

by self learning with the help of instructional packages. Appropriate tools and techniques for comprehensive evaluation also will have to be developed. All these programmes require a number of inputs of which expertised and finance are the most important. The additional financial assistance required to face this herculian task has to come from national and international agencies committed to the cause of Education for all (Meeting Basic Needs).

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

1.9. Designing and setting up of an effective network for Early Childhood Education and Care is an urgent requirement associated with all the issues discussed so far. The role played by this in laying the foundation for all domains of human development has been highlighted by all modern educational theories. In this field Kerala's present status is quite disappointing. It is true that different types of institutions work under various departments of the Govt. Recently private agencies have been starting educational centres under the titles LKG, UKG etc. but the type of instruction imparted in these is very unscientific and rather alarmingly harmful. Instead of providing opportunities to directly interact with the environment and thus internalise attitudes and skills required for participating effectively in formal education later, young boys and girls are loaded with prescribed

bookish syllabi in school subjects and subjects and subjected to cruel torture in the name of competative tests and regular written examination. This is bound to create very harmful effects in the young minds and tamper the desirable type of development in later years. The solution to this is organising a network of centres for early childhood education and care especially in rural areas where children are living under socially, culturally and economically imporished conditions. Such a programme will set in an atmosphere conducive to promoting universal onrolment, retention and quality learning in primary schools. This will require expert planning co-operation and co-ordination among different departments and other agencies and a massive campaign for improving the existing conditions, the Government of Kerala cannot take up such a huge programme without financial assistance from National and International Agencies.

CHAPTER - II

EDUCATION PROFILE OF THE STATE.

2.1. In the light of the various issues discussed in Chapter I, a number of studies has been conducted to get accurate information on the extent and magnitude of the the problem. The three project districts have been selected as per the criteria suggested, in the guidelines (lower female literacy rates and higher drop-out rates). The objectives of the project are attainment of UEE and MLL by 2000 AD. DPEP also concentrates on reducing disparity in the achievements of socially and economically backward groups.

2.2. Kerala has about 12,134 Schools under Unaided, Aided and Government categories. There are English medium and Malayalam Medium schools. In addition, there are schools for linguistic minorities viz. Tamil and Kannada.

In recent years a rush in the establishment of English medium schools under CBSE Syllabus is also noticed.

2.3. Kerala Education Rules regulate the conduct of Unaided, Aided and Government Schools. The Schools affiliated to CBSE do not come under KER, but prior sanction of Government is necessary to commence such schools.

2.4. The State Education Department has the following programmes.

i) Improvement of Science Education at Primary level (State Plan Scheme).

ii) Vocational training in primary schools and Upper Primary Schools.

iii) Inservice training for Primary Schools Teachers.

iv) Establishment of DIETs.

vi) Scholarships for Primary School Children.

- Muslim, Nadar, Anglo Indian Scholarship.

- Lower Secondary School Scholarship.

vi) Comprehensive acess to Primary Education.

vii) Noon-meal Programme for the Primary School children.

viii) Inservice Training for Secondary School teachers.

ix) Text Book Publication.

x) Scholarship for Secondary School Children.

xi) Scholarship for SC/ST children.

xii) Scholarship for Sainik School Children.

xiii) Vocational Training in Secondary Schools.

xiv) Improving Library and Laboratory in Govt. High School.

xv) Adult Education.

xvi) Inservice Training for language teachers.

xvii) Educational Technology scheme (100% Centrally Sponsored Scheme).

xviii) Improvement of the examination system and curriculum revision.

xix) Operation Black Board Scheme (100% Centrally sponsored scheme).

xx) Improvement of Science Education (100% Centrally sponsored scheme).

xxi) Group Insurance against accidents.

xxii) Sports, Games and Scouts.

xxiii) Integrated Education for the disabled (Centrally Sponsored Scheme).

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

2.6. THE PROCESS OF PROJECT PREPARATION:

The Director of Public Instruction convened a meeting of State level Officials and Educational Experts early in the month of February 1993 and discussed about the whole process of preparation of the Project Report for the DPEP. The available data was analysed for this purpose. The first project report was thus prepared and

submitted to Government in April 1993. This report was evaluated by Government of India and they have later issued guide-lines for DPEP and requested the State Govt. to revise the report based on the new guide-lines. The State Level Core team and District level core teams were formulated.

The District core teams were given directions to identify the issues and problems in the field of Primary education in their districts after conducting meetings of beneficiaries - Teachers, Headmaster, P.T.A. members Parents, Panchayath-Members-Presidents, Muncipal Council-Members-Chairman, MLA's, M.Ps etc. These meetings were conducted in each district.

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

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

Dr. R.V.Vidyanatha Iyer, Joint Secretary(A) MHRD, New Delhi paid a visit to Trivandrum on 2.7.1993 and discussed this Project report with the State Officials. He made several suggestions to redraft the Project report.

The revised Project report was prepared and submitted in July 1993. This report consisted of DPEP plan for each district and a State Plan. The Preparatory Mission of the World Bank comprising of Ms. Marlaine E.Lockheed, Ms. Sajitha Bashir, Mr.Kelvin Cascu, Mr.Phil Choen and Sri.Sanjeev Sachdev visited Kerala in the last week of July 1993. The Mission was accompained by Mr.Anuraga-Bhatnagar I.A.S, Dr. S.D. Roka(NCERT) and Dr.Kusum Premi (NIEPA). The team members had preliminary discussion with the Project Director on 27th July 93 at Ernakulam. Cochin. The team visited Malappuram District and had detailed discussions with all concerned including the District Collector. The Mission visited DIET Malappuram. They also visited the State Institute of Education and Text books office at Trivandrum. The wrap-up meeting of the Preparatory Mission conducted in New Delhi was attended by the Director of Public Instruction and Project Director.

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

a. Baseline assessment studies.

b. Gender Studies.

c. Studies on State finance.

d. Studies on Text Book Production and distribution.

e. Studies on Tribals.

f. Studies on Teacher Training and Incentives.

Out of the above six studies, the preliminary report for the baseline assessment studies and final reports on the Studies of State Finance and Studies on Text Book Production and distribution are appended with this report.

Studies on Gender , on tribals and teacher training and incentives have been completed and final report is under preparation of National Core team.

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

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

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

To create zareness of Social Rights and duties of Citizens.

To provide sense of tolerance and Co-operation.
To provide factual informations regarding the freedom struggle of India.

To create awareness regarding	Health & Hygine through Physical Education
"	the population problem faced by India
"	
"	Dignity of Labour
"	
and "	Geographical and Cultural diversities of India.

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

A. Provide equity and access.

B. Total enrolment,

C. Retention.

D. Attainment of MLL.

Even though the State Government is spending about 30% of the Revenue in the field of Education, achievement levels by the Students are not at all satisfactory. In the last two decade the Govt. could not make the required investments for the development of Infrastructure in the Education Sector. A large number of schools have only thatched roof which are leaking during the rains making the school days difficult for the pupils. Elementary facilities like Urinals, Water Supplies etc. are lacking in many schools. The In-service training facilities offered by DIETs are not sufficient to meet the training requirements of the teachers.

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

a. Universal access and equity.

b. Total enrolment of 6 to 11 age group by 2000 AD.

c. Continuing in the system-retention.

d. Improving the achievement level to an expected level(qualitative improvement)

Chapter - III

MANAGEMENT STRUCTURE FOR DPEP

3.1. The General Education Department of Kerala is headed by the Director of Public Instruction, Kerala has 14 Revenue Districts. The administration of General Education in each revenue District is done by the Deputy Director of Education. Again for administrative purpose each Revenue District is divided into more than one Educational District headed by the District Educational Officer (31 in total) each block of the District is disigned as Educational sub Districts and is in charge of the Assistant Educational Officer (157)

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

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

3.3. According to the statistical report of 1991-92 there are 12,134 schools and 1,90,937 teachers in the State. The detailed breakup is shown below.

Status of the school	Schools				Teachers		
	Govt.	Aided	Unaided	Total	Men	Women	Total
L.P.School	2608	4069	135	6812	24987	47254	72241
U.P.School	934	1885	73	2892	23817	37404	61221
H.S. School	941	1379	110	2430	23994	33552	57546
Total	4483	7333	318	12135	72798	118210	191008

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

3.5. PROJECT MANAGEMENT:

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

3.5.1. A General Body with the Chief Minister of the State as Chairman and the Minister for Education as

Vice Chairman and State Project Director as Member Secretary.

3.5.2. A Governing Body consisting of 17 members with the Secretary to Govt., General Education Department of the State as President and Director of Public Instruction as Vice President and the State Project Director of the Society as the Member Secretary.

3.5.3. The Chief Executive of the Society will be the State Project Director appointed by the Governing Body of the PEDSK.. The functions of the General Body will be to provide guidelines for the functioning of the society and to take necessary corrective actions by way of policy directives issued to the Governing Body and to the State Project Director. The functions of Governing Body which consits of exports in various connected fields includes rendering the necessary technical advice to the State Project Di ector and to issue approval for any transaction which is beyond the powers delegated to the State Project Director. This Gover ing Body has full financial powers without any restriction. The Management structure of the society is designed to incorporate the missionery approach decentrallisation of powers and participatory management. The State Project Director is assisted by four project Directors in the rank of additional Director of Education Department as detailed below.

a. Project Director (Academic)

b. -do- (Civil Works)

c. -do- (Monitoring &Evaluation)

d. -do- (Finance, Audit & Accounts)

3.5.4. The Project Director(Academic) will be a proven academician who has rendered valuable service in the field of Primary Education, DIETs, State Institute of Education etc. who has post Graduate qualifications. The Project Director(Civil Works) will be a Superintendenting Engineer taken on deputation from PWD who is authorised to exercise the technical powers of the Chief Engineer in order to deal all the situations developing in the implementation of the Project. The Project Director (Monitoring & Evaluation) will be an expert in the 'MIS' system who posseses MBA in the(Education Management, profrably from a national institute). The Project Director(Finance) shall be a Joint Secretary from the Finance Department or an officer from the Accountant Generals Office. These 4 Project Directors has to be provided with minimum office and technical staff as shown in Table 7 - 8

3.5.5. At present the Directorate of Education doesn't have any space to spare for the functioning of a State level office of the registered society. It was very difficult to get rented building in Trivandrum at a lower

rate. So it is suggested to construct a building with a space of 350 Sq.Mts. to house the State level office and for the installation of Management Information System. It is estimated a sum of Rs. 10 lakhs is required for the civil work of the said buildings. To start with, the Office of the Registered Society will be in a rented building.

3.5.6. The District Project Director who is the implementing officer at the district level works directly under the control of the State Project Director. The District Project Director is given advice by an advisory committee headed by the District Collector. The president of the District Council will be the Vice-Chairman of the advisory committee.

3.5.7. The functions of this advisory Body shall be similar to those of the General Body at State Level. A task force consisting of 15 members will take decissions for the implementation of the Project subject to the policy directions issued by the State level body and advisory body at the District level The District Project Director will be in the rank of Joint Director. He will be assisted by 4 subordinate officers with supporting staff as detailed below.

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

b) An Engineering division headed by an Assistant Executive Engineer and supporting staff who has the powers of an Executive Engineer in PWD.

c) Monitoring and evaluation officers in the rank of Assistant Director Statistics Department.

d) Finance, Audit & Accounts Officer in the rank of Accounts Officer Grade II of Education Department with supporting staff.

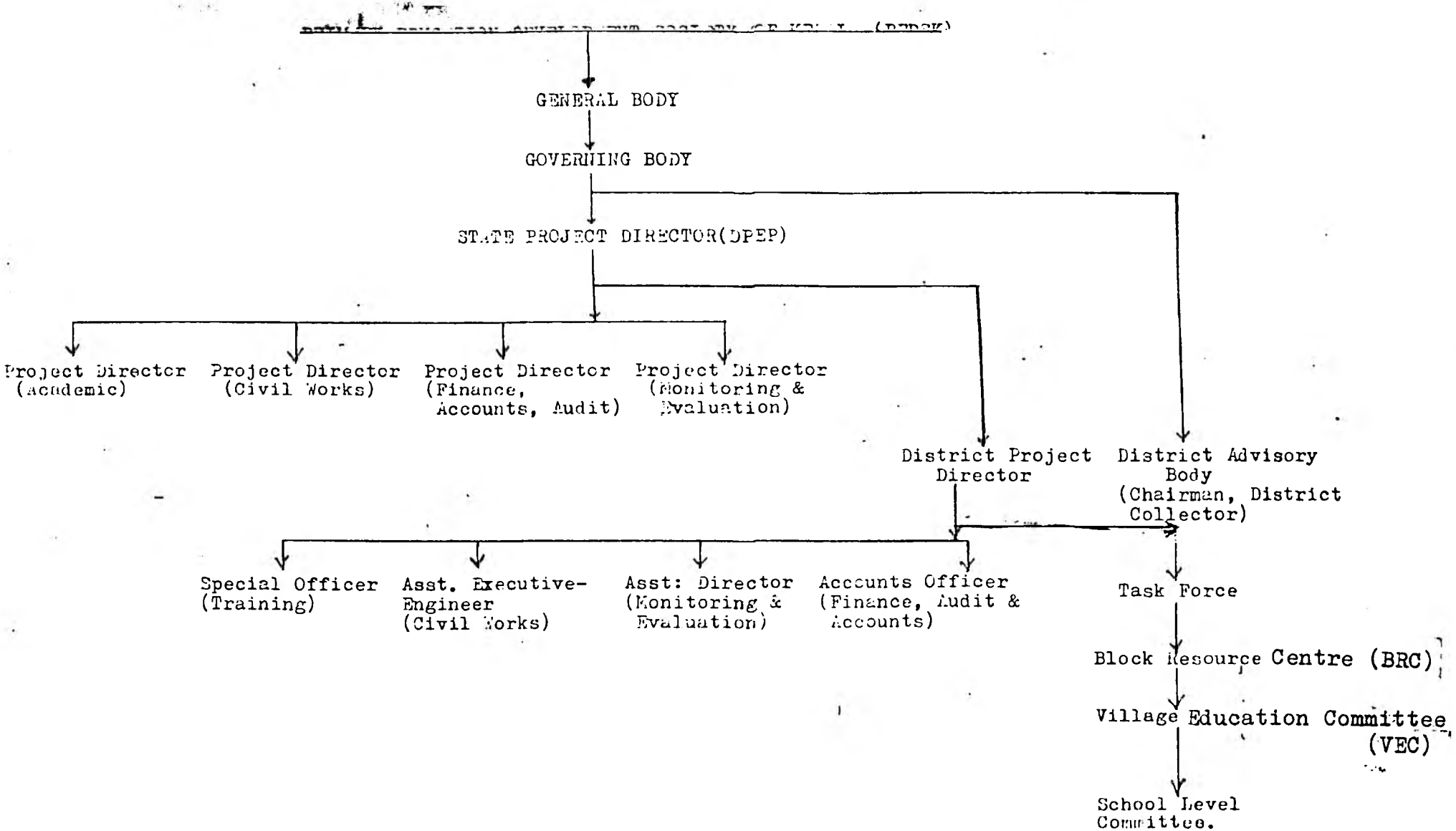
The District level Office of the Registered Society will be housed in the DIET Building.

3.5.2. The Block level Resource Centre will moniter and evaluate the implementation of the DPEP programmes. In Kerala, there is Sub-District Officers called Assistant Educational Officers instead of the Block level Officers. The Assistant Educational Officer will be the Chairman of the BRC. An advisory body consisting of not more than 5 members will be constituted for each BRC. The BRCs will have all the necessary facilities of space - a class room, Toilet and educational equipments and a library. All the training programmes for the teachers at the grass root level are expected to be conducted in those centres.

Similarly VECs are constituted in the Village/ Panchayat level. In Kerala there are a number of Schools in a Village. So each VEC will be leading a cluster of schools called school complex. The Headmaster of the lead school of that Village/Panchayat School complex will be the Convenor of the VECs and President of the Panchayath will be the Chairman of the VEC. Every lead school will have provisions for library and Laboratory and educational equipments in those Centres to impart necessary training designed to improve the teacher competency.

3.5.10 The school level committee consists of the PTA President as the Chairman and the School Headmaster is the member Secretary. The Panchayat Ward Member, the staff secretary of the School, three members from the School PTA of which two of them should be women.

3.5.11. The above management system have direct access to participatory managements by providing membership at various levels in sufficient numbers from the beneficiaries. The PTA represent the beneficiaries. A general meeting of all PTA presidents of the District will be convened to elect their representatives to the school level committee, Village level and District level committees and the Governing and General Body This process assures participation by the beneficiaries. The responsibility for the conduct of the election will be vested with the officer in charge of monitoring and evaluation at the District level. The Organisation chart for the above set up is furnished in the annoxure.


GENERAL BODY
GOVERNING BODY
STATE PROJECT DIRECTOR(DPEP)
Project Director (Academic)
Project Director (Civil Works)
Project Director (Finance, Accounts, Audit)
Project Director (Monitoring & Evaluation)
District Project Director
District Advisory Body (Chairman, District Collector)
Special Officer (Training)
Asst. Executive-Engineer (Civil Works)
Asst: Director (Monitoring & Evaluation)
Accounts Officer (Finance, Audit & Accounts)
Task Force
Block Resource Centre (BRC)
Village Education Committee (VEC)
School Level Committee.

State level Functionaries

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

District Level Functionaries.

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

Chapter - IV.

MANAGEMENT INFORMATION SYSTEM (MIS) AT THE STATE LEVEL

INTRODUCTION

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

4.2. COMPUTERISED MIS PROGRAMME:

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

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

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

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

4.3. OBJECTIVES:

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

To monitor enrolment and retention.

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

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

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

To enable the managers the project scheduling implementation and watch the progress and flow of resource inputs.

4.4. IMPLEMENTATION OF MIS

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

to be structured, flexibility in the design of the reporting system is warranted by the nature of the project and these programme wise tables require further development during the implementation. District wise programme wise table for school wise performance are to be structured and developed. At the state level a signle table combining the programme wise detailes, performance details and facility consolidation details are to be designed to classify and present the basic information regarding the implementation of the project. Hence, the task for the development of MIS is as follows.

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

4.5. INVESTMENT PLAN:

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

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE COMPONENT OF EMIS

1. INFRASTRUCTURE

1.1 COMPUTER ROOM (CIVIL WORKS) :

Two small rooms of (20x15) and one cabin for System Analyst. These rooms should be partitioned and well furnished. Rs. 1,00,000/-

1.2 One A/c for computer Room (1.5 Tones) Rs 45,000/-
(including stablizer)

1.3 FURNITURES

The following furnitures are necessary to make the computer centre operational.

	Items	Nos.	Cost
a)	Computer Table	5	
b)	Computer Chair	5	
c)	Printing Table	3	
d)	Tables	4	
e)	Chairs	12	
f)	Almirah	4	
g)	Fire extinguisher	2	
h)	Vaccume cleaner	1	
		Total	Rs. 90,000/- (Estimated)

1.5 SOFTWARES

The following software(s) will be developed at NIEPA and distributed to all states participating in DPEP.

a) School statistics.
b) Project monitoring.

The softwares to be purchased for each state :

i)	MS-Windows for work group	Rs. 10,000/-
ii)	MS-OFFICE	Rs. 40,000/-
iii)	UNIX (run time)	Rs. 60,000/-
iv)	Fox-Pro 2.5 (window based)	Rs. 25,000/-
v)	Regional language WP	Rs. 5,000/-
vi)	Link software	Rs. 5,000/-
vii)	Additional Software for data entry	Rs. 50,000/-
	Total	Rs. 1,95,000/-

1.6 INSTRUMENTS FOR TRAINING

i) Large Screen Projection System

ii) Overhead Projection Unit Rs. 2,00,000/-
(To be provided in the second year)

1.6 (a) CONSULTANCY & SOFTWARE DEVELOPMENT Rs. 50,000/-

1.7 TELEPHONE

A telephone with STD facilities is required to communicate with the districts as well as the centre. Provision for sharing data through modem exists in the hardware.

i)	Installation Cost :	Rs. 8,000/-
ii)	Recurring cost p.a.	Rs. 10,000/-

1.8 MAINTENANCE

Generally every vendor gives at least one year warranty of its product. So there will be no maintenance cost of the hardware for the one year but in subsequent years it should be borne which is normally 10 percent of the total hardware cost for one year.

i)	System @ 11%	Rs. 1,00,000/-p.a.
ii)	Ac unit	Rs. 4,500/-p.a.
	Total	Rs. 1,04,500/-p.a.

1.9 CONSUMABLE

i) 30 Boxes of DS-HD (5 1/4") Rs. 1,50,000/- p.a.
ii) 30 Boxes of DS-HD (3 1/2")
iii) 10 Cartridge tape (150 MB and above)
iv) 50 x 1000 sheets of 132 Column Computer Papers
v) 50 x1000 sheets of 80 Column Computer Papers
vi) Printer Ribbons
vii) Tonner for laser printers
viii) Other Stationary/Binders/Stands etc.

1.10 CONTINGENCY Rs. 40,000/- p.a.

2. PRINTING OF DATA CAPTURE FORMATS

The states have to print data capture formats and distribute to the district units depending upon the number of schools in each district.

Rs. 80,000/- p.a.

3. MANPOWER REQUIREMENT

i)	System Analyst	1	Rs. 72,000/- p.a.
ii)	Programer Cum Training Officer	2	Rs. 96,000/- p.a.
iii)	Data Entry Operators	2	Rs. 48,000/- p.a.
		Total	Rs. 2,16,000/- p.a.

The system analyst will be the incharge of the state EMIS cell who will coordinate the work related to the district to National level. The training officer will take care of different trainings and trouble shooting at the district units. For data feeding two computer operators should be appointed.

4. TRAINING

TOPIC	PERSON TO BE TRAINED	TRAINING AUTHORITY	DURATION	LOCATION
Training on EMIS	System Analysts and training officers	NIEPA	5 days	NIEPA
Operation	Programmers	NIEPA	5 days	State Hq.
Orientation on EMIS	DEOs ,BEOs	State EMIS Cell	3 days	State Hq.

DISTRICT PRIMARY EDUCATION PROGRAMME

EMIS

DISTRICT COMPONENT

1. INFRASTRUCTURE AT DISTRICT

1.1 COMPUTER ROOM (CIVIL WORKS) :

Two dust free rooms or one big room with a space of 200-400 square feet will be sufficient in each district. The computer centre should be in the office of DEO/Project office for the easy access. The room must posses three phases wiring i.e. separate phases for Air conditioning, General Lighting and Computer is necessary. A specially dug pit with damp soil and salt outside the computer room will provide the correct earthing. Ensure that each electrical switch-board has a fuse. This will reduce any future problems of electrical repair.If room is not available then Rs. 50,000 is provided for room.

1.2 One A/c for computer Room (1.5 Tonnes) 45,000/-
(including stabilizer)

1.3 FURNITURES

The following furnitures are necessary to make the computer centre operational.

	Items	Numbers	Cost
i	Computer Tables	2	
ii	Computer Chairs for operators	4	
iii	Printer Tables	2	
iv	Tables	2	
v	Chairs	4	
vi	Almirah	2	
vii	Pedestal fans	2	
viii	Racks (Slotted Angles)	2	
ix	Fire protection equipmemt	2	
x	Vacuum cleaner	1	
		Total	70,000/- (Estimated)

1.3 HARDWARE

The hardware required for the computer centre at district level is :

PC/AT 486 One	Rs. 1,50,000/-
- 486 DX	
- 560 MB Hard Disk	
- 4MB RAM	
- Colour VGA	
- Ethernet Card	
- Gist Card	
- Key Board 101	
- Mouse	
- One Floppy Drive 5 1/4	
- One Floppy Drive 3 1/2	
PC/AT 386 One	Rs. 90,000/-
- 386 DX	
- 240 MB Hard Disk	
- 4MB RAM	
- VGA Mono	
- Ethernet Card	
- Gist Card	
- Key Board 101	
- Mouse	
- One Floppy Drive 5 1/4	
- One Floppy Drive 3 1/2	
One CTD 150 MB	Rs. 30,000/-
Two Printers	Rs. 55,000/-
- one 24 pins other 9 pins	
- Each 132 Column Dot matrix	
- Min. 300 cps	
- Printer Share	
- Necessary Cables	
UPS 2 KVA	Rs. 75,000/-
- Min two hours backup	
- Tabular batteries	
Modem	Rs. 15,000/-

1.4 SOFTWARE

The following software(s) will be developed at NIEPA and distributed to all states participating in DPEP.

a) School Statistics.
b) Project Monitoring.

The other software to be purchased for each district are :

i MS Windows for work group per m/c Rs. 11,000/- — Rs. 22,000/-

Includes -

- MS windows 3.1
- Lan features
- E-mail facility

ii MS-OFFICE — Rs. 40,000/-
Includes :

- MS WORD
- MS EXCELL
- MS POWER POINT
- MS E-MAIL SERVICES

iii MS Foxpro 2.5 (Runtime) windows version — Rs. 25,500/-

iv Regional Language WP — Rs. 5,000/-

v Anti virus software & other utilities — Rs. 5,000/-

1.5 CONSUMABLES

i 25 Boxes of DS-HD 5 1/4 — Rs. 70,000/- p.a.
ii 15 Boxes of DS-HD 3 1/2
iii 50,000 sheets (80 and 132 Column both.
v Printer Ribbons (100)
vi Tape Cartridge 10
vii Other Stationary/Binders/Stands etc.
viii Floppy Storage Boxes

1.6 DATA ENTRY CHARGES — Rs. 30,000/-

(Rs. 30,000 for first year and Rs. 10,000 for subsequent years)

1.7 TELEPHONE — Rs. 18,000/-

- Installation cost (Rs. 8,000/-)
- Operation cost (Rs. 10,000/-) p.a.

1.8 MAINTENANCE

Generally every vendor gives at least one year warranty of its product. So there will be no maintenance cost of the hardware for the one year but in subsequent years it should be borne which is normally 10 percent of the total hardware cost for one year.

District Component

Rs. 50,000/- p.a.

1.9 INSURANCE

2. MANPOWER REQUIREMENT

2.1 Salary Rs. 96,000/- p.a.

i Programer (Incharge EMIS) @ Rs. 4,000/- p.m.

ii (Two) Data Entry Operator @ Rs. 2,000/- p.m.

Administrative support and maintaining accounts would be provided by the project office at the district level.

2.2 T.A./D.A. for staff Rs. 25,000/-

2.3 CONTINGENCY FUND Rs. 25,000/-

District Component

3. TRAINING

TOPIC	PERSON TO BE TRAINED	TRAINING AUTHORITY	DURATION	LOCATION
1.Orientation on EMIS and data collection	BEOs/AEOs	*EMIS cell, Resource persons, Representative from state cell	3 days	District Hq.
			Estimated cost	Rs. 15,000/-
2.Data Collection	School Heads	BEO/AEO	Two times for one day each	Block Hq.
			Estimated cost	Rs. 90,000/-
3.Operation of software	Computer operators, Project staff	State EMIS cell/ State Electronics Agency	5 days	District Hq.
			Estimated cost	Rs. 10,000/-

Note :-Training materials on operations of software and basic of computers will be supplied by NIEFA.

Training material, stationary etc. Rs. 20,000/-

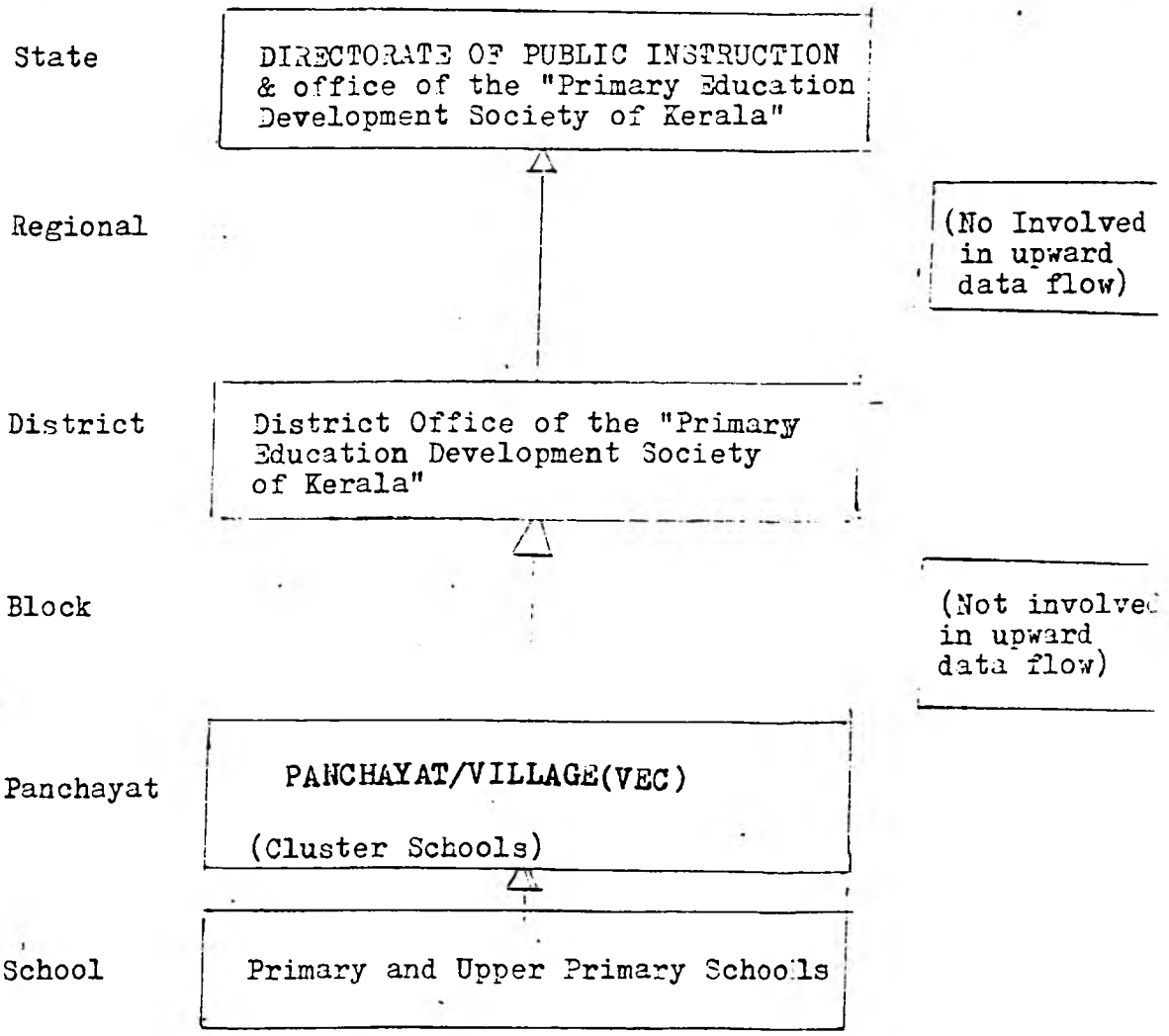
4. WORKSHOP Rs. 10,000/-

A workshop on the usage of EMIS would be necessary to organize for the persons related to the educational field to make best use of the system which could be held after every six months.

FLOW OF MIS DATA

FROM SCHOOLS TO STATE DIRECTORATE OF PUBLI INSTRUCTION

MANAGEMENT LEVEL



District Component

1. TIME FRAME OF ACTIVITIES AT DISTRICT
YEAR 1994-95

S.No..	Activities	Quarter 1			Quarter 2			Quarter 3					
		APRIL	MAY	JUN	JULY	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MARCH
11.00	Infrastructure at District												
1..10	Preparation of Computer Room												
1.20	Electrification and furnishing												
1..30	Procurement and supply of furniture												
1.40	Supply and instala- of Hardware and Software												
1.50	Supply of Data Capture format												
2.00	Manpower												
2.10	Recruitment of Programer and Operators												
3.00	Training												
3.10	Orientation Programme												
3.20	Training on data collection												
3.30	Submission of data												
3.40	Training for Operation												
4.00	Data Feeding												
5.00	Data Verification												
66.00	Database up												
77.00	Output generation												

CHAPTER - V

PROGRAMME INPUTS

Activities that are common access the Project Districts.

5.1.1. The Development of Training Modules.

The objective of any programme in education is facilitation of achievement in learning by the students. The intervention DPEP became necessary due to the fact that the achievement level of Primary School children in the State of Kerala generally and the Project districts of Malappuram, Kasaragod and Wayanad in particular was very low. This has been established as per the results of Baseline assessment study. So the problem here is the problem of quality.

For the improvement of learning achievement, teaching must be effective with competant teachers. For this purpose, they require both preservice and inservice training. Inservice training is necessary for improving teaching competence of all teachers in the system. The training is to be continuous and school based.

For inservice training, we do not have equal infrastructural facilities; the linkage to train them at the district level and block level and proper supervision and guidance system should be maintained. Even though DIETs are in position, it is very difficult to impart training to all the teachers of the Districts within a reasonable time.

For example, the teacher population of Malappuram is 18,500 that of Kasaragod is 6,000. Even though the number of teachers is comparatively less in Wayanad district, at is found that the schools are scattered in hills and vallys. We have to adopt new means and methods to train teachers of the project district within a span of two years so as to equip them to effectively implement the programme. During the seven year period of implementation of DPEP it is not possible to train them all either at the district level or at the block level due to large number of teachers in the Project Districts. So a three tier training system is suggested.. The three levels are SCERT at the State level, DIETs at the District level and BRC at the Block level.

School Cluster:

At the lowest wrung of this cadre is the School Complex which will have 5 to 10 Schools with an average of 100 teachers.

The complexes are a resource sharing mechanisms at the macro-level. Physical facilities and human resources will be shared within one another common use of teaching learning equipments, exchange of teachers etc. are the special features of the Schedule in School complexex.

Teachers should feel that they are in a fraternity team who should work together both to develop their own potentials and also for tthe development of children in the classroom.

B.R.C.:

It is proposed that each BRC will have an academic wing of 6 subject experts one each for Malayalam, Arabic, English, EVS$_1$, EVS$_2$ and Mathematics. When the training is going on, three of them will be in position in the class and three others will be in schools giving academic support and monitoring simultaneously.

DIETs:

DPEP Training Programme are expected to be carried out by using the facilities of DIET. But the present staff position is not sufficient to meet the challenges of DPEP.

The present position of DIETs in terms of its physical facilities to import the training programme of DPEP is not adequate. So all the DIET personnel will be trained by the SCERTs with the help of NCERT and NIEPA. They will in turn train key resource persons to conduct training programmes in BRCS, VECS level.

Training Programmes:

a. The customerisation of learning materials prepared by NCERT.

b. Field Testing.

c. Training of DIET personnels.

d. District level combined programme.

The cost estimate for these interventions are furnished in Table - 16

5.1.2. Developing work book for students for Std. I to V.

5.1.3. To develop hand book for teachers for Std. I to V.

5.1.2. & 5.1.3. are proposed to be developed by conducting work shops of the experts and its cost estimation and break-up in annexed with this document. Table 17 to 18

5.2. ACTIVITIES ACROSS THE STATE:

5.2.1. Orientation programme for the administrators of the department to make them aware of the MLL concepts.

The strategy to improve learning aquisition aims to lay down learning outcomes expected from basic education at a realistic, relevant and functional level, and prescribes the adoption of measures that would ensure that all children who completed a stage of schooling achieve these outcomes with the minimum level of learning which are common to both school and the equivalant NFE Programme. To make them aware the above concept this orientation programme is scheduled. The detailed break-up amd cost is given in the Table 22 to 23

5.2.2. Strengthening of Text Book production and Distribution:

In Kerala the Department of General Education, which is a subordinate organisation under the control of Director of Public Instruction of the Govt. of Kerala is responcible prescription/approval,, development, Publication & Distribution of instructional materials for primary schools.

5.2.3. Under DPEP a study was conducted and the recommendation are the following:-

i. State pedagogical institute should be established to look after the development of the instructional material. Experienced Technical persons to be deputed to this institute so that the quality of text books is improved.

ii. The capacity of the existing printing presses in Kerala should be increased by adding modern printing and processing equipments.

iii. For transporting the text books quickly to the Central school & District text book depot a more efficient system shoul be evolved by utilising the service of the private sector.

iv. Either professionally qualified staff should be appointed on the existing staff should be sent for re-training particularly in the field of editing, designing, production & distribution.

The following are the interventions included for the implementation of the DPEP.

a. **Developing and introducing a new primary level text book in a phased manner after the dessimination of the new MLL based curriculum for primary class with the full involvement of curriculum specialists teachers, educators and experienced primary level teachers**

b) Readiness programmes of the teachers for the introduction of new text books.

c) Analysis of text books from the point of the Gender and SC/ST bias.

d) Setting up of a central publishing control unit to Co-ordinate text books development production, distribution quality control and training.

e) Computerisation of central book depot, Trivandrum for communication and monitoring of the text book production diistribution and control.

The cosst estimate for the intervention is furnished above are shown in Tables 28 - 33

5.3. ACTIVITIES THAT ONLY THE STATE IS COMPETANT TO UNDER-TAKE

5.3.1 Registration and management structure of the Primary Education Society of Kerala(PEDSK). The details of the Society and costing are furnished in Chapter 3 & Tables 7 & 8 respectively.

5.3.2. Managementt Information System.-
Details off the MIS & Costing are furnished in chapter 4 and the annexure respectively.

5.3.3. Workshop for the preparation of the work Book for students, Hand Bookk for Teachers, and Production & Distribution of work bookk and Hand book. The cost estimate is furnished in the Tables 19 to 20

5.3.4. Readiness Programme to Teachers for the introduction of the New Text Book - Cost estimate furnished in Table No.21

5.3.5. Analysis of the Text Book from the Point of view of the Gender and SC/ST Bais - Cost estimate furnished in Table No.24

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

5-4-2-1- The National Policy of Education adopted in 1986 envisages setting up of SCERT. in each State which will discharge the State level functions to be imparted by NCERT.

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

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

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

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

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

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

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

The SCERT. will have the following academic departments:

a) SIEMAT

In-corporating the State Instituto of Educational Management and Training in the proposed SCERT.

The basic values premise for establishment of such an institute emanates with in the context of current Educational Reforms which will require continuous staff development at various levels for improving the quality and effectiveness of the School Education.

While DIET will be able to provide resource support at District level, DIET personnel also need training for carrying out their functions more effectively. There are also certain aspects of the project which will be best looked after at the State level from the point of view of technical feasibility and financial viability. The state component of DPEP has highlighted on several planning and management tasks which needs to be handled at the District level.

So in the Kerala circumstances, it is suggested to house KIEMAT under the umbrella of proposed SCERT with all infrastructural facilities and academic support in order to cater the needs of Management and Training.

The wing has a responsibility (i) to promote systematic development of planning and management practices relevant to achieve the goal of planned change through education.

2. To advance the professional growth and development of Educational personnel such as educator, administrators and Managers at different levels.

OBJECTIVES: The main objective of the SIEMAT will be to train State, District and Block level functionaries in planning and management of education to undertake research and evaluation andd develop data base/information and decision support system Education For All.

FUNCTIONS AND ACTIVITIES: The following will be the functions of the proposed unit:-

a) Training programmes and workshops:-

i) Training/orientation programmes and workshops for Educational planners and managers at the State level DEOs/AEOs/Heads of Institutions/DIET personnel and Community leaders.

ii) Seminars andd workshops in the area of Education policy, planning and Management of Education.

b) Research andd Evaluation:-

Conduct and sponsor research and evaluation studies which will be utilised in implementation of various policy measures. It will also undertake action research in tthe area of institutional planning, Management amd evaluation, micro planning, School maping, Project Planning and Management, Inspection and supervisiion, community participation and resource management.

The cost estimate for the training programmes covered in DPEP furnished in table 6 .

INVESTMENT PLAN:

Building Construction:-

There is no cost for the Building Construction. SIEMAT is proposed to house in the same building of the proposed SCERT.

FURNITURE

Tables, Chairs, Almarah, Racks, Lecture Stands and all other accessories including the Micro Phones of the conference room.	2,50,000.00

EQUIPMENTS:

Science equipments, materials Kitchenetc, Typewriter, Duplicating machine, Tape - recorder, Camera, VCR, TV, Telephone PA System, Xerox-machine, Auto Stencil cutter, computer etc.		25,00,000.00
i) Staff Car	-1	3,00,000.00
ii) Mahindra Armada	-1	3,00,000.00
		6,00,000.00
Books		7,50,000.00

RECURRING EXPENDITURE P/A.

TA	1,50,000.00
Stationary	50,000.00
Library Grant	1,00,000.00

Printing and Publication	1,45,000.00
Advertising	20,000.00
Maintenance of equipments computer etc.	50,000.00
Vehicle maintenance and POL	50,000.00
Honororium to experts	50,000.00
Comtigent expenditure	50,000.00
	6,65.000.00

Non-recurring & Recurring expenditure related to the conversion of SIE to SCERT including the SIEMAT is furnished in the Table No.13

TRAINING ASSIGNMENTS OF SIEMAT

1. Heads of Primary School
2. Block Level Officers Including Staff of Block Resource Unit (BRU)
3. District Level Officers
4. DIET Principals
5. Planning & Management Faculty (DIET)
6. State Directorate including DPEP personnel
7. Officer-in-Charge of NFE and AE
8. Member of State Council/Board
9. Zila Parishad Members
10. VEC Members
11. Other Functionaries of Voluntary Organisations

b) ACADEMIC WING.

1. Department of Curriculum, Text Books and Evaluation.
2. Department of Teacher Education and Extension Services.
3. Department of Educational Technology.
4. Department of Art, Physical, Health and Vocational Education.
5. Department of Non formal and Continuing Education and Special Projects.
6. Department of Educational Research, Documentation and Dissemination.

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

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

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

1. Department of Curriculum, Text Books and Evaluation.

a) To undertake curriculum development activities like the designing and development of cirricular courses and syllabi pertaining to school education areas.

b) To undertake development of cirriculum materials including learning and instructional materials, teachers hand books, work books etc. for the school level.

c) To develop strategies for effective curriculum transactions.

d) To undertake researches pertaining to curriculum.

e) To design and develop tools and techniques for continuous comprehensive evaluation.

f) To undertake researches on examination reforms.

g) To provide resource - support to the examination wing of the schools education department.

h) To function as a nodal agency with respect to functions of the respective department of the DIETs, IASEs, CTEs.

2. Department of Teacher Education and Extension Services.

a) To carry out inservice and continuing education programmes for teachers of primary, secondary and higher secondary schools, Teacher Training Institutes, DIETs, CTEs, IASEs, Pre-primary teacher training Institutes etc.

b) To design and develop courses and curriculum for pre-primary and primary teacher training courses, Language teacher training courses etc.

c) To develop strategies for effective curriculum transaction.

d) To prepare hand books, manuals for teachers.

e) To provide technical resource support for strengthening the teacher education programmes at all levels of school education.

f) To establish linkage with CTEs, IASEs, Regional College of Education, University Departments of Education, the Departments of NCERT, NCTE, NIEPA, and other prominent institutions of advanced studies and training.

g) To guide, supervise, mornotor and evaluate the academic activities of tthe TTIs, DIETs, Centres for English, Language Teeacher's Training Centres, Hindi Teachers Training Institute etc.

h) To provide training to tteachers in the area of Educational and Vocationnal guidance.

i) To undertake status studiies and researches on teacher education.

j) To function as a nodal aagency to carry out the functions of the respectiive departments of the DIETs, IASE & CTE.

3. Department of Educationall Technology.

a) To design, produce and diisseminate educational technology software.

b) To train teachers in the proper use of the production of Educational Technologyy software.

c) To collaborate with the mmedia in the production of broadcasting and telecastting of educational programmes.

d) To train teachers and teacher trainees in the designing and production (of low cost teaching - learning materials.

e) To function as a nodal aggency to carry out the functions of the respectiive departments of the DIETs, CTEs, IASE.

f) To train teachers in the eeffective utilisation and maintenance of educatiional technology software and hardware.

g) To monitor and evaluate educational technhology programmes and institutes concerning school education.

h) To function as state level resource centre for educational technology software.

i) To carry out status studies and conduct researches relating to educational technology

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

a) To design curriculum in the areas of Art, Physical. Health and Vocational Education.

b) To design transaction of teaching, learning strategies in the related areas.

c) To develop instructional materials for the effective implementation of the curriculum areas.

d) To train teachers in the relates areas.

e) To develop tools and techniques for continuous comprehensive evaluation in the related areas.

f) To function a a nodal agency to the related department and the preservice teacher education, work experience in the DIETs to carry out their functions.

g) To carry out status studies and conduct research in the related areas.

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

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

b) To prepare and produce materials for nonformal and continuing education population education, environmental education etc.

c) To carry out status studies and conduct research in the related fields.

d) To implement, monitor, evaluate and document special projects sanctioned by the central and State Govts. and national and international agencies.

6. Department of Educational Research, Documentation and Dissemination.

a) To function as a service department for other departments of the SCERT, DIETs and other institutions such as IASE, CTE etc. to carry out status studies and other kinds of educational research.

b) To conduct short term courses in research methodology for teachers and teacher educators.

c) To carry out research studies, try-outs, innovations etc. in didderent areas related to school and teacher education.

d) To set up an educational data bank or data base and document the findings of educational research for wider dissemination.

e) To develop and standardise appropriate techniques and tools for conducting educational research and innovative educational programmes.

f) To set up a state level educational library and documentation centre and perform clearing - house functions.

g) To publish books, news letter, journals, bulletins etc. for the SCERT.

h) To give technical advice and assistance to governmental machineries to carry out educational surveys and prepare reports.

i) To organise educational seminars, fairs, exhibitions etc.

j) To give publicity to the activities of the SCERT through media.

5.4.2.8. Qualifications for the various posts.

Director & Joint Director

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

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

Desirable:

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

3. Research Publications.

Age: Not less than 50 years.

Professor:

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

Desirable:

1. Research Publication/Authorship of books on Education.

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

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

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

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

Desirable: Ph.D. in Education.

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

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

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

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

Scale of pay:

The following scales of pay are recommended for various posts.

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

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

5.4.2.10. APPOINTMENTS:

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

2. But in the initial stage of the transformation of the S.I.E. into SCERT newly designated posts in the SCERT are to be adjusted to the existing posts in the S.I.E. as stated in the paragraph on staff pattern in this report. Therefore the present incumbents working in the posts in the SIE. can be retained/ re-appointed subject to the fulfilment of the conditions regarding qualifications, experience, suitability and age prescribed, and also on the condition to join the SCERT permanently.

a. Under qualified academic staff who are prepared to improve their qualifications can be granted a period of three years to do so and retained in the posts with changed designation provided they exercise their option to continue in the SCERT.

b. All other under qualified hands can be replaced by fully qualified hands if available drawn from suitable cadres of the general education departments in accordance with the present norms of such appointment by transfer within a period of six months of implementation of the proposal for establishing SCERT provided they exercise option to be appointed in the SCERT.

3. As far as the administrative staff are concerned, all the existing posts will continue in the initial

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

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

5.4.2.11. Mode of Selection:

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

1. DIRECTOR & JOINT DIRECTOR

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

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

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

2. Professor:

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

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

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

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

3. For other Academic posts and the Post of Administrative Officer. A committee consist of:
   1. The Director of Public Instruction (Chairman)
   2. Director of SCERT (Convener)
   3. A member of the executive committee nominated by the Director SCERT.
   4. Two experts in the related subject/field.

4. For Clerical and other staff of the Administrative Wing: A committee consist of :
   1. Director of the SCERT (Chairman)
   2. A member of the executive committee nominated by the Director of SCERT.
   &
   3. Administrative Officer of the SCERT. (Convener)

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

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

In the non-recurring cost, the State will contribute at the existing rates of expenditure during the Project period. The balance will be

5. 4. 2. 13 Linkage between SCERT & PROJECT

SCERT is the State level academic programme implementation agency for the DPEP. The strengthening of the SCERT is envisaged for this purpose. SCERT is the apex body of the DIERTs DIETs are the academic programme implementation agency at the District level, BRC level and VEC level. Hence SCERT has strong linkage with DPEP in its programme implementation.

CHAPTER NO. VI

Financing and cost Estimates

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

The details on State finances are furnished in the study report on State Finances (separately submitted). The expenditure on Primary Education in Kerala both under plan and non-plan for the period from 1980-'81 to 1993-'94 is given in the table-below:

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

The expenditure in the education sector including Secondary, University, Technical etc. for the period from 1985-86 to 1993-94 is given in the table below:

	85-86 Accounts.	86-87 Accounts.	87-88 Accounts.	88-89 Accounts.	89-90 accounts.	90-91 Accounts.	91-92 Accounts Estimate.	92-93 revised Estimate.	93-94 budget
Expenditure Education	41667	48126	51388	57945	63514	77549	83592	97260	114991
Index	100	116	123	139	152	186	201	234	276
Percentage to total developmental Expenditure.	40.21	43.15	44.19	42.64	43.49	43.02	42.45	39.73	43.12

It is worth mentioning that in the past 5 years no new Schools have been sanctioned by Government in the Public Sector. The Plan Expenditure from which the cost of School constructions are met is only about 1.2% of the Non-plan expenditure. This trend is evident from the details furnished in the table below:-

EXPENDITURE ON GENERAL EDUCATION(in crores)

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

The result of this low rate of investment on capital expenditure has badly affected the building up of infra-structure facilities in almost all Schools. 12% of the Primary School buildings are Katcha whereas this percentage goes to 11% to Upper Primary and 5% to Secondary buildings. 25% of the Schools lack drinking water facilities and 35% of the Schools lack Urinal and toilet facilities. 99% of the State expenditure on Education is met by State Government whereas the Central Assistance is limited only to the Schemes like OBB. The assistance made under the Central Schemes is very very low when compared with the overall expenditure in the Sector.

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

The 8th Plan document for the Education Sector is not yet finalised.

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

The total cost estimate of the Project for seven years and first year cost of recurring and non-recurring items are shown in table 5.

SUSTAINABILITY.

1. The total expenditure for the project over a period of 7 years is Rs.11,059.60 lakhs of which Rs.2932 lakhs is for Civil construction. For the routine maintenance there will be additional demand of Rs.4.4 millions annually by the end of the Project period. Temporary teachers taining facilities are established in the Project. No Civil constructions are suggested for this prupose. The Department has to utilise the services of Resource Persons and Key Resource Persons trained during the Project period even after the same. The total training cost of teachers in the Project period is about Rs.261 lakhs. Additional expenditure per year is of the order of Rs.3.6 million. This additional in put will have to be sustained evenafter the Project period. Recurring additional expenditure towards teachers salary by way of establishing new Schools comes to Rs.441.3 lakhs annually. There is another recurring expenditure towards boarding charges for residential schools and the consumable materials to the order of Rs.16.6 million per annum. Thus the total annual recurring expenditure the State has to bear when the Project period is over comes to Rs.702.3 lakhs say Rs.700 lakhs.

2. As per the 1991 School Statistics the total number of Children studying in all the Schools in Kerala is 5851367 (for Standard I to X). As per the projection made by the Centre for Developmental studies, Trivandrum the total student strength of the Schools by the year 2001 is likely to fall to 5287267. This reduction in student population is likely to create 11282 surplus teachers at the rate of 1 teacher for 50 pupils. These surplus teachers can easily be absorbed in the annual retirement vacancies which comes to about 5 to 8 percent of the total number of posts annually. This reduction in the number of teachers would cause a saving to the exchequer to the tune of Rs.3300 lakhs at the current salary rate. Therefore, the additional expenditure incurred by the implementation of the Project will be sustained very well due to the reasons mentioned above.

6.10. REPLICABILITY:

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

6.11. COST EFFECTIVENESS:

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

CONCLUSION

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

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

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

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

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

For the implementation is of the DPEP in Kerala, Department of General Education has registered a society under Travancore cochin Literary, Scientific and Charitable Societies Registration Act XII of 1955 (Reg;No:142/94) as per the (GO.(MS)27/94/G.Edn. Thiruvananthapuram dated 4.3.1994).

Table No: 1

DISTRICT PRIMARY EDUCATION PROGRAMME

K E R A L A S T A T E

C O S T

Rs. in lakhs.

Sl. No.	Programme	Non - Recurring		Recurring		Total	
		1st year	Project cost	1st year	project cost	1st year	project cost
1.	MALAPPURAM	157.96	1229.55	121.34	2769.61	279.29	3999.16
2.	WAYANAD	36.440	700.23	200.54	2425.49	236.95	3125.72
3.	KASARAGODE	83.67	1664.29	55.66	897.39	139.32	2561.64
4.	STATE INTERVENTION	256.23	479.74	110.77	825.34	367.00	1373.08
	TOTAL	534.30	4073.81	488.31	6917.83	1022.56	11059.60

TABLE - 2

DISTRICT PRIMARY EDUCATION PROGRAMME

ACCESS

STATE - K E R A L A

Rs. in lakhs

Sl. No.	Programmes	Non-Recurring		Recurring		Total	
		1st year	Project period	1st year	Project period	1st year	Project period
1.	Conversion of SIE to SCERT (including SIEMAT)	97.00	107.00	68.60	480.23	165.60	587.23
2.	Text Book production and Distribution	20.00	.20.00	11.40	75.70	31.40	95.70
	Total	117.00	127.00	80.00	555.93	197.00	682.93

Table - 3

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE - K E R A L A

RETENTION AND QUALITY

Sl. No.	Programmes	Non - Recurring		Recurring		Total	
		1st year	Project period	1st year	Project period	1st year	Project period
1.	Customiration of learning materials:						
	a) Workshop	0.98	-	-	-	0.98	
	b) Field testing	0.07	-	-	-	0.07	
	c) Review & Modification	0.12	-	-	-	0.12	
	d) Printing	18.00	-	-	-	18.00	
	e) Distribution	0.03	19.20	-	-	0.03	19.20
2.	Training of DIET Personnel	0.65	0.65	-	-	0.65	0.65
3.	District level combined programme	0.56	0.56	-	-	0.56	0.56
4.	Workshops for preparation of Hand Book for Teachers.	27.00	27.00	-	-	27.00	27.00
5.	Workshops for preparation of Handbooks for students	27.00	27.00	-	-	27.00	27.00
6.	Production and Distribution of Work Book for Students	-	55.00	-	-	-	55.00

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1	2	3	4	5	6	7	8
7.	Production and Distribution of work book for Teachers.	-	6.25	-	-	-	6.25
8.	Training course for officials in MLL	-	0.71	-	-	-	0.71
9.	Training course for Heads of schools in MLL	-	16.80	-	-	-	16.80
10.	Rediness programme of the Teachers	-	-	-	105.38	-	105.38
11.	Analysis of Text Books-Gender SC/ST	-	3.00	-	-	-	3.00
	Total	74.41	156.17		105.38	74.41	261.55

Table - 4

DISTRICT PRIMARY EDUCATION PROGRAMME

CAPACITY BUILDING

STATE - K E R A L A

Rs. in lakhs.

Sl. No:	Programmes	Non - Recurring		Recurring		Total	
		1st year	Project period	1st year	Project period	1st year	Project period
1.	Project Management	45.63	175.38	17.30	132.53	62.93	307.91
2.	Management Information System						
	a) State level	12.78	14.78	8.46	59.05	21.24	73.83
	b) District level	6.41	6.41	5.01	40.45	11.42	46.86
	Total	64.82	196.57	30.77	232.03	94.79	428.60

Table No.5

D P E P STATE LEVEL INTERVENTIONS

K E R A L A

Rs. In lakhs.

Sl. No.	Programme	Non-Recurring		Recurring		Total	
		Ist year	Project Cost	Ist year	Project Cost	Ist year	Project Cost
1.	Project Management (State level only)	45.63	175.38	17.30	132.53	62.93	307.91
2.	Management Information System.	12.78	14.78	8.46	59.05	21.24	73.83
3.	Management Information System District level.	6.41	6.41	5.01	40.45	11.42	46.86
4.	Text Book	20.00	20.00	11.40	75.70	31.40	95.70
5.	Conversion of SIE to SCERT (including SIEMAT)	97.00	107.00	68.60	480.23	165.60	587.23
6.	Training Programmes	74.41	156.17	-	105.38	74.41	261.55
	Total	256.23	479.74	110.77	825.34	367.00	1373.08

Rs.1373.08 Lakhs.

Table No: 6

DPEP - State level Interventions.

Training Cost only

KERALA STATE.

-Rs. in lakhs.

Sl. No.	Programme	Non - Recurring		Recurring		Total	
		1st year	Project Cost	1st year	Project cost	1st year	Project cost
1.	Customarisation of learning materials:						
	Workshop	0.98	-	-	-	0.98	
	Field Testing	0.07	-	-	-	0.07	
	Review Modification	0.12	-	-	-	0.12	
	Printing	18.00	-	-	-	18.00	
	Distribution	0.03	19.20	-	-	00.03	19.20
2.	Training of DIET Personnel	0.65	0.65	-	-	0.65	0.65
3.	District level combined programme	0.56	0.56	-	-	0.56	0.56
4.	Workshop for the preparation of Hand book for teachers.	27.00	27.00	-	-	27.00	27.00
5.	-do- Work book for students	27.00	27.00	-	-	27.00	27.00
6.	Production & Distribution of work book for students	-	55.00	-	-	-	55.00
7.	-do- of Handbook for teachers.	-	6.25	-	-	-	6.25
8.	Training cost for officers in MLL	-	0.71	-	-	-	0.71
9.	Training course for Heads of School in MLL	-	16.80	-	-	-	16.80
10.	Readiness programme of the teachers	-	-	-	105.38	-	105.38
11.	Analysis of Text Books Gender & SC/ST.	-	3.00	-	-	-	3.00
	Total	74.41	156.17	-	105.38	74.41	261.55

STATE LEVEL

ANNEXURE - 1A

PROJECT IMPLEMENTATION UNIT-ESTABLISHMENT COST

Table - 7

Rs. in Lakhs. In Lakhs

Sl. No.	Designation	No. of posts	Scale of pay (Rs.)	Average emoluments Rs.	Salary/Cost including allowances and Leave benefits 1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-2001
1.	State Project Director	1	5100-5700	9882	1,28,466	1,32,319	1,36,289	1,40,378	1,44,589	1,48,927	1,53,394
2.	Project Director(Academic)	1	4200-5300	8692	1,12,996	1,16,385	1,19,877	1,23,473	1,27,177	1,30,993	1,34,922
3.	Project Director (Civil Works)	1	4200-5300	8692	1,12,996	1,16,385	1,19,877	1,23,473	1,27,177	1,30,993	1,34,922
4.	Project Director (Monitoring and evaluation)	1	4200-5300	8692	1,12,996	1,16,385	1,19,877	1,23,473	1,27,177	1,30,993	1,34,922
5.	Project Director (Finance)	1	4200-5300	8692	1,12,996	1,16,385	1,19,877	1,23,473	1,27,177	1,30,993	1,34,922
6.	Subject expert	3	2060-3200	4812	1,87,703	1,93,334	1,99,134	2,05,108	2,11,261	2,17,599	2,24,126
7.	Assistant Engineer	1	2060-3200	4812	1,87,703	1,93,334	1,99,134	2,05,108	2,11,261	2,17,599	2,24,126
8.	Draftsman Grade I	3	1400-2300	3385	1,32,034	1,35,995	1,40,075	1,44,277	1,48,605	1,53,064	1,57,655
9.	Assistant Director (Statistics)	1	2375-3500	5375	69,875	71,971	74,130	76,354	78,644	81,004	83,434
10.	Assistant Director (Computer)	1	2375-3500	5375	69,875	71,971	74,130	76,354	78,644	81,004	83,434
11.	Accounts Officer	1	2200-3500	5275	67,801	69835	71,930	74,087	76,311	78,600	80,958
12.	Junior Superintendent	1	1920-2660	3824	49721	51,212	52,749	54,331	55.961	57,640	59,369
13.	Clerks	3	950-1500	2241	57428	59,150	69,925	62753	64,635	66,574	68,572
14.	C.A	2	1125-1720	2603	67682	69,713	71,804	73,958	76,177	78,462	80,815
15.	Typist	2	950-1500	2241	58285	60,034	61,835	63,690	65,600	67,568	69,595
16.	Driver	2	825-1250	1898	49364	50,845	52,370	53,941	55,559	57,226	58,942
17.	Peon	2	775-1065	1683	87547	90,173	92,878	95,665	98,535	1,01,491	1,04,535
18.	Fulltime menial	2	750-1025	1624	42227	43,494	44,798	46,142	47,527	48,952	50,420
19	Night watchman	1	775-1065	1683	21886	22,543	23,219	23,916	24,633	25,373	26,133
	Total				1729581	1781468	1834912	1889959	1946658	2005058	20,65,210

Total Rs.13.252846 ~~Million~~ 132.53.

STATE LEVEL

ANNEXURE 1 B

PROJECT IMPLEMENTATION UNIT-INFRASTRUCTURE FACILITIES.

Table - 8

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

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TABLE -

IV	Operation & Maintenance	5,00,000	5,00,000	5,00,000	5,00,000	5,00,000	5,00,000
V	Books & Periodicals	25,000	25,000	25,000	25,000	25,000	25,000
VI	Professional Fees	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000
VII	Bellowships						
	1. Local Fellowship	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000
	2. Foreign Fellowships	10,00,000	10,00,000	10,00,000	10,00,000	10,00,000	10,00,000
VIII	Consultants						
	1. Local Consultants	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000
	2. Foreign consultants	--	--	--	--	--	--
IX	Consumable materials						
	1. Petrol & Diesel						
	Office Stationary						
	Contingency charges (including repairs)	1,00,000	1,50,000	1,75,000	2,00,000	2,25,000	2,50,000
X	Civil Works	350 m² 10,000	--	--	--	--	--
		42,65,500	21,00,000	21,25,000	21,50,000	21,75000	22,00,000

Total Rs. 1,75,37,500/- = 175.38 Lakhs.

Table - 10

Management Information System(MIS)

STATE COMPONENT

Recurring and Non Recurring Expenditure for First seven years. in lakhs)

Sl.No.	Head	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-2001	Total
I	Non recurring:								
1.1	Room construction	(Housed in the office of the PEDSK)							
1.2.	Furnishing	30,000							
1.3	Furniture	90,000							
1.4	Air conditioner	45,000							
1.5	Hardware	9,10,000							
1.6	Software	1,95,000							
1.7	Training Materials		2,00,000						
1.8	Telephone	8,000							
	Total (Non recurring)	12,78,000	2,00,000						1478000
2.	Recurring:								
2.1	Hardware Maintance			1,04,500	1,04,500	1,14,500	1,14,500	1,14,500	552500
2.2	Salaries	2,16,000	2,16,000	2,16,000	2,16,000	2,16,000	2,16,000	2,16,000	1512000
2.3	Training and Workshop	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	610000
2.4	TA. & DA	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	610000
2.5	Data Transmission	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	610000
2.6	Consultancy & S.W. devlp.	50,000	50,000	50,000	50,000	50,000	50,000	50,000	350000
2.7	Consumable	1,50,000	1,50,000	1,50,000	1,50,000	1,50,000	1,50,000	1,50,000	1050000
2.8	Contingency	40,000	40,000	40,000	50,000	50,000	50,000	50,000	320000
2.9	Telephone charges	10,000	10,000	10,000	10,000	10,000	10,000	10,000	70000
2.10	Printing of formats	80,000	40,000	20,000	20,000	20,000	20,000	20,000	220000
	(Total Recurring)	8,46,000	8,06,000	8,90,500	9,00,500	9,10,500	9,10,500		5904500
	Grand total (Rec.& Non Rec.)	21,24,000	10,06,000	8,90,500	9,00,500	9,10,500	9,10,500		7382500

Table - 11

Management Information System (MIS)
STATE COMPONENT

DISTRICT LEVEL

2. Recurring & Non Recurring Expenditure for First seven years (Rs. in lakhs)

Sl.No.	Head	1994-95	1995-96	1996-96	1997-98	1998-99	1999-2000	2000-2001	Total
	Non-Recurring:								
1.	Room construction	(Housed in the District Office of the PEDSK)							
2.	Furnitures	70,000							
3.	Air conditioner	45,000							
4.	Hardware	4,15,000							
5.	Software	1,02,500							
6.	Telephone Install	8,000							
	Total	6,40,500							6,40,500
	Recurring:								
1.	Hardwares Maintenance		50,000	50,000	60,000	60,000	60,000	60,000	3,40,000
2.	Salaries	96,000	96,000	96,000	108,000	108,000	108,000	108,000	7,20,000
3.	Training & Workshop	145,000	145,000	145,000	145,000	145,000	145,000	145,000	10,15,000
4.	TA & DA	25,000	25,000	25,000	30,000	30,000	30,000	30,000	2,05,000
5.	Data Transmission	100,000	100,000	100,000	150,000	150,000	150,000	150,000	9,00,000
6.	Consumable	70,000	70,000	70,000	80,000	80,000	80,000	80,000	5,30,000
7.	Telephone	10,000	10,000	10,000	10,000	10,000	10,000	10,000	70,000
8.	Contingency	25,000	25,000	25,000	25,000	25,000	25,000	25,000	1,75,000
9.	Data entry charges	30,000	10,000	10,000	10,000	10,000	10,000	10,000	90,000
	Total	501,000	531,000	531,000	618,000	618,000	618,000	618,000	40,45,000

Total amount Rs. 46.85500/-

ANNEXURE -

Table - 12 CONVERSION OF SIE TO SCERT (including) SIEMAT

(Establishment Cost)

		No. of Post	Scale of pay	Average emolum-ents.	Cost/Year. 1st	2nd	3rd	4th	5th	6th	7th
1	2	3	4	5	6	7	8	9	10	11	12
1.	Director	1	5100-5700	9882	128466	132390	136389	140378	144589	148927	153395
2.	Professor	6	4500-5700	9333	727974	749813	777307	795476	819349	843921	869239
3.	Jt.Director (Academic)	1	4500-5700	9333	121329	124968	128717	132579	136556	140653	144873
4.	Jt.Director (SIEMAT)	1	4500-5700	9333	121329	124968	128717	132579	136556	140653	144873
5.	Jt.Director (Administration)	1	3000-5000	7320	95160	98014	100955	103983	107106	110316	113625
6.	Lecturers(5-SIEMAT)	26	3000-5000	7320	2474160	2548384	2624836	2703581	2784688	2868229	2954276
7.	Senior Accounts Officer (SIEMAT)	1	2500-4000	5947	77317	79636	82025	34486	87620	89631	92320
8.	Accounts Officer	1	2200-3500	5215	67795	69828	71923	74081	76303	78592	80950
9.	Superintendent of Printing Unit	1	2000-3200	4758	61854	63709	65620	67588	69617	71705	73856
10.	Offset Printer	1	1600-2660	3887	50601	52180	53746	55385	57019	58729	60491
11.	Printers	2	1520-2660	3824	99442	102425	105498	108663	111923	115280	118739
12.	Compositor & Binders	4	1520-2660	3824	190348	204813	210957	217286	223805	230519	237434
13.	Assistants	2	950-1500	2241	58285	60034	61035	63690	65600	67568	69595
14.	Jr. Superientendents	3	1520-2660	3824	149163	153638	158247	162994	167884	192921	198709

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1	2	3	4	5	6	7	8	9	10	11	12
15.	U.D.Clerk	6	1200-2040	2964	231238	238175	245321	252680	260261	268069	276111
16.	L.D.Clerks	8	950-1500	2241	233142	240136	247340	254260	262403	270275	278383
17.	Cashier	1	1200-2040	2964	38539	39695	40886	42113	43376	44678	46018
18.	CA (one SIEMAT)	4	1125-1720	2603	135356	139416	143599	147907	152344	156914	161622
19.	Fair Copy - Superintendent.	1	1520-2660	3824	49721	51212	52749	54331	55961	57640	59369
20.	Typists(One-SIEMAT)	6	950-1500	2241	174789	180041	185443	191006	196736	202638	208717
21.	Reprographic Asst. (SIEMAT)	1	950-1500	2241	26892	27698	28529	29385	30267	31175	32110
22.	Librarian (One-SIEMAT)	2	2200-3500	5215	135590	139657	143847	148162	152607	157185	161901
23.	Asst. Librarian	1	1640-2900	4154	54003	55623	57292	59010	60781	62604	64782
24.	Library Asst.(SIEMAT)	1	950-1500	2241	26892	27698	28529	29385	30267	31175	32110
25.	Telephone Operator	1	950-1500	2241	26892	27698	28529	29385	30267	31175	32110
26.	Driver(2-SIEMAT)	7	825-1250	1898	172718	177899	183236	188733	194395	200227	206234
27.	Gardner	2	825-1250	1898	49348	50828	52353	53923	55541	57207	58924
28.	Attender	3	800-1200	1830	71370	73511	75716	77987	80327	82737	85219
29.	Zerox Operator (SIEMAT)	1	800-1200	1830	21960	22618	23297	23996	24716	25457	26221
30.	Computer Programmer	1	2200-3200	4758	57096	58808	60573	62390	64262	66189	68175
31.	Last Grade Employee (3-SIEMAT)	10	775-1065	1683	218790	225353	232114	239077	246250	253637	261246
32.	Lorry Cleaner	1	775-1065	1683	21886	22543	23219	23916	24633	25372	26133
33.	Part Time Sweeper	9	775-1065	1683	196911	228018	289002	215169	221625	228273	235123
34.	Night Watcher	2	775.1065	1683	43773	45086	46439	47832	49267	50745	52267
					6410198	6602503	6800579	7004596	7214734	7431176	7654111

Total establishment cost for the conversion of SIE to SCERT including SIEMAT - Rs.491.18lakhs.

STATE COMPONENT:

YEAR WISE COST ESTIMATE

Table - 13 Conversion of SIE to SCERT (including SIEMAT)

Rs.in lakhs.

Sl. No.	Category	I 94-95	II 95-96	III 96-97	IV 97-98	V 98-99	VI 99-2000	VII 2000-2001	Total
I.	Non Recurring:								
a.	Civil works (SCERT)	38.00	-	-	-	-	-	-	
b.	Equipments i) SCERT	7.50	-	-	-	-	-	-	
	ii) SIEMAT	25.00	-	-	-	-	-	-	
c.	Furniture i) SCERT.	2.50	-	-	-	-	-	-	
	ii) SIEMAT	2.50	-	-	-	-	-	-	
d.	Development of reprographic Unit (SCERT)	8.00	-	-	-	-	-	-	
e.	Vehicles (SIEMAT)	6.00	-	-	-	-	-	-	
f.	Books i) SCERT	5.00	1.00	1.00	1.00	1.00	1.00		
	ii) SIEMAT	2.50	1.00	1.00	1.00	1.00	1.00		
	A-sub total	97.00	2.00	2.00	2.00	2.00	2.00	-	107.00
II.	Recurring:								
a.	Salary cost (SCERT & SIEMAT)	64.10	66.00	68.00	70.00	72.14	74.32	76.54	491.10
b.	Programmes i) SCERT	60.00	60.00	60.00	60.00	60.00	60.00	60.00	420.00
	ii) SIEMAT	-	10.43	10.43	10.43	10.43	10.43	10.43	92.58
c.	TA, Maintenance & Consumables	6.65	6.65	6.65	6.65	6.65	6.65	6.65	46.55
	B-sub total	130.75	143.08	145.08	147.08	149.22	151.40	153.62	1127.23

Grand Total A + B = 1127.23 lakhs

Table No.14

Details of sharing of expenditure for the conversion of SIE TO SCERT (including SIEMAT)

Rs. in lakhs

	Description	I	II	III	IV	V	VI	VII	
I.	Non-Recurring								
1.	State Government	NIL	NIL	NIL	NIL	NIL	NIL	NIL.	
2.	Central Government	50.00	NIL	NIL	NIL	NIL	NIL	NIL	50.00
3.	DPEP	97.00	2.00	2.00	2.00	2.00	2.00	-	107.00
	A - Sub total	147.00	2.00	2.00	2.00	2.00	2.00	-	157.00
II.	Recurring:								
1.	State Government	70.00	70.0	70.00	70.00	70.00	70.00	70.00	490.00
2.	Central Government	NIL	NIL	NIL	NIL	NIL	NIL	NIL	
3.	DPEP	68.60	68.60	68.60	68.60	68.60	68.60	68.60	480.20
	B - Sub total	138.60	138.60	138.60	138.60	138.60		138.60	970.20

Grand Total (A + B) =1127.20 lakhs.

Table - 15

TRAINING PROGRAMME FOR THE SIEMAT

Duration : 5 days
No. of participants : 30 "
No. of courses : 50
No. of experts : 5

Sl.No.	Discription	cost Rs.	Remarks.
1.	Honorarium to experts	2,500.00	100x5x5
2.	TA to experts	2,500.00	500x5
3.	DA to participants	6,000.00	40x5x30
4.	TA to participants	7,500.00	250x30
5.	Refreshment charges	1,750.00	35x10x5
6.	Stationary & Contigencies	600.00	
		20,850.00	

Total expeted participants envisiged in training requirements of KIEMAT — 1,500/-

No. of courses — 50

Unit cost of course — 20,850/-

Total cost for 50 courses (20,850 x 50) = Rs. 10,42,500/-

Table - 16

DPEP - KERALA

TEACHER TRAINING

1. **Customisation of learning materials prepared by NCERT**

Workshop :

6 Subjects x 8 participants x 10 days x Rs.60/-	= Rs. 28800/-
3 Resource persons x 10 days x 100	= Rs. 3000/-
6 subject experts x 10 days x 80	= Rs. 4800/-
6 Coordinators x 10 days x 80 cum-editors	= Rs. 4800/-
Stationery @ Rs. 50/- per participants	= Rs. 2400/-
Contingencies (10 days x Rs.60/- per head x 63/-)	= Rs. 3780/-
TA 63 " Rs.800/-	= Rs. 50400/-
	= Rs.97,980/-

Field Testing :

3 centres under each DIET

3 teachers teaching and testing a total of 120 children in 3 classes in 3 subjects (1 Language + 2 Subjects)

Pupils tested :: 120x3 = 360 pupils

Orientation :
at DIET

3 dts x 3 teachers x 3 days x Rs.40/-	=Rs. 1080/-
Stationery : Rs.10/- per pupil x 360	=Rs. 3600/-
Contingencies : @ Rs.1000 per dt.: x 3 (including printing)	=Rs. 3000/-
	=Rs. 7680/-

Reviews + Modifications

3 Persons x 3 DIETs x 33 days x Rs.60/- (1 tr. + 2 DIETs Staff)	=Rs. 1620/-
TA Rs. 1000/- x 9	=Rs. 9000/-
Contingencies	=Rs. 1000/-
	= Rs.11,620/-
Printing : Rs. 60 per copy - 300,000 copies	= Rs.18,00,000/-
Distribution charge	= Rs. 3,000/-
TOTAL	= Rs.18,03,000/-

Table - 16

Training of DIET Personnel

3 DIET x 5 persons x 15 days x Rs.60/-	13,500.00
3 Resource Persons = 3x15x100	4,500.00
TA to participants (15x1000/-)	15,000.00
TA to RPs (3x10000)	30,000.00
Course Coordinator (1x15x60)	900.00
Stationery (15 persons x Rs.30/-)	450.00
Contingency (19x50)	950.00
	65,300.00

District Level - Combined Programme

Training : BRC Personnel	
40 persons x 15 days x Rs.25/- (22+18) NFE	15,000.00
Resource Peron	
3 Persons x 15 days x Rs. 100/-	4,500.00
Coordinator (22 BRCs x 1 person x 15x100	33,000.00
Stationery Charge (40 persons x 30 (rupees0	1,200 .00
Contingency (40 persons x Rs.50/-	2,000.00
	55,700 .00

Table - 17

Workshop for the preparation of the workbook for students.

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

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

Languages -3
Mathematics -1
General Science -1
Social Science -1

6x5 division is 30 courses.

Total 30 workshops for preparation and 30 workshop for for drafts writing and finalisation. Hence the total cost Rs.45,000x30x2 = 2.7 Millions.

Table - 18

Workshop for the preparation of Hand Book for Teachers.

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

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

Languages -3
Mathematics-1
General-Science -1
Social science -1

6x5 division in 30 courses.

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

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

Table - 19

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

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

Table : 20

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

1. The total number of Teachers of the Project Districts - around 25,000/-

2. Unit cost of printing and Distribution of the handbook. Rs.25/-

3. Total Cost = 25x25000=625000

= 6.25 lakhs

Table : 21

READINESS PROGRAMME OF THE TEACHERS FOR THE INTRODUCTION OF NEW TEXT BOOKS

No. of days : 10
No. of participants : 40
No. of courses for 5 years. : 300
No. of experts : 5

Sl.No.	Discription	Cost Rs.	Remarks.
1.	Honorarium to experts	7,500.00	150x10x5
2.	TA to experts	5,000.00	1000x5
3.	Honorarium to participants	16,000.00	40x40x10
4.	Stationary	1,125.00	25x45
5.	Refreshment	4,500.00	10x45x10
6.	Contigency charges	1,000.00	
	Total	35,125.00	

Year	Std.	No. of Teacheers	No. of Courses	Total cost per year.
1994-95		NIL	NIL	NIL
1995-96	I	2400	60	21,07,500/-
1996-97	II	2400	60	21,07,500/-
1997-98	III	2400	60	21,07,500/-
1998-99	IV	2400	60	21,07,500/-
1999-2000	V	2400	60	21,07,500/-
2000-2001	NIL	NIL	NIL	NIL

Grand Total Rs.1055,37,500/-

TABLE No. 22

TRAINING COURSE FOR EDUCATIONAL OFFICERS IN MLL

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

Sl. No.	Description	Cost(Rs.)	Remark
1.	Honororium to Experts	5,000	200x5x5
2.	TA to Experts	10,000	2000x5
3.	DA to participants	15,000	100x30x5
4.	TA to participants	37,500	1250x30
5.	Refreshment charges	2,000	10x30x5
6.	Stationery & Contingency Charges	1,500	50x30
	Total Rs.	71,000	0.71 lakhs

TABLE No. 23

TRAINING PROGRAMMES FOR HEADS OF PRIMARY SCHOOLS IN MLL

Course Venue - AI Project Districts

Duration - 5 days
No. of Participants - 40
No. of Courses - 50
No. of resource persons-5

Sl.No.	Description	Cost(Rs.)	Remarks
1.	Honororium to Experts	5,000	200x5x5
2.	TA to Experts	10,000	2000x5
3.	DA to Participants	12,000	60x40x5
4.	TA to Participants	2,000	50x40
5.	Refreshment charges	2,500	10x50x5
6.	Stationery & Contingencies	2,000	50x40
	Total	Rs.33,500	

Cost of one course Rs.33,500
Cost for 50 courses Rs.16,75,000/-
= 16.8 laks.

Table-24

ANALYSIS OF TEXT BOOKS FROM THE POINT OF VIEW OF THE GENDER AND SC/ST BIAS.

No. of days : 10 days
No. of courses : 5
No. of experts : 20

Sl.No.	Discription	Cost Rs.	Remarks
1.	Honorarium to experts	30,000	150x10x20
2.	TA to experts	20,000	1000x20
3.	Stationary	5,000	
4.	Refreshment & Contigency	5,000	25x10x20
	Total	60,000	

Total courses 5

Unit cost for One course 60,000/-

Total cost for 5 courses (60,000 x 5) =Rs. in 3 lakhs

Table - 25

State: KERALA

District: MALAPPURAM, WAYANAD & KASARGOD.

Budget Year: 1994 -'95

Objective/ Activities	Physical Target	Estimated Cost (Lakhs Rupees)	Completion Date Month/Year
Access			
Conversion of SIE to SCERT (including SIEMAT)	3 Project Districts.	587.23	December '94
Text Book Production & Distribution	"	95.70	March '95.
	Total	682.93	--

Table : 26

DISTRICT PRIMARY EDUCATION PROGRAM

Implementation Plan

State: KERALA

District: MALAPPURAM, WAYANAD & KASARAGOD.

Budget Year: 1995-96

Objective/ Activities	Physical Target	Estimated Cost (Lakhs Rupees)	Completion Date (Month/Year)
Learning Achievement			
Production & Distribution of work book	3 Project Districts.	55.00	December 95.
" Hand Books	""	6.25	March 96
Training course for officials in MLL	Whole state	0.71	March 96
Training course for Heads of schools in MLL	3 Project Dist.	16.80	March 96
Readiness programme of the schools	whole state	105.38	March 96
Analysis of Text Books	3 Project Dist.	3.00	March 96
Customarisation of learning materials	3 Project Districts.	19.20	December 94
Training of DIET Personnel	""	0.65	December 94
District level Combined prepare	""	0.56	December 94
Workshops for Preparation of hand Books	""	27.00	March 95
"" Work book	""	27.00	March 95
	Total	261.55	

Table - 27

State: KERALA

District MALAPPURAM, WAYANNAD & KASARAGODE

Budget Year: 1994 - 95

Objective/ Activities	Physicaal Target.	Estimated Cost (Lakhs Rupees)	Completion Date Month/Year
Build Capacity			
Project Management	3 Projject Distrricts.	307.91	April 94
MIS State level	" " "	73.83	Dec. 94
MIS Districts	" "	46.86	March 95
	Total.	428.60	

Table: 28

Activity	Work Plan	No. of Titles	No. of copies to be printed	Time Target 1994-95 (Apr May June Jul Aug Sept Oct Nov Dec Jan Feb Mar)	Budget
1	2	3	4	5	6
1. Development of new NFE-based curriculum	i) Setting up of Committee(s) to develop and finalise manuscript(s) of curriculum				100000
	ii) Editing				10000
	iii) Press copy				10000
	iv) Printing				5000
	v) Storage				
	vi) Distribution	N/A	N/A		
2. Development of textbooks, workbooks, supplementary readers, teachers' guides and other allied materials	i) Setting up of writing teams/commissioning of authors				10000
	ii) Preparation of manuscripts				100000
	iii) Review of manuscripts				10000
	iv) Field Testing				10000
	v) Revision, if any, of manuscripts				25000
	vi) Copy editing, layout, designing and preparation of illustrations.				100000
3. Government Funding	i) Preparation of Budget Estimates				
	ii) Receipt of Funds from Government				
	iii) Receipt of money from other sources.	N/A			
4. Procurement of	i) Decision about number of copies to be printed		6.5 lakhs		
	ii) Selection of paper quality (Text and cover)				
	iii) Procurement of paper	750 M T.			
	iv) Quantity to be procured.				
	v) Storage of paper				
	vi) Issue of paper to printers			X	

1	2	3	Marks	Amount
5. Production of instructional materials	i) Selection of type-setters	N/A		
	ii) Selection of printers		✓	10,000
	iii) Proof reading			50,000
	iv) Scanning/processing			
	v) Princing			
	vi) Fixation of sale price			
	vii) Binding			
	viii) Approval of advance copies			
	ix) Receipt of bulk printed copies			
	x) Checking of quality of printing		✓	
	xi) Processing and payment of bills of typesetters/printers.		✓	
6. Storage of printed materials	i) Identifying the number and location of godowns in which books have to be stored.		✓	
	ii) Upkeep of stocks		✓	
	iii) Receipt and issue of stocks		✓	
	iv) Disposal of obsolete and damaged books		✓	
7. Distribution				
A. Free Distribution	i) Identification of Target Groups		✓	
	ii) Transportation of books from Central Godowns to Regional Godowns		✓	
	iii) Supply of books to schools.			
B. Sale of books	i) Appointment of agents (Booksellers)	N/A.		
	ii) Supply from Central and Regional Godowns/depots to Booksellers/Institutions.			

3. Setting up of a Central Coordination Unit to coordinate text-books development, production, distribution, quality control and training	Ongoing activity, to be undertaken.		3,00,000
4. Computerisation of production (including DTP), store and distribution control	i) Hardware to be procured. ii) Software to be developed.		3,00,000 1,00,000
			11,40,000

STATE : KERALA

Name of the Officer : T.A. FRANCIS

Designation : State Project Director

Signature :

Date : 16--3--1994

Activity ... and distribution of Instructional Materials for DPEP

Table:29
Work Plan

Activity		No. of Titles	No. of copies to be printed	Time Target 1995-96 (Apr May June Jul Aug Sept Oct Nov Dec Jan Feb Mar)	Budget
1	2	3	4	5	6
1. Development of new ECE-based curriculum	i) Setting up of Committee(s) to develop and finalise manuscript(s) of curriculum.				75000
	ii) Editing				10000
	iii) Press copy				10000
	iv) Printing				
	v) Storage				5000
	vi) Distribution N/A				
2. Development of textbooks, workbooks, supplementary readers, teachers' guides teachers' guides and other allied materials	i) Setting up of writing teams/commissioning of authors				10000
	ii) Preparation of manuscripts manuscripts				75000 75000
	iii) Review of manuscripts				10000
	iv) Field Testing				10000
	v) Revision, if any, of manuscripts				15000
	vi) Copy editing, layout, designing and preparation of illustrations.				75000
3. Government Funding	i) Preparation of Budget Estimates				
	ii) Receipt of Funds from Government				
	iii) Receipt of money from other sources. N/a				
4. Procurement of	i) Decision about number of copies to be printed 6.5 x				
	ii) Selection of paper quality (Text and cover)				
	iii) Procurement of paper				
	iv) Quantity to be procured 100				
	v) Storage of paper MT				
	vi) Issue of paper to printers				

X

5. Production of instructional materials	i) Selection of typesetters		
	ii) Selection of printers		
	iii) Proof Reading		15,000
	iv) Scanning/processing		10,000
	v) Pricing		
	vi) Fixation of sale price		
	vii) Binding		
	viii) Approval of advance copies		
	ix) Receipt of bulk printed copies		
	x) Checking of quality of printing		
	xi) Processing and payment of bills of typesetters/ printers.		
6. Storage of printed materials	i) Identifying the number and location of godowns in which books have to be stored.		
	ii) Upkeep of stocks		
	iii) Receipt and issue of stocks		
	iv) Disposal of obsolete and damaged books		
7. Distribution			
A. Free Distribution	i) Identification of Target Groups		
	ii) Transportation of books from Central Godowns to Regional Godowns		
	iii) Supply of books to schools.		
B. Sale of books	i) Appointment of agents (Booksellers)		
	ii) Supply from Central and Regional Godowns/depots to Booksellers/ Institutions.		

1	2	3	4	5	6
8.	Setting up of a Central Coordination Unit to coordinate text-books development, production, distribution, quality control and training	Ongoing activity, to be undertaken.			3,00,000
9.	Computerisation of production (including DTP), store and distribution control	i) Hardware to be procured. ii) Software to be developed.			1,00,000 15,000
				Total.	7,70,000

STATE : KERALA.

Name of the Officer : T.A. FRANCIS.

Designation : STATE PROJECT DIRECTOR, DPEP.

Signature :

Date : 16--3--1994

Table:30

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and distribution of Instructional Materials for prep

Activity	Work Plan	No. of Titles	No. of copies to be printed	Time Target 1996-'97 Apr May June Jul Aug Sept Oct Nov Dec Jan Feb Mar	Budg
1	2	3	4	5	6
1. Development of new NLL-based curriculum	i) Setting up of Committee(s) to develop and finalise manuscript(s) of curriculum.	15			175000
	ii) Editing				15000
	iii) Press copy				15000
	iv) Printing				10000
	v) Storage				
	vi) Distribution				
2. Development of textbooks, workbooks, supplementary readers, teachers' guides and other allied materials	i) Setting up of writing teams/commissioning of authors				10000
	ii) Preparation of manuscripts				125000
	iii) Review of manuscripts				15000
	iv) Field Testing				15000
	v) Revision, if any, of manuscripts				35000
	vi) Copy editing, layout, designing and preparation of illustrations.				115000
3. Government Funding	i) Preparation of Budget Estimates				
	ii) Receipt of Funds from Government				
	iii) Receipt of money from other sources.	N/A			
4. Procurement of	i) Decision about number of copies to be printed.		6.5 lakhs		
	ii) Selection of paper quality (Text and cover)				
	iii) Procurement of paper		750 MT		
	iv) Quantity to be procured.				
	v) Storage of paper				
	vi) Issue of paper to printers			X	

1	2	3													
5. Production of instructional materials	i) Selection of typesetters	N/A													
	ii) Selection of printers							✓							
	iii) Proof reading														35,000
	iv) Scanning/processing														15,000
	v) Princing														
	vi) Fixation of sale price														
	vii) Binding														
	viii) Approval of advance copies														
	ix) Receipt of bulk printed copies														
	x) Checking of quality of printing										✓				
	xi) Processing and payment of bills of typesetters/printers.												✓		
6. Storage of printed materials	i) Identifying the number and location of godowns in which books have to be stored.							✓							
	ii) Upkeep of stocks								✓						
	iii) Receipt and issue of stocks												✓		
	iv) Disposal of obsolete and damaged books						✓								
7. Distribution															
A. Free Distribution	i) Identification of Target Groups										✓				
	ii) Transportation of books from Central Godowns to Regional Godowns												✓		
	iii) Supply of book to schools.														
B. Sale of books	i) Appointment of agents (Booksellers)	N/A.													
	ii) Supply from Central and regional godowns/depots to Booksellers/institutions.												✓		

1	2	3	4	5	6	7
8. Setting up of a Central Coordination Unit to coordinate text-books development, production, distribution, quality control and training	Ongoing activity, to be undertaken.					3,00,000
9. Computerisation of production (including DTP), store and distribution control	i) Hardware to be procured. ii) Software to be develope.					3,00,000 1,00,000
						12,80,000

STATE : KERALA.

Name of the Officer : T.A. FRANCIS,

Designation : STATE PROJECT DIRECTOR, DPEP.

Signature :

Date : 16--3--1994

Act[illegible]y [illegible] [illegible]ork [illegible] the [illegible] [illegible]h, [illegible]uct and distribution of Instructional Materials for DPEP

Table:31

Activity	Work Plan	No. of Titles	No. of copies to be printed	Time Target 1997-98 Apr	May	June	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Budget
1	2	3	4	5												6
1. Development of new MLL-based curriculum	i) Setting up of Committee(s) to develop and finalise manuscript(s) of curriculum	16														175000
	ii) Editing															15000
	iii) Press copy															15000
	iv) Printing															..
	v) Storage															10000
	vi) Distribution	N/A														
2. Development of textbooks, workbooks, supplementary readers, teachers' guides and other allied materials	i) Setting up of writing teams/commissioning of authors															10000
	ii) Preparation of manuscripts															125000
	iii) Review of manuscripts															15000
	iv) Field Testing															15000
	v) Revision, if any, of manuscripts															35000
	vi) Copy editing, layout, designing and preparation of illustrations.															115000
3. Government Funding	i) Preparation of Budget Estimates															
	ii) Receipt of Funds from Government															
	iii) Receipt of money from other sources.	N/A														
4. Procurement of	i) Decision about number of copies to be printed.		6.5 lakhs													
	ii) Selection of paper quality (Text and cover)															
	iii) Procurement of paper		800 MT													
	iv) Quantity to be procured.															
	v) Storage of paper															
	vi) Issue of paper to printers								X							

5. Production of instructional materials	i) Selection of type-setters. N/A														
	ii) Selection of printers							✓							
	iii) Proof reading													35,000	
	iv) Scanning/processing													15,000	
	v) Princing														
	vi) Fixation of sale price														
	vii) Binding														
	viii) Approval of advance copies														
	ix) Receipt of bulk printed copies														
	x) Checking of quality of printing										✓				
	xi) Processing and payment of bills of typesetters/printers.												✓		
6. Storage of printed materials	i) Identifying the number and location of godowns in which books have to be stored.							✓							
	ii) Upkeep of stocks								✓						
	iii) Receipt and issue of stocks												✓		
	iv) Disposal of obsolete and damaged books						✓								
7. Distribution															
A. Free Distribution	i) Identification of Target Groups										✓				
	ii) Transportation of books from Central Godowns to Regional Godowns												✓		
	iii) Supply of books to schools.														
B. Sale of books	i) Appointment of agents (Booksellers) N/A.														
	ii) Supply from Central and regional godowns/depots to booksellers/ institutions. [illegible]												✓		

8. Setting up of a Central Coordination Unit to coordinate text-books development, production, distribution, quality control and training	Ongoing activity, to be undertaken.		3,00,000
9. Computerisation of production (including DTP), store and distribution control	i) Hardware to be procured.		3,00,000
	ii) Software to be developed.		1,00,000
		Total	12,80,000

STATE : KERALA.

Name of the Officer : T.A. FRANCIS.

Designation : STATE PROJECT DIRECTOR, DPEP.

Signature :

Date : 16--3--1994

and distribution of Instructional Materials for DPEP

Table: 52

Activity	Work Plan	No. of Titles	No. of copies to be printed	Time Target 1998-99 Apr	May	June	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Budget
1	2	3	4	5												6
1. Development of new MLL-based curriculum	i) Setting up of Committee(s) to develop and finalise manuscript(s) of curriculum		21													250000
	ii) Editing															20000
	iii) Press copy															25000
	iv) Printing															
	v) Storage															75000
	vi) Distribution															100000
2. Development of textbooks, workbooks, supplementary readers, teachers' guides and other allied materials	i) Setting up of writing teams/commissioning of authors															265000
	ii) Preparation of manuscripts															250000
	iii) Review of manuscripts															21000
	iv) Field Testing															50000
	v) Revision, if any, of manuscripts															24000
	vi) Copy editing, layout, designing and preparation of illustrations.															150000
3. Government Funding	i) Preparation of Budget Estimates															
	ii) Receipt of Funds from Government															
	iii) Receipt of money from other sources. N/a.															
4. Procurement of	i) Decision about number of copies to be printed		20 lakhs													
	ii) Selection of paper Quality (Text and cover)															
	iii) Procurement of paper		300 MT													
	iv) Quantity to be procured.															
	v) Storage of paper															
	vi) Issue of paper to printers														X	

5. Production of instructional materials	i) Selection of type-setters. N/A.													
	ii) Selection of printers.							✓						
	iii) Proof reading.													
	iv) Scanning/processing													1,00,000
	v) Printing.													2,70,000
	vi) Fixation of sale price													
	vii) Binding													
	viii) Approval of advance copies													
	ix) Receipt of bulk printed copies													
	x) Checking of quality of printing										✓			
	xi) Processing and payment of bills of typesetters/printers.												✓	
6. Storage of printed materials	i) Identifying the number and location of godowns in which books have to be stored.							✓						
	ii) Upkeep of stocks								✓					
	iii) Receipt and issue of stocks												✓	
	iv) Disposal of obsolete and damaged books						✓							
7. Distribution														
A. Free Distribution	i) Identification of Target Groups										✓			
	ii) Transportation of books from Central Godowns to Regional Godowns												✓	
	iii) Supply of books to schools.													
B. Sale of books	i) Appointment of agents (Booksellers) N/A.													
	ii) Supply from Central and regional godowns/depots to Booksellers/institutions.												✓	

1	2	3	4	5	6	7	8	9
8. Setting up of a Central Coordination Unit to coordinate text-books development, production, distribution, quality control and training	Ongoing activity, to be undertaken.							3,00,000
9. Computerisation of production (including DTP), store and distribution control	i) Hardware to be procured. ii) Software to be develope..							1,00,000
							Total.	5,50,000

STATE : KERALA.

Name of the Officer : T.A. FRANCIS.

Designation : STATE PROJECT DIRECTOR, DPEP.

Signature :

Date : 16--3--1994

Table:33

and distribution of Instructional Materials for DPEP

Activity	Work Plan	No. of Titles	No. of copies to be printed	Time Target 1999-2000 Apr May June Jul Aug Sept Oct Nov Dec Jan Feb Mar	Budget
1	2	3	4	5	6
1. Development of new MLL-based curriculum	i) Setting up of Committee(s) to develop and finalise manuscript(s) of curriculum.				
	ii) Editing				
	iii) Press copy				
	iv) Printing				
	v) Storage				
	vi) Distribution				
2. Development of textbooks, workbooks, supplementary readers, teachers' guides teachers' guides and other allied materials	i) Setting up of writing teams/commissioning of authors				
	ii) Preparation of requirements of manuscripts				
	iii) Review of manuscripts				
	iv) Field Testing				
	v) Revision, if any, of manuscripts				
	vi) Copy editing, layout, designing and preparation of illustrations.				
3. Government Funding	i) Preparation of Budget Estimates				
	ii) Receipt of Funds from Government				
	iii) Receipt of money from other sources. N/A.				
4. Procurement of	i) Decision about number of copies to be printed 20 lakhs.				
	ii) Selection of paper Quality (Text and cover)				
	iii) Procurement of paper 300 MT.				
	iv) Quantity to be procured.				
	v) Storage of paper				
	vi) Issue of paper to printers				

X

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
5. Production of instructional materials	i) Selection of typesetters															
	ii) Selection of printers															
	iii) Proof reading															1,00,000
	iv) Scanning/processing															50,000
	v) Pricing															
	vi) Fixation of sale price															
	vii) Binding															
	viii) Approval of advance copies															
	ix) Receipt of bulk printed copies															
	x) Checking of quality of printing															
	xi) Processing and payment of bills of typesetters/ printers.															
6. Storage of printed materials	i) Identifying the number and location of godowns in which books have to be stored.															
	ii) Upkeep of stocks															
	iii) Receipt and issue of stocks															
	iv) Disposal of obsolete and damaged books															
7. Distribution																
A. Free Distribution	i) Identification of Target Groups															
	ii) Transportation of books from Central Godowns to Regional Godowns															
	iii) Supply of books to schools.															
B. Sale of books	i) Appointment of agents (Booksellers)	N/A.														
	ii) Supply from Central and regional godowns/depots to booksellers/ institutions.															

1	2	3	4	5	6
8.	Setting up of a Central Coordination Unit to coordinate text-books development, production, distribution, quality control and training	Ongoing activity, to be undertaken.			3,00,000
9.	Computerisation of production (including DTP), store and distribution control	i) Hardware to be procured. ii) Software to be developed.			1,00,000
				Total.	5,50,000

STATE : KERALA.

Name of the Officer : T.A. FRANCIS.

Designation : STATE PROJECT DIRECTOR, DPEP.

Signature :

Date : 16--3--1994

Table.34

Activity	Work Plan	No. of Titles	No. of copies to be printed	Time Target 2000-2001 Apr May June Jul Aug Sept Oct Nov Dec Jan Feb Mar	Budget
1	2	3	4	5	6
1. Development of new MLL-based curriculum	i) Setting up of Committee(s) to develop and finalise manuscript(s) of curriculum.				
	ii) Editing				
	iii) Press copy				
	iv) Printing				
	v) Storage				
	vi) Distribution				
2. Development of textbooks, workbooks, supplementary readers, teachers' guides and other allied materials	i) Setting up of writing teams/commissioning of authors				
	ii) Preparation of manuscripts				
	iii) Review of manuscripts				
	iv) Field Testing				
	v) Revision, if any, of manuscripts				
	vi) Copy editing, layout, designing and preparation of illustrations.				
3. Government Funding	i) Preparation of Budget Estimates				
	ii) Receipt of Funds from Government				
	iii) Receipt of money from other sources.		N/A.		
4. Procurement of	i) Decision about number of copies to be printed		20 lakhs.		
	ii) Selection of paper Quality (Text and cover)				
	iii) Procurement of paper		300 MT		
	iv) Quantity to be procured				
	v) Storage of paper				
	vi) Issue of paper to printers				

X

1	2	3	Remarks
5. Production of instructional materials	i)	Selection of type-setters.	1,00,000
	ii)	Selection of printers	50,000
	iii)	Proof reading	
	iv)	Scanning/processing	
	v)	Princing.	
	vi)	Fixation of sale price	
	vii)	Binding	
	viii)	Approval of advance copies	
	ix)	Receipt of bulk printed copies	
	x)	Checking of quality of printing	
	xi)	Processing and payment of bills of typesetters/printers.	
6. Storage of printed materials	i)	Identifying the number and location of godowns in which books have to be stored.	
	ii)	Upkeep of stocks	
	iii)	Receipt and issue of stocks	
	iv)	Disposal of obsolete and damaged books	
7. Distribution			
A. Free Distribution	i)	Identification of Target Groups	
	ii)	Transportation of books from Central Godowns to Regional Godowns	
	iii)	Supply of books to schools.	
B. Sale of books	i)	Appointment of agents (Booksellers)	N/A.
	ii)	Supply from Central and regional godowns/depots to Booksellers/institutions.	

1	2	3	4	5	6
8.	Setting up of a Central Coordination Unit to coordinate text-books development, production, distribution, quality control and training	Ongoing activity, to be undertaken.			3,00,000
9.	Computerisation of production (including DTP), store and distribution control	i) Hardware to be procured. ii) Software to be developed.			.. 1,00,000
				Total.	5,50,000

STATE : KERALA.

Name of the Officer : T.A. FRANCIS.

Designation : STATE PROJECT DIRECTOR, DPEP.

Signature :

Date : 16--3--1994.

TABLE - 35

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE KERALA DISTRICT- MALAPPURAM.

COST - ABSTRACT

Sl.No.	Programme	Non-recurring		Recurring		Total	
		First Year	Project Period	First year	Project Period	First year	Project Period
1.	Accoss	0.121	96.262	..	19.73975	0.121	116.00175
2.	Retention & Quality	57.488	895.262	92.12	1853.942	149.608	2749.205
3.	Capacity Building	100.3475	238.0225	29.21749	895.92655	129.56499	1133.9492
	Grand Total	157.9565	1229.5475	121.33749	2769.6082	279.29399	3999.155

TABLE: 36

DPEP - MALAPPURAM DISTRICT

ACCESS - COST

Sl.No.	Programme	Non-recurring		Recurring		Total	
		I year	Project Period	I year	Project Period	I year	Project Period
1.	Opening New School 5 Nos.	..	42.575	..	8.84975	..	51-42475
2.	Opening 25 NFE Centres	..	..	..	10.890	..	10-890
3.	Training of NFE Instructors and Supervisors	0.121	0.121	..	..	0.121	0.121
4.	Community mobilisation	..	53.566	..	..	..	53.566
	Total	0.121	96.262	..	19.73975	0.121	166-00175

TABLE: 37

DISTRICT PRIMARY EDUCATION PROGRAMME

RETENTION AND QUALITY

State KERALA

District - Malappuram

Sl. No.	Programme	Non-recurring		Recurring		Total	
		I year	Project Period	I Year	Project Period	I year	Project Period
1.	Free Text Books for tribal students	..	..	..	1.89	..	1.89
2.	Free Text Books for Poor Girls	..	..	..	30.24	..	30.24
3.	Construction of additional rooms and separation walls	57.288	856.368	..	..	57.288	856.368
4.	In-Service training for teachers, Educational administrators and R.Ps.	..	..	0.795	183.494	0.795	183.494
5.	Training for new teachers & Headmasters	..	..	..	15.15	..	15.15
6.	Training for Headmasters	..	..	..	6.06	..	6.06
7.	Componsatory Education	..	3.495	..	330.80	..	334.295
8.	Fund for furniture, library and learning materials	..	..	91.325	639.275	91.325	639.275
9.	Action research	0.2	6.2	..	..	0.2	6.2
10.	Additional teachers salary	..	..	..	24.093	..	24.093
11.	Opening Pre-Primary Schools	..	19	..	418.5	..	437.5

(Contd...

12. Training for Anganwadi and Pre-school Teachers	..	10.2	..	..	...	10.2
13. School Quality fund	..	..	..	140.00	..	140.00
14. Childrens' Magazine	..	..	..	57.78	..	57.78
15. Teacher's Journal	..	..	..	6.66	..	6.66
Grand Total	57.488	895.263	92.12	1889.942	149.608	2785.205

TABLE - 38 DISTRICT PRIMARY EDUCATION PROGRAMME

CAPACITY BUILDING

STATE - Kerala

DISTRICT - Malappuram

Sl.No.	Programme	Non-Recurring		Recurring		Total	
		I year	Project Period	I year	Project Period	I year	Project Period
1.	Opening Block Resource Centres	69.00	194.7	..	241.2972	69.00	435.9972
2.	Formation of V.E.C.	..	..	8.023	56.161	8.023	56.161
3.	Strengthening school complexes	23.40	23.40	7.02	457.788	30.42	481.18824
4.	Augmenting DIET	..	7.91	..	24.922	..	32.832
6.	Functioning of the DPEDSK	7.9475	12.0125	14.17449	115.75835	22.12199	127.77085
	Total	100.3475	238.0225	29.21749	895.92655	129.56499	1133. 9492

Table : 39

D.P.E.P. KERALA

DISTRICT: WAYANAD

TOTAL COST TABLE.

Sl. No.	PROGRAMME.	NON-RECURRING.		RECURRING.		TOTAL.	
		I year	Project period.	I Year	Project period.	I year	Project period.
1.	Access	10.625	212.500	6.635	166.514	17.260	379.014
2.	Capacity Building.	2.465	49.300	24.513	238.932	26.978	288.232
3.	Retention & Quality	23.313	438.430	169.400	2020.041	192.713	2458.471
	T O T A L.	36.403	700.230	200.548	2425.487	236.951	3125.717

Table - 40

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE: KERALA DISTRICT: WAYANAD

ACCESS COST

Rs. in lakhs.

Sl. No.	PROGRAMMES.	NON- RECURRING.		RECURRING.		TOTAL.	
		I year.	Project period.	I year	Project period	I year.	Project period.
1.	Opening of New Schools.	10.625	212.500	1.090	124.414	11.715	336.914
2.	Opening of NFE Centre.	..	..	5.500	22.900	5.500	22.900
3.	Mobilization.	..	..	0.045	19.200	0.045	19.200
	TOTAL.	10.625	212.500	6.635	166.514	17.260	379.014

Table 41

D.P.E.P. KERALA

RETENTION AND QUALITY COST. DISTRICT: WAYANAD.

	NON-RECURRING.		RECURRING.		TOTAL.	
	I year.	Project period.	Ist year.	Project period.	Ist year.	Project period.
1. Drinking water.	0.450	9.000	..	..	0.450	9.000
2. Levelling of Play ground	0.750	15.000	..	..	0.750	15.000
3. Urinals.	0.250	5.000	..	..	0.250	5.000
4. Compound wall	0.600	12.000	..	..	0.600	12.000
5. Clothes to S.T.Pupils.	..	..	9.000	180.000	9.000	180.000
6. Gurukulam.	3.523	60.000	17.570	351.540	21.093	411.540
7. Additional Rooms.	16.000	302.400	..	..	16.000	302.400
8. Rented building.	0.600	12.000	..	..	0.600	12.000
9. Repair of delapedated building.	0.100	2.000	..	..	0.100	2.000
10. Pre-Primary.	0.500	10.230	2.770	55.350	3.270	65.580
11. Furniture & Equipments	..	..	3.820	76.370	3.820	76.370
12. Bifurcation of Schools	..	..	2.000	16.328	2.000	16.328
13. Compensatory Education	..	..	4.620	92.400	4.620	92.400
Page total.	22.773	427.630	39.780	771.988	62.553	1199.618

(Contd.....)

	Non-Recurring.		Recurring.		Total.	
	Ist year.	Project period.	Ist year.	Project period.	Ist year.	Project period.
	22.773	427.630	39.780	771.988	62.553	1199.618
14. Tribal Language.	..	..	1.020	20.330	1.020	20.330
15. Learning kit to S.T. pupils.	..	..	72.000	144.000	72.000	144.000
16. Separation walls.	0.540	10.800	..	..	0.540	10.800
17. Girls Education	..	..	25.000	490.000	25.000	490.000
18. Action Research.	..	..	0.600	11.000	0.600	11.000
19. Low cost Teaching Aids	..	..	2.000	30.800	2.000	30.800
20. Innovation Programme.	..	..	1.500	28.000	1.500	28.000
21. M.L.L.	..	..	18.500	361.300	18.500	361.300
22. Copy writing Books	..	..	7.500	148.000	7.500	148.000
23. Evaluation and Research Centre.	..	..	1.000	4.623	1.000	4.623
24. Documentation Centre.	..	..	0.500	10.000	0.500	10.000
	23.313	438.430	169.400	2020.041	192.713	2458.471

Table - 42

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE KERALA CAPACITY BUILDING DIST: WAYANAD

	Non-Recurring.		Recurring.		Total.	
	Ist year.	Project period.	Ist year.	Project period.	Ist year.	Project period.
1. Block Resource Centre.	0.465	9.300	3.504	46.206	3.969	55.506
2. Cluster School	2.000	40.000	5.300	33.055	7.300	73.055
3. V.E.C.	..	..	0.400	6.900	0.400	6.900
4. District Management.	..	..	14.059	127.771	14.059	127.771
5. Augmentation of DIET.	..	..	1.250	25.000	1.250	25.000
TOTAL.	2.465	49.300	24.513	238.932	26.978	288.232

TABLE.-43

COST ABSTRACT

D.P.E.P. KASARAGOD.

Sl.No.	PROGRAMME.	Non-recurring.		Recurring.		Total.	
		Ist year.	Project cost.	Ist year.	Project cost.	Ist year.	Project cost.
1.	Access.	12.1335	141.6365	9.41	89.8246	21.5435	231.4611
2.	Retention & leaner Achievement.	44.869	837.1008	30.186	569.84486	75.055	1406.94566
3.	Capacity Building	26.6625	685.5524	16.0595	237.68512	42.722	923.23752
	Total.	83.6650	1664.2897	55.6555	897.35458	139.3205	2561.64428

TABLE: 44

ACCESS
COST

D.P.E.P. KASARAGOD.

Sl.No.	PROGRAMME.	Non-recurring.		Recurring.		Total.	
		Ist year.	Project cost.	Ist year	Project cost.	Ist year.	Project cost.
SC -1	Opening of New Schools	10.05	60.925	..	10.1526	10.05	71.0776
SC -2	Gurukula School.	::	67.14	::	49.112	::	116.252
SC -3	Non-formal Centres.	0.075	5.5375	0.41	15.894	0.485	21.4315
SC -4	Community mobolisation	2.0085	8.034	9.00	14.666	11.0085	22.7
	TOTAL.	12.1335	141.6365	9.41	89.8246	21.5435	231.4611

Table - 45

RETENTION AND LEARNER ACHIEVEMENT COST.

D.P.E.P. KASARAGOD.

Sl.No.	Programme.	Non-Recurring.		Recurring.		Total.	
		Ist year.	Project cost.	Ist year	Project cost.	Ist year	Project cost.
SC. 5	Teacher Training.	2.059	97.2388	..	..	2.059	97.2388
SC. 6	Preparation of Teachers Handbook.	..	4.992	..	..	..	4.992
SC. 7	Supply of furniture & teaching learning equipments.		..	28.00	196.00	28.0	196.00
SC. 8	Construction of additional class rooms.	..	90.00	..	12.276	..	102.276
SC. 9	Replacing thatched & Rented buildings.	36.00	372.00	..	..	36.00	372.00
SC.10	Construction of seperation wall.	2.16	7.2	..	..	2.16	7.2
SC.11	Preparation of Teaching Aids based on Rural Technology.	..	103.44	..	..	..	103.44
SC.12	Drinking Water facility.	..	15	.1	6.692	0.1	21.692
SC.13	Opening of Pre-primary Classes.	2.65	2.8	..	73.675	2.65	76.475
SC.14	Reference Library-Kannada	2.00	2.00	.088	.64186	2.088	2.64186
SC.15	Handbook Tribal language linker.	..	0.55	..	..	..	0.55

(Contd.....)

RETENTION AND LEARNER ACHIEVEMENT (Contd....)

D.P.E.P. KASARAGOD.

Sl.No.	PROGRAMME.	Non-recurring		Recurring.		Total.	
		Ist year.	Total cost.	Ist year.	Total cost.	Ist year.	Total cost.
SC.16	Upliftment of Socially disadvantaged group.	..	15.1	..	..	..	15.1
SC.17	Preparation and supply of reading material.	..	..	..	50.02	..	50.02
SC.18	Compensatory Education	..	60.93	..	96.24	..	157.17
SC.19	Action Research.	..	..	..	7.0	..	7.0
SC.20	Levelling of Playground	..	6.25	..	..	..	6.25
SC.21	Girls Education.	..	...	2.0	27.3	2.0	27.3
SC.22	Quality fund.	..	20.0	..	..	..	20.0
SC.23	Distance Education.	..	..	..	100.0	..	100.0
SC.24	Childrens journal.	..	39.6	..	..	..	39.6
		44.869	837.1008	30.188	569.84486	75.057	1406.94566

TABLE -46

D.P.E.P.
KASARAGOD.

CAPACITY BUILDING.

Sl.No.	Programme.	Non-Recurring.		Recurring.		Total.	
		Ist year.	Project cost.	Ist year.	Project cost.	Ist year.	Project cost.
SC.25	District Management System.	8.0625	20.0625	14.0595	107.70835	22.1220	127.77085
SC.26	Augmentation of DIET	5.0	25.00	..	..	5.00	25.00
SC.27	Establishment of BRC	..	19.74	..	30.41917	..	50.15917
SC.28	School Complex.	..	44.07	1.0	58.76	1	102.83
SC.29	Research and Evaluation Unit.	..	548.4	..	11.5676	..	559.9676
SC.30	Formation of VEC.	..	..	1	29.23	1.00	29.23
SC.31	Documentation Centre	13.6	28.2799	..	..	13.6	28.2799.
	T O T A L.	26.6625	685.5524	16.0595	237.68512	42.722	923.23752

TABLE - 47

District Education Statistics

Tatble 1: Demographic Data

State: District

		Rural	%	Urban	%	Total	%
Total Population (1991):							
	Male	14218167					
	Female	14799070					
	Total	29011237					

SC and ST population (1991):

	Total			SC			ST		
	M	F	T	M	F	T	M	F	T
Male									
Female									
Total									

Estimated population (1993):

Age: 6 to below 11									
11 to below 14									

Literacy Rates

Literacy Rates (1991):	
(age 7+)	
Male	94..45
Female	86..93
Total	90..50

Table:2 SECONDARY AND UPPER PRIMARY SECONDARY SCHOOLS BY TYPE OF MANAGEMENT (1993)

STATE: KERALA
DISTRICT:

Type of Management	No. of Schools	No. of Teachers			No. of Students		
		Male	Female	Total	Male	Female	Total

A. Primary

Type of Management	No. of Schools	No. of Teachers			No. of Students(92-93)		
		Male	Female	Total	Male	Female	Total
1. Central/State Govt.	2520	6648	10879	17527	292208	277022	569230
2. Local Body	..	..	..	..	..	..	..
3. Private(Aided)	4045	9333	19763	29096	459664	444211	902875
4. Private (unaided)	137	101	920	1021	18461	18721	35182

B. Upper Primay

Type of Management	No. of Schools	No. of Teachers			No. of Students			No. of studonts in Primary classes		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1. Central/State Govt.	959	6489	9507	15996	276918	259338	534256			
2. Local Body	0									Nil
3. Private(Aided)	1880	11784	22955	84739	544893	504672	1049965			
4. Private(unaided)	80	104	640	744	11853	9209	21062			

(Contd....)

C. Secondary

Type of Management	No. of schools	No. of Teachers			No. of students			No. of students in Primary classes(
		Male	Female	Total	Male	Female	Total	
1. Government	967	15572	21478	37050	575428	571882	1147310	Nil
2. Private(aided)	1379	16906	33713	50619	737540	745939	1483479	
3. Private(unaided)	129	905	2404	3309	54846	50631	105477	

TABLE - 49

Table 3: Other Institutions.

State : District.

	Number.	Enrollment.			No.of Teachers/ Instructors.		
		M.	F.	T.	M.	F.	T.
Primary teacher training institutions.	101	1731	6317	8048	227	237	464
Polytechnics.	27	9865	2994	12859	970	213	1183
Colleges/University							
NFE Centres.							
Primary level.							
(b) Upper Primary level.							
Anganwadis.							

Table - 50

TABLE-4 GRADE-WISE ENROLMENT FOR LAST 6 YEARS 1988-89 TO 1993/94 AS ON 30TH SEPTEMBER CONVERING ALL TYPES OF SCHOOLS

STATE: KERALA

		I	II	III	IV	V	TOTAL (I-V)	VI	VII	VIII	TOTAL VI-VIII
(i)	1993-94 BOYS	27339	299768	301475	309309	313199	1251090	314979	333353	318420	966752
	GIRLS	264796	289005	285961	291151	290867	1130913	295914	314625	306308	916847
	TOTAL	538115	588773	587436	603460	604066	2921850	610893	647978	624728	1883599
SC	BOYS	29282	33648	31516	36312	26660	167418	35918	37364	35250	108532
	GIRLS	27901	32076	32344	35889	35123	163333	34320	35552	33974	103946
	TOTAL	57183	65724	66890	72201	71783	333781	70238	73016	69224	212478
ST	BOYS	3667	4215	4213	4182	3558	19835	3272	3200	2800	9272
	GIRLS	3347	3904	3903	3836	3327	18337	3036	2906	2515	8457
	TOTAL	7014	8119	8116	8018	6905	38172	6308	6106	5315	17729
(ii)	1992-93 BOYS	287850	307424	311347	308225	321106	1535952	355067	335442	308822	999331
	GIRLS	276576	291926	295535	290906	300865	1455808	305192	310852	299547	924591
	TOTAL	564426	599350	606882	599427	621971	2990656	630259	646294	608369	1893922
SC	BOYS	31666	34615	36460	36973	37279	176993	37206	37889	33699	108794
	GIRLS	29845	32612	34409	35222	34742	166830	34479	35496	32758	102733
	TOTAL	61561	67227	70869	72195	72021	343823	71685	73385	66457	209625
ST	BOYS	4209	4678	4536	4061	3634	21118	3185	3059	2350	8594
	GIRLS	3833	4336	4147	3835	3420	19571	2957	2871	2424	8252
	TOTAL	8042	9014	8677	7896	7054	40683	6142	5930	4774	16846
(iii)	1991-92 BOYS	293258	320143	311625	315985	331269	1572280	330529	331953	303306	965787
	GIRLS	282621	304347	293687	299702	305836	1486193	312897	317597	292798	923292
	TOTAL	575909	624490	605312	615687	637105	3058473	643425	649550	596104	1889079
SC	BOYS	32242	37132	37419	37811	39086	183690	37860	37091	33358	108309
	GIRLS	30804	35354	35158	35429	35668	172411	35353	34681	32294	102368
	TOTAL	63046	72486	72577	73240	74754	356101	73253	71772	65652	210677
ST	BOYS	4548	4972	4376	4103	3706	59005	3325	2924	2449	8698
	GIRLS	4421	4483	3954	3824	3366	20048	3026	2729	2386	8141
	TOTAL	8969	9455	8330	7927	7072	42053	6351	5653	4835	16839

TABLE-... contd.

		I	II	III	IV	V	TOTAL (I-V)	VI	VII	VIII	TOTAL VI-VII
ii)	1990/91 BOYS	206522	315952	214259	327872	339221	1607826	328471	322367	298081	948919
	GIRLS	294508	294429	300943	306818	320841	1524539	311558	307348	290809	899715
	TOTAL	601130	615381	619302	636690	660062	3542465	640029	629715	588890	1848634
	SC BOYS	25052	27465	28084	29090	28936	138629	26592	25531	22788	74911
	GIRLS	23770	25336	25996	26034	25930	127066	24161	23001	21197	68359
	TOTAL	48822	52801	54080	55124	54866	265695	50753	48532	43985	143270
	ST BOYS	5172	4937	4517	4314	3862	22742	3051	2704	2112	7867
	GIRLS	4655	4815	4172	3697	3386	20425	3052	2673	2007	7732
	TOTAL	9827	9452	8689	8281	7248	43497	6103	5377	5016	16496
v)	1989/90 BOYS	203687	222731	220397	238537	236665	1322017	220014	216842	241192	678048
	GIRLS	290861	306944	312031	321880	338307	1281023	302718	300703	277926	881347
	TOTAL	594548	629675	642428	660417	654972	3182040	622732	617545	589118	1829395
	SC BOYS	35117	38656	39021	39591	38125	190510	35377	35575	31822	102774
	GIRLS	33737	36678	36712	37049	35389	179765	32830	33335	31180	97345
	TOTAL	68854	75534	75833	76640	73514	370345	68207	68910	63002	200119
	ST BOYS	4633	4573	4303	4137	3298	21044	2845	2737	2388	7970
	GIRLS	4233	4347	3957	3681	3233	19451	2701	2458	2173	7332
	TOTAL	8866	8920	8260	7818	6631	40495	5546	5145	4561	15252
iii)	1988/89 BOYS	310797	337333	344987	334547	325590	1653254	312486	312488	270542	595514
	GIRLS	297845	318083	326389	321040	306606	1569963	295061	295620	260855	851536
	TOTAL	608642	655416	671373	660587	632196	3223217	607847	608106	531397	1447050
	SC BOYS	36506	39904	40668	38229	36809	192316	35493	34444	28787	98724
	GIRLS	35085	37204	38139	35932	33724	180084	33053	32860	28490	94203
	TOTAL	71591	77168	78807	74161	70533	372860	68546	67304	57077	192927
	ST BOYS	4644	4624	4368	3739	3262	20637	2819	2642	2020	7481
	GIRLS	4393	4218	3911	3565	3021	19108	2463	2408	2050	6921
	TOTAL	9037	8842	8279	7304	6283	39745	5282	5050	4070	14402

TABLE - 51

Table-5: ENROLLMENT BY GRADE IN DIFFERENT TYPES OF SCHOOLS(1993)

STATE - KERALA
DISTRICT -

Type		I	II	III	IV	V
Public Primary	B	286638	305163	310638	307532	319452
Private Primary	G	275623	291210	295282	290166	298672
	T	562261	596373	605920	597696	618074
Public Upper Primary.	B	323447	336111	309612		
Private Upper Primary	G	304870	320828	309612		
	T	628317	565939	611052		
Others (C..S.Secondary)	B	271787	206702			
	G	275805	220441			
	T	547592	427143			

TABLE NO: 52

RETENTION RATE.

TABLE-6 (Class I to V) & (Class VI to VIII)

State: K E R A L A

	Total		SC		ST	
	a I-V	b VI-VIII	a I-V	b VI-VIII	a I-V	b VI-VIII
BOYS	1529373	969170	176368	108065	21012	8638
GIRLS	1450951	657138	165644	102484	19669	8304
TOTAL	2980324	1626308	342012	210549	40681	16942

GOVERNMENT OF KERALA

Abstract

General Education - Formation of Society under Travancore-Cochin Literary, Scientific and Charitable Societies Registration (Act XII of 1955) Act, 1955 - Society named Primary Education Development Society of Kerala - Formed - Orders issued.

GENERAL EDUCATION (S&YA) DEPARTMENT

G.O.(MS)No.27/94/GEdn. Dated, Thiruvananthapuram, 4-3-1994

Read:- 1. Letter No.DPEP(1)1003/93/DPI/3SA dated 3-11-93 of Director of Public Instruction.
2. Letter No.8-22/93/PN-VI dated 12-1-94 from Ministry of Human Resource Development, Govt. of India, New Delhi.
3. Letter No.8-3/93-PN-VI dated 25-1-94 and 28-1-94 from Govt. of India, Ministry of Human Resource Development, New Delhi.

O R D E R

The National Policy of Education and the World Declaration of Education for All lay much importance in meeting basic learning needs. The achievement of Universal Elementary Education and quality in education are the two major directives to be attained by 2000 AD. District Primary Education Programme has been launched for this purpose. In this programme, emphasis is given to reduce the drop out rates especially for female children and to acnieve Minimum level of Learning in primary education from standard 1 to 5. Effective steps are also required for providing Early Childhood Care and Education in a manner recommended in National Policy of Education. The Project on Development of Primary Education in Kerala is designed to achieve the above goal.

With the objective of increasing the standard of education in Kerala which should begin with at the level of Primary Education as a measure of social security, the Government of India have drawn up a programme with the assistance of World Bank called District Primary Education Programme. In Kerala, the Districts of Malappuram, Wayanad and Kasargod have been selected for the implementation of the programme.

According to this programme funds for the implementation of the project will accrue to the State Government through the Ministry of Human Resource Development, Government of India. The Government of India have proposed to the State Government to set up an autonomous body for the implementation of the project. The whole activities relating to the implementation of the programme including the gathering of funds and all connected monetary transaction will be undertaken by the Society.

It is proposed to start operation in June '94. The total investment output for the three districts for the Five years is estimated as Rs.120/- crores of which 85% will be from World Bank assistance and the rest as share of State Goverament. Necessary provision for the implementation of the programme will be made in the State Government budget for 94-95.

Government accordingly order that a Society namely, "Primary Education Development Society of Kerala (PEDSK) under the Travancore-Cochin Literary, Scientific and Charitable Societies Registration Act (XII of 1955) 1955 will be registered for the implementation of the programme. The Memorandum of Association and Rules and Regulations of the Society are approved as appended with this order.

By order of the Governor,

K.K.VIJAYAKUMAR
Secretary to Government

To

The Director of Public Instruction, Thiruvananthapuram.
The Secretary to Govt. of India,
Ministry of Human Resource Development,
Department of Education, New Delhi.
The State Project Director,
Office of the DPI.
The Member Secretary, State Planning Board.
The Accountant General, Kerala (A&E/Audit),
Thiruvananthapuram.
The Finance Department.
The District Registrar, Thiruvananthapuram.
(To register a Society immediately).
The Director, Tribal Development Dept.
The Director, Social Welfare Dept.
The Director of Public Relations.
The General Admn. (SC) Dept.

P.S. to Minister (Education).
C.A. to Secretary, General Education.
SF/OC.

Forwarded/By order

Section Officer

സംഘങ്ങൾ രജിസ്റ്റർ ചെയ്യുന്നതു സംബന്ധിച്ച സർട്ടിഫിക്കററ്

1955-ലെ 12-ാമത് തിരുവിതാംകൂർ-കൊച്ചി സാഹിത്യ, ശാസ്ത്രീയ, ധർമ്മസംഘങ്ങൾ രജിസ്റ്ററാക്കൽ ആക്റ്റ്

ക്രമ നമ്പർ 142 .....   വർഷം 1994 ....

1955-ലെ 12-ാമത് തിരുവിതാംകൂർ-കൊച്ചി സാഹിത്യ, ശാസ്ത്രീയ, ധർമ്മസംഘങ്ങൾ രജിസ്റ്ററാക്കൽ ആക്റ്റ് അനുസരിച്ച് PRIMARY EDUCATION DEVELOPMENT SOCIETY OF KERALA (PEDSK) ഇന്നേ ദിവസം രജിസ്റ്റർ ചെയ്തതായി ഞാൻ ഇതിനാൽ സാക്ഷ്യപ്പെടുത്തുന്നു.

ആയിരത്തി തൊള്ളായിരത്തി തൊണ്ണൂററി നാല ....ാമാണ്ട് ....മാർച്ച് ....മാസം.....നാല ...ാം തീയതിയായ ഇന്ന് എന്റെ കൈയൊപ്പോടുകൂടി നൽകിയിരിക്കുന്നത്.

സംഘം രജിസ്ട്രാർ.

GPT. 26/1749/89/V. 100,000

ANNEXURE -I

A CHAPTER ON WOMEN'S EMPOWERMENT:

Kerala was always in the forefront for the education of girls. The Education Commissions, recommendations, five year plans, People's special inserts and the democratic set up have increased in the growth of girls education in Kerala. There are 2459 High schools, 2916 Upper-Primary schools and 6767 LP schools in Kerala(1991) and there are 90.799 (35,316 Males and 55,843 Females), 50,582 (19458 Males and 31,124 Females), and 49,773 (Male 18,231, Females 31,542) Teachers in these schools respectively. The enrolment strength of the pupils in the schools as on the 6th working day 1990 - 91 by section and sex is as follows:-

	All Communities			SC			ST		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
LPS	1265566	1201304	2466870	149550	140926	290376	18264	16703	34967
UPS	987386	933853	1921239	110916	103008	213924	9382	8867	18249
HS	753595	745733	1499328	78883	79528	158411	5566	5315	10881
Total	3006547	2880890	5887437	339249	323462	662711	33212	30885	64097

The status of girls education in Kerala would be assesed based on the report of the 5th All India Educational Survey of Kerala State. Let us have a review of the level of the girl's education at the different stages of education.

i) Primary State - 48.8% girls are enroled in classes I - V. The total enrolment is 3037675 including 1482061 girls. There is not much difference in the percentage in rural areas where it is 48.7%. In all the districts in our State girls' enrolment is more than 45% of the t tal enrolment in classes I-V. Kozhikkode district has the highest percentage of 50.2 in girls enrolment and and Wayanad, the lowest is 46.4%. There are 3479 pupils belonging to SC in classes I-V and it constitutes 11.5% of the total enrolment in these classes of which 16848.5 are girls.

There are 34413 ST pupils classes I-V of which 16437 are girls. This constitute 1.13% of the total enrolment in these classes.

ii) Upper Primary Stage:-

The enrolment in classes VI-VII is 1551556 including 762077 girls (48.8%) 170658 pupils belong to SC are enroled in classes VI-VIII and constitute 11% of the total enrolment of these classes. The total number of girls enroled is 82532 and percentage is 48.8% out of which 12001 ST pupils including 5711 girls are enroled in classes VII-VIII. The percentage of girls constitute 0.8% of the total enrolment in the classes.

The percentage of girls in classes VI-VIII is highest is Kottayam districts (50.8%) and the lowerst in Kasaragode district (45.4%).

iii. Secondary and Higher Secondary Stage:-

98.9% of the population is served by a secondary section within a distance of 8 Kilometers. In Kottayam district and Thiruvananthapuram district, more than 60% of the population is served by a secondary school within a distance of 8 Kms.

The number of pupils enroled in standard IX and X is 95291 of which 47042 are girls. The enrolment of ST pupils in classes IX and X is

4156 of which 1963 are girls (47.2%).

In higher secondary schools, the total strength in classes XI & XII is 21313 of which 9164 are girls. There are 3635 SC students in there classes of which 1536 are girls. There are 1028 ST students in classes XI & XII where 50% are girls. The percentage of females in vocational classes is 43.16%.

In Kerala, apart from the 2 level, there are Pre-degree classes equivalent to classes XI & XII, these are attached to colleges under Universities. The total enrolment of girls is 139511. The percentage of girls enrolled is 51.3 of which 12.1% are SC, 0.9% are ST students. The girls enrolment at the Primary level has growth slightly at a higher annual rate as compared to the boy's enrolment during the last decade. Annual growth rate of enrolment at the primary stage during 1978-79 to 1988-89 in Kerala is 0.48%. The growth rate in enrolment is lowest in Kerala. This may be because of significant progress already made by the state and the decliring in the population. But the growth rate of enrolment of girls is higher than that of boys. This shows that the ex disparities at the Primary Stage are being harrowed a faster rate.

Incentive Schemes:-

Inorder to reduce droppage of pupils, and to ensure their attandance the government have introduced various incentive schemes for both boys and girls like mid-day meals, free text book, free uniform, lumpsum grant, stipend, free concession, special coaching classes etc. Inorder to promote the schooling of Muslim and Nadar girls, special scholarships are given to them. Apart from this, the government have been implementing a special scheme termed "Removal of Educational backwardness including backwardness of the girls education". This is vogue for the past 20 years. The main aim of this scheme is to ensure universal enrolment and retention at primary level. The scheme is implemented in the educationally backward pockets of some of the districts in the stateeducation at primary level is given importance as it provides the foundation for all education development whether it is for males or females,

From thise statistics, it is clear that there is no geat declining frend in the percentage of school going girls with advancement of age. Dropout rate of girls in schools is also very low. There exists an awareness among all section of people regarding the necessity for girls education and this helps much in promoting girls education in Kerala. Though there is remarkable growth in the number of educational

Institutions the quality of education has not improved much.

A critical input for womens development would be a thrust to be given to the training of personnel. So as to eradicate the bias if a my found in isolite pockets it is desirable to orient and sensitise the administrative machinery at all levels regarding womens needs. At the same time it is felt necessary to keep the existing tempo by the concerted and collective efforts, and articulated action regarding women's issues.

Therefore some interventions are included in the DPEP for the implement and improvement of women status in the society. However these intervention will be farther modified on the basis of the fundings of Gender Studies.

ANNEXURE - II

DISTRICT PRIMARY EDUCATION PROJECT (India)

STATE FINANCES FOR EDUCATION

KERALA

Prepared by
N. Mohan Das
Directorate of Public Instruction
Government of Kerala

The Report is finalised in a Workshop held at the
National Institute of Educational Planning & Administration,
New Delhi (3-6 January 1994)

January 1994

DISTRICT PRIMARY EDUCATION PROJECT : KERALA (INDIA)

STATE FINANCES FOR EDUCATION: KERALA

The objectives of this note are (a): to present a brief profile on the pattern on financing of education in Kerala during the post independence period, concentrating on the period 1980-81 to 1992-93, (b) to present a brief idea of the extent of financial resources required for education (for universalisation of elementary education by 2000 AD) and the gap between the requirements and likely availability of resources. The focus of this note is on elementary education (primary and upper primary levels).

I. Trends in State Government Finances (All India)

The most striking feature of State's finances during 1992-93 is the continuance of revenue deficit, being financed by surplus on capital account. Revenue deficit of all the States in India is estimated to be at Rs. 3,4062 millions in 1992-93. Fifteen States have announced measures for mobilising additional resources which are expected to yield a net amount of Rs. 8905 millions during 1992-93. Tax proposals would bring in additional revenue of Rs. 6943 millions, while non-tax measures would yield Rs. 1962 millions. Karnataka topped the list with Rs. 2450 millions followed by Kerala with Rs. 1294 millions.

Gross transfer of resources from the Centre to the States during 1992-93 is estimated at Rs. 530432 millions showing an increase of 14.4 per cent over 1991-92 figures. The net

devolution of resources from the Centre (i.e. State's share in Central taxes, grants and net transfers of loans) estimated at Rs. 429.283 millions would be higher by 16.4 per cent in 1992-93 as compared with Rs. 368,900 millions (14.1 per cent) in 1991-92. The Union Budget 1992-93 has envisaged a total central assistance for the States' Plan at Rs. 148,203 millions which shows a rise of 4.6 per cent over the revised estimates of Rs. 141,660 millions in 1991-92.

A disturbing feature of the States' fiscal scene during 1992-93 is the slower growth in developmental expenditure vis-a-vis the non-developmental component. Yet another aspect is the persistance of relatively larger revenue deficit, which implies the need for its financing by surplus on Capital account.

II. Finances of Kerala State

The following table shows the over all position of the State Budget (Revenue Account) for the years 1980-81 and 1985-86 to 1993-94.

Table 1

Kerala : Trends in Over all Position of the State Budgets (Revenue Account)
1980-81 and 1985-86 to 1993-94

(Rs. millions)

	1980-81	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93 Revised Estimate	1993-94 Budget Estimate
Revenue Receipts	6403	13714	15025	15860	18970	20476	24929	28521	33661	36885
Revenue Expenditure	6676	14443	16547	17806	20610	22980	28249	32164	38512	43067
Revenue Surplus (+) or Deficit (-)	-272	-741	-1522	-1945	-1639	-2504	-4220	-3643	-4850	-6181

We should have any surplus for the last 10 years.

Recent Trends in Kerala State Finances

The Kerala State's deficit on revenue account was Rs. 4220 million in 1990-91 and Rs. 3643 Million in 1991-92. The liability on account of payments as well as repayment of loans is steadily increasing. The States finances are very much dependent on central transfers. But it can be seen from the statement below that the transfers from the centre are streadily decreasing. While, during the period 1980-84 the percentage of share of central taxes was 31.03, it decreased to 25.61 in 1991-

Table 2

KERALA : TRENDS IN TAX REVENUE - 1980-84 and 1985-86 to 1993-94

	1980-84	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93 Revised Estimate	1993-94 Budgeet Estimate
Total Tax Revenue	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
(a) Percentage Share of Central Taxes	31.03	22.20	29.42	23.83	29.08	27.00	26.62	25.61	25.86	25.02
(b) Percentage share of State Taxes and Duties	68.97	77.80	70.58	76.17	70.92	73.00	73.38	74.39	74.14	74.98

Source : Kerala Budget in Brief 1993-94.

TRANFERS FROM THE CENTRE STEADILY DECREASING But State Tax Revenue increasing

Though the State's tax efforts have been increasing, the shortfall in the share of central taxes has adversely affected the state's resource position. The following table (Table 3) shows the effect of the resource mobilisation efforts of the state.

Table 3

Kerala : Trends in Revenue Receipts in Kerala (1985-86 to 1993-94)

(Rs in Millions)

	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93 B.E.	1993-94 R.E.
Total revenue including Share of Central Taxes	13711.7	15025.3	15860.9	18970.6	20476.4	24029.3	28521.2	33661.6	36885.9
Index	100	110	116	138	149	175	208	245	269

Source : Kerala Budget in Brief 1993-94; P.6.

TThe plan expenditures of the state during the sixth and seweenth five year plans were higher than the approved outlays for the reespective years by 18% and 10% respectively. Projections of the Niinth Finance Commission for the overall revenue position for the :state (after central transfers) are given alongwith the acttuaal revenue account position in Table 4.

Table 4

Kerala : Deficits/Surpluses in Revenue Budgets

(Rs. in 10 Millions)

	IX Finance Commission Estimates	Actual Position
1990--91	(-) 219.46	(-) 422.02 (Accts.)
1991--92	(-) 177.48	(-) 364.34 (Accts.)
1992--93	(-) 87.16	(-) 485.09 (RE)
1993-94	(-) 9.35	(-) 618.17 (BE)
1994-95	(+) 82.28	-
1990-95	(-) 411.17	-

It can thus be seen that the actual deficit for 1990-91 alloonne is more than the cumulative deficit calculated by the Niinitth Finance Commision for the five year period 1990-95.

IIII.. Expenditure on Education

Pllaann Expenditure

The plan outlay for education is comparatively less than nconn-plan expenditure, as the major portion of expenditure on ecduacation comes under non-plan. The total expenditure on

education under plan category during the seventh plan period of 1985-90 was only Rs. 864.6 Millions which was only 3.54% of the original outlay of the seventh plan for education in the State. There is a slight increase in the percentage of outlay for education in the Eighth Plan (1992-97), as shown in Table 5.

Table 5

Kerala : Expenditure/Outlay for Education

(Rs.in 10 millions)

S.No. Item	Seventh Plan 1985-90	Percent of the Total Plan Outlay	Annual Plan 1990-91	Annual Plan 1991-92	Eighth Plan 1992-97 outlay	Percent of the Total Plan Outlay
1. Genl. Edn.	45.67	1.87	9.56	10.62	82.25	1.50
2. Techl. Edn.	27.53	1.13	8.96	19.00	94.00	1.72
3. Sport and Youth Services	7.37	0.30	1.45	1.95	13.00	0.24
4. Art and Culture	5.89	0.24	2.65	2.71	13.00	0.24
Total Edn.	86.46	3.54	22.62	34.28	202.25	3.70

It can be seen that the outlay for education in the Eighth Plan is only marginally higher than the outlay during Seventh Plan, when we take into account the percentages.

In addition to State plan expenditures which are financed by State's own resources, there are centrally sponsored schemes, financed by the Central Govt. Table 6 shows expenditure on centrally sponsored schemes in education financed by the Central Government since 1985.

Table 6

Kerala : Funds released for Central (CS) and Centrally Sponsored (CSS) Schemes

(Rs. in Millions)

Year	Elementary Edn.	Adult Edn.	Others	Total (CSS+CS)
1985-86	-	8.55	9.23	17.78
1986-87	6.50	9.36	16.58	32.44
1987-88	21.19	11.59	27.35	60.12
1988-89	32.38	9.22	32.87	74.47
1989-90	28.00	2.82	78.93	109.75
1990-91	25.09	2.53	61.50	89.12
1991-92	13.63	1.00	44.01	58.64
1992-93	104.82	1.20	42.05	148.06

Source : MHRD, Government of India.

The Table 7 shows the Eighth Plan outlays for education in Kerala.

Table 7

Kerala : Allocations for Education in the Eighth Plan

(Rs. millions)

	Working Group Recommended Outlay	Plan Outlay	Reduction	Per-centage
General Education	848.5	822.5	26.0	3.0
Elementary	229.0	176.0	53.0	23.0
Technical	940.0	850.0	90.0	9.6

The share of expenditure alloted for education in the Eighth Plan is more than double the Seventh Plan expenditure but iin real terms i.e., after allowing for inflation, there may not be such a significant increase in the outlay.

Table 8 shows the sixth, seventh and eighth plan expenditure of the state by major activities.

Table 8

Kerala : Sixth, Seventh and Eighth Plan Expenditure/Outlay by Major Activities

(Rs.in 10 millions)

Majjor Activities	Sixth Plan 1980-85 Expenditure	Seventh Plan 1985-90 Expenditure	1990-91 Annual Plan Expenditure	1991-92 Annual Plan Expenditure	Eighth Plan Outlay	1992-93 R.E.
Agrriculture	179.14 (10.89)	298.92 (13.00)	83.05 (13.93)	108.77 (16.17)	751.25 (13.76)	130.23 (17.36)
Rurral Developmeent	125.09 (7.60)	129.25 (5.62)	43.19 (7.25)	49.69 (7.39)	308.77 (5.66)	48.23 (6.43)
Irrrigation	310.46 (18.87)	361.87 (15.74)	91.82 (15.40)	100.77 (14.98)	692.00 (12.67)	99.50 (13.27)
Enerrgy	329.57 (20.03)	373.17 (16.23)	124.93 (20.96)	146.43 (21.77)	1233.20 (22.59)	164.76 (21.97)
Induustry	162.39 (9.87)	258.70 (11.25)	64.90 (10.89)	80.44 (11.96)	810.00 (14.84)	82.00 (10.93)
Trannsport	105.91 (6.44)	260.85 (11.35)	60.18 (10.10)	60.09 (8.93)	433.00 (7.93)	54.91 (7.32)
Econoomic Services	12.75 (0.77)	17.54 (0.76)	4.59 (0.77)	5.20 (0.77)	44.82 (0.82)	7.32 (0.98)
Sociial Services	374.38 (22.75)	527.37 (22.94)	107.32 (18.01)	105.54 (15.69)	1077.18 (19.73)	148.32 (19.78)
(Geneeral Edn.)	78.24 (4.76)	44.92 (1.95)	9.55 (1.60)	10.58 (1.57)	82.25 (1.51)	15.00 (2.00)
(Techhnical Edn.)	9.72 (0.59)	27.09 (1.18)	8.96 (1.50)	14.22 (2.11)	94.00 (1.72)	15.00 (2.00)
Otherrs	45.70 (2.78)	71.53 (3.11)	16.07 (2.70)	15.60 (2.32)	109.78 (2.01)	14.73 (1.96)
Totall	1645.39 (100)	2299.20 (100)	596.05 (100)	672.53 (100)	5460.00 (100)	750.00 (100)

Figures in the bracket indicate the percentages.

As can be seen from Table 8, the major increase is on emergy sector whereas the share of social services has gone down from 22.94 in Seventh Plan to 19.73 in Eighth Plan. When we look at the figures for General Education we note that it has also decreased from 1.95 to 1.51 percent.

The share of General Education in the total five year plan outlay is comparatively less as can be seen from the declining percentages in sixth plan, the seventh five year plan, annual plans 1990-91, and 1991-92, and the eighth five year plan which are respectively 4.76, 1.95, 1.60, 1.57 and 1.51.

Estimates of share of Elementary Education planned over the Eighth Plan period compared to shares in the Seventh Plan period and in the intervening two annual plans are given in Table 9.

Table 9

Kerala: Plan Expenditure on Education in VII, VIII Plans-Level Wise

(Percentages)

Level	Seventh Plan	1990-92 Annual Plan	Eighth Plan
Elementary	18	17	21
Secondary	34	36	37
University	48	43	38
Others	-	4	4
Total	100	100	100

Though the share of general education in the total plan atlay is decresing, the share of elementary education has gisttered a small increase in the eighth plan period.

The per capita plan expenditure in Kerala, in real terms not only low in relation to the all-state average, but also is been showing a declining trend since the fifth plan. In nstaamt (1980-81) prices, the per capita annual expenditure eclimed from Rs. 187 in the fifth plan to Rs. 138 in the sixth .an aamd further to Rs. 124 in the seventh plan. The declining al per capita expenditure clearly indicates the resource nstraaint faced by the state.

Table 10

Peer Capita Annual Plan Outlay in Kerala and All States in Different Plans

Plaams	Kerala	All States
Plam 1951-56	4.5	5.2
Plaam 1956-61	9.0	10.8
I Pllaam 1961-66	19.2	17.6
nuall Plans 1966-69	22.0	21.0
Plaam 1969-74	24.2	25.5
Plann 1974-79	98.0	136.5
Plaam 1980-85	117.6	136.5
I Pllaam 1985-90	148.2	210.9

urcee:: Statistics for Planning; Department of Economics and Statistics; Govt. of Kerala.

The resource constraint has not only limited the levell of spending on social and economic infrastructure in Kerala, but also has altered the pattern of plan financing in Kerala. During the Sixth Plan period, budgetary savings contributed almost a third of the plan resources. In contrast, during the Seventh Plan, the 'balance' from the current revenue was (-) 10.3 per cent of total plan resource. The basic problem in Kerala is that the revenue expenditure in the state has been rising faster than its revenue receipts. During the 1980s while the non-plan revenue expenditure increased at an average annual rate of 16.7 percent, the growth of revenue receipts was much lower at 13.9 per cent. In fact, the growth of non-plan expenditure in Kerala was the highest among the southern states. At the same time, the growth of revenue receipts in the state was lower than all the neighbouring states, except Tamil Nadu.

Non-Plan Expenditures

Non-plan expenditure on education is several times higher than the plan expenditure. During 1985-86, non-plan expenditure on primary education was 99% of the total expenditure on primary education, in 1987-88 the percentage was 95%; in 1988-99 it was 90% and in 1989-90 the percentage was 94%. Major part (over 90%) of the non-plan expenditure is on salary components.

Table 11

Kerala : Non-Plan Expenditure on Education 1986-92

(Rs.Millions)

Leveel	1986	1987	1988	1989	1990	1991	1992
Elemmentary	2326	2475	2728	3035	3973	4082	4554
	(59.6)	(54.1)	(53.9)	(54.0)	(55.8)	(52.5)	(51.0)
Seccondary	1357	1449	1611	1804	2248	2386	2908
	(31.8)	(31.7)	(31.8)	(32.1)	(31.4)	(31.8)	(32.5)
Highher	579	648	723	782	897	1203	1475
	(12.6)	(14.2)	(14.3)	(13.9)	(12.6)	(15.7)	(16.5)
Totaal Gen. Edn.	4262 (100)	4572 (100)	5062 (100)	5621 (100)	7118 (100)	7671 (100)	8937 (100)
Totaal State Expp.	18658	19481	22413	25541	30809	35026	41452
Totaal Genl. Edna. as % obf Total State expeenditure	22.8	23.5	22.6	22.0	23.1	21.9	21.5

The share of elementary education in the total general educattion expenditure remained around 50 % in general.

Table 12

Kerala : Share of Elementary Education in Total General Education (%)

Elemeentary Educattion	1986	1987	1988	1989	1990	1991	1992
	54.6	54.1	59.9	54.0	55.8	53.2	50.9

When we take into account the expenditure on elementary, seconddary and higher education, some substantial differences in the grrowth rates can be seen, as given in Table 13.

Table 13

Kerala .: Average Annual Rates of Growth of Non-Plan Education Expenditure by Education Level 1986-92 (Percent)

Level	1986-92	1986-89	1989-92
Elementary	11.8	9.2	14.48
Secondary	13.5	9.9	17.20
Higher	16.8	10.5	23.50
Total	13.1	9.6	16.71

Total Plan and Non-plan Expenditure on Education

The total plan and non-plan expenditure on elementairy education in the State at current prices and constant pricees estimated based on SDP deflators are given in Table 14.

Table 14

Kerala: Total Plan and Non - Plan Expenditure on Education at Current Prices and Constant Prices

(Rs. in Million)

Year	At Current Prices			At Constant Prices		
	Plan	Non-Plan	Total	Plan	Non-Plan	Total
1980--81	26.7	1122.7	1149.4	26.70	1122.7	1149.40
1981--82	37.5	1254.6	1292.1	35.05	1172.55	1207.60
1982--83	43.6	1368.9	1412.5	35.78	1123.45	1159.23
1983--84	59.3	1549.1	1608.4	39.80	1039.75	1079.55
1984--85	89.9	1698.8	1788.7	58.04	1096.74	1154.78
1985--86	26.0	2069.2	2095.2	16.59	1320.15	1336.74
1986--87	115.0	2326.2	2441.2	70.71	1430.38	1501.09
1987--88	142.4	2475.2	2617.6	71.71	1246.51	1318.22
1988--89	273.7	2727.7	3001.4	133.62	1331.66	1465.28
1989--90	204.3	3034.7	3229.0	94.10	1397.78	1491.88
1990--91	16.7	3972.8	3989.5	7.19	1711.08	1718.27
1991--92	15.2	4082.5	4097.7	6.20	1668.11	1674.32
Growth Rates	- 5.00	12.45	12.25	- 12.40	3.66	3.48

The growth rates of plan and non-plan expenditures for period from 1980-81 to 1991-92 present an entirely different picture. Whereas the non-plan expenditure has a positive growth rates of 12.45 at current prices and 3.66 at constant prices, the growth rate of plan expenditure is negative and is - 5% and - 2.44% (respectively). The non-plan expenditure is mainly on salaries and up-keep of educational institutions, whereas the

plan expenditure is on quality improvement, training etc. This indicates that the primary education in the state is neglecting the aspect of quality improvement and imparting better training to teachers are being neglected on account of resource constraints.

Table 15

Kerala : Share of Education in Total Government Expenditure and Allocation by level, 1985-86 to 1990-91

(Percent)

Period	Elementary	Secondary	Higher	Edn. as % of Total	Share of Edn. in 14 Major States
1985-86	51.7	35.1	13.2	24.5	16.3
1987-88	55.1	30.6	14.3	23.4	16.7
1989-90	55.1	30.9	14.0	23.2	18.2
1990-91	55.4	31.6	13.0	23.3	18.2

It can be seen from the above table that Kerala is spending a high percentage of its total expenditure on general education. In the total expenditure on general education, the share of elementary education comes to more than 50% and it is gradually increasing. This indicates the importance being attached to elementary education by the state government.

Another way of viewing resource flows across major activities is provided by the Reserve Bank of India which aggregates total state expenditures on the revenue and capital accounts. Around 80 per cent of the total are in the revenue

accounts. There are some disturbing trends to be noted. The percentage of education fell slightly i.e., from 24.5% in 1985-86 to 23.3%. in 1990-91. The most prominent increases were for interest payments and administrative services.

Unit Costs

Dividing the budget expenditure on elementary education by the total enrolments in the elementary schools we get the government expenditure per student at primary stage which is Rs. 872.69 in 1990-91. It had increased from Rs.326 in 1982-83 to Rs.912.40 in 1991-92.

Table 16

Expenditure Per Student in Elementary Education

(in Rs.)

Year	Elementary Stage
1982-83	326.13
1983-84	372.62
1984-85	414.43
1985-86	479.23
1986-87	563.03
1987-88	550.35
1988-89	617.80
1989-90	690.12
1990-91	872.69
1991-92	912.40

Future Financing of Education

Future requirements of education sector for universalising elementary education have to be estimated very carefully. For projection of school going population three projections made by the Centre for Development Studies,, Trivandrum have been adopted here. A clear declining trend has set in with regard to school age population of Kerala.. Therefore, the yearly additional enrolment expected is negligible in respect of Kerala. But the additional resource requirement in the field of quality improvement will be substantial, and also to achieve cent percent enrolment in the backward districts, where the DPEP is being planned.

It is estimated that on an average there is a growth rate of 13 percent in non-plan expenditure on Primary education in the state during 1980-81 to 1991-92. At 1991-92 prices, an amount of Rs. 11105 million would be required at current level of services by 2000 A.D. To this the additional expenditure on improvement programmes has to be added to arrive at a reasonable figure of expenditure required for elementary education by the year 2000 A.D.

The State's non-plan revenue expenditure increased at an annual rate of 16.7 percent, the growth of revenue receipts was at a much lower rate, 13.9 percent. Hence external assistance becomes a critical input. It is expected that if the assistance is made available, there will not be any difficulty in achieving the targets set.

Conclusion

It is abundantly clear that universalisation of elementary education involves very significant levels of quality improvement, and cannot be implemented without external assistance. The resource constraints being faced by the state cannot be removed in a single stroke. Further, the Government of India and almost all the states in India have similar problems. Under such circumstances, external help will go a long way in implementing the project and thereby improving the standards of education of the school going population.

ANNEXURE - III

DISTRICT PRIMARY EDUCATION PROJECT

STUDY ON THE DESIGN, PRODUCTION AND DISTRIBUTION OF INSTRUCTIONAL MATERIAL FOR KERALA

A PRELIMINARY REPORT

by

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January 1994

Study on the Design, Production and Distribution of Instructional Material for DPEP

(KERALA STATE)

1.. INTRODUCTION

One of the smallest states of India, Kerala covers an area of 38,863 sq.kms. According to 1991 census, its population is 29,011,237 and the growth rate (1981-91) is 13.98%.

It is a densely populated state, the density being 747 per sq.km. In 1991, its literacy rate was 90.69% (males:94.45% females 86.93%).

The State is linquistically homogeneous, Malayalam being the mother-tongue of nearly 95% of the people. Tamil which is next in importance, is the mother-tongue of about 3% of the people. Malayalam is the medium of instruction in school at all the four stages i.e. primary, upper primary, secondary and higher secondary. In some areas of the state, there are a few schools with Tamil as the medium of instruction. There are a few bilingual schools having Kannada and Malayalam classes. Parallel classes with English medium are also conducted in many schools in different parts of the state.

TABLE 1

Schools According to Media of Instruction at Different Stages

Area	Hindi	English	Tamil	Malayalam	Kannada
PRIMARY					
Rural	1	97	4	8450	81
Urban	4	65	2	946	9
Total	5	162	6	9396	90
UPPER PRIMARY					
Rural	1	120	0	4658	45
Urban	7	89	2	637	9
Total	8	209	2	5295	54
SECONDARY					
Rural	1	122	0	1945	38
Urban	5	110	6	367	4
Total	6	232	6	2312	42
HIGHER SECONDARY					
Rural	0	45	0	22	2
Urban	0	9	0	15	0
Total	0	54	0	37	2

Source: Fifth All India Educational Survey published by NCERT

In Kerala, the school education is covered by four stages, as shown in Table 2.

TABLE 2

Educational Pattern in Kerala

Stages	Primary	Upper Primary	Secondary	Hr.Secondary
Classes	I to IV	V to VII	VIII to X	XI-XII

Source: Fifth All India Educational Survey published by NCERT

As may be seen in the above table, unlike many States, the Primary Stage covers only Classes I to IV and not Classes I to V.

In view of the high literacy rate, Kerala leads all the other States, in so far as enrolment of children in schools is concerned. In 1960-61, the total enrolment in classes I to V in Kerala was 2.34 million. By 1986 this figure reached 3.37 million.

The detailed enrolment figures for classes I to XII of Kerala for the year 1986 are given in Table 3. As may be seen, the total number of enrolment in classes I to XII in 1986 reached as high as 5,36,2,812.

TABLE 3

Enrolment of Students in Classes I to XII of Kerala

Class I	Class II	Class III	Class IV	Class V	Class VI
600859	637530	619847	585527	593912	553873

Class VII	Class VIII	Class IX	Class X	Class XI	Class XII	Total
509132	488551	446156	306112	10778	10535	5362812

Source: Fifth All India Educational Survey published by NCERT

Elementary education was made compulsory in Kerala in 1945. But the number of elementary schools, the enrolment of both boys and girls and the percentage of literacy have all been much higher in Travancore(a part of Kerala) even without compulsion. Socio-economic factors may have been the vital reasons for this.

The comparatively better social status enjoyed by women in Kerala contributed to a greater educational awareness.

In addition, the general awakening among the people in Kerala can be cited as the single most important factor for the rapid strides made by Kerala in the field of education.

2. ORGANISATIONAL STRUCTURE

In Kerala, the Department of General Education which is a subordinate organisation under the Director of Public Instruction, Kerala Government, is responsible for prescription/approval, development, publication and distribution of instructional material for Classes I to X. The State Institute of Education, which is an academic Wing of the Department of General Education, prepares the instructional material through different workshops of experts in various disciplines, and hands over the final manuscripts to the Textbook Office for printing and distribution.

Since the products are 'nationalized', they are automatically prescribed by the schools.

The 'nationalized' textbooks for classes I to X are published in eight languages viz. Malayalam, English, Tamil, Kannada, Hindi, Sanskrit, Urdu and Arabic. Textbooks in core subjects, are brought out in four languages only which are Malayalam, English, Tamil and Kannada.

The total number of 'nationlized' textbooks for classes I to X is 137. The break-up of these textbooks is given below:

For Classes I to V	50
For Classes VI to VIII	47
For Classes IX to X	40
Total	137

But the actual number of titles being used in the classes I to X will be 230 if we take into consideration the fact that different language versions of these textbooks are brought out simultaneously. The break up of these 230 titles is given below:

Class I	13
Class II	7
Class III	15
Class IV	16
Class V	21
Class VI	24
Class VII	25
Class VIII	25
Class IX	38
Class X	46
Total	230

Another government organisation, responsible for prescription/approval of textbooks for classes XI and XII is the Directorate of Higher Secondary Education, Thiruvananthapuram. This Directorate does not have a mechanism to develop, design, produce and distribute the instructional material. Hence its duty/activity is reduced only to select the textbooks already published by different publishers and prescribe them for the courses of study in Kerala for Classes XI and XII. The Directorate prefers to prescribe 'nationalized' textbooks only. It has prescribed 54 textbooks produced by the NCERT, the Calicut University and the Central Board of Secondary Education.

A break up of these 54 titles is given below.

TABLE 4

Books	Class XI	Class XII
English Language	3	4
Hindi Language	3	3
Malayalam Language	3	2
Political Science	2	2
History	2	2
Geography	3	3
Economics	2	2
Physics	3	3
Chemistry	2	2
Biology	2	2
Mathematics	2	2
Total	27	27

3. DEVELOPMENT AND PRODUCTION OF TEXTBOOKS

For developing the instructional material for classes I to X, the Department of General Education appoints writing teams for different school subjects. These writing teams are not paid any royalty for writing the lessons. They do this job as a part of their duty.

The finalized manuscripts are got content-edited

by outside experts through workshops. The remuneration for this content-editing is not made on the basis of number of words of the manuscripts. Instead the experts are paid @ Rs.75/- per day. The final edited copy is submitted to the Evaluation Unit attached to the State Institute of Education, which is the academic wing of the Department of General Education.

The Evaluation Unit organises workshops of experts in various disciplines to evaluate the manuscripts or to review the printed books, for reprints. It is an on-going process.

After the manuscript/revised press copy is approved by the Evaluation Unit, the same is sent to the Textbooks and Curriculum Unit of the State Institute of Education, for designing, illustrating etc. Since there is no in-house Art Studio for designing, the work is got done through workshops.

The rate for designing/illustrating is Rs.60/- per day.

The textbooks for classes I to V are illustrated and printed in multicolours whereas those of classes VI to X are in single colour. Accordingly, illustrations for classes I to V are scanned and for books of higher classes camera processing is employed.

The textbooks for classes I to X are printed in A 4 size. For textbooks of classes I to V generally 14 pt. types are used, whereas for higher classes 12 pt. types are used.

The average number of pages of the textbooks are as detailed below.

TABLE 5

Books for Cl.I-V	80 pages or less
Books for Cl.VI-VIII	80 to 100 pages
Books for Cl.IX-X	100 to 120 pages

The textbooks for classes I to X are published by the Department of General Education. They are printed either by the Government Presses or by the private printing presses. Generally offset printing process is used. The job is assigned to a private printing press after inviting competitive quotations. When the rates of a private firm are found to be competitive/lowest in tender, a team of production experts visits the plant to ascertain

the firm's printing capacity, storage ability etc. On the basis of report submitted by the team, the job of printing is assigned to the firm. Generally the lowest rates quoted by the firms are considered. The printing rates offered and approved by the Kerala Government for 1993-94 are as follows:

i)	Black and White	- Rs.124/- per form of 16 pages per 1000 copies of finished books.
ii)	Two-colours	- Rs.120/-per form of 16 pages per 1000 copies of finished books
iii)	Four-coloured	- Rs.283/-per form of 16 pages per 1000 copies of finished books.

The Committee of Experts set up to asses the quality of layout, design and production of textbooks, examined the textbooks of Kerala and has graded them as 'good' and 'average'. Annexure 'A' may please be seen for details.

4. PRICING

For fixing the sale price of new textbooks, the following pricing formula is used:

a)	Production charges	(say Re.1/-)
b)	Cost of paper for text & cover	(say Re.2/-)
c)	Cost of illustrations	(say Re.1/-)
	Total	(say Re.4/-)
d)	Over head charges towards Transportation, ware housing and establishment charges @ 25% of the total cost	(say Re.1/-)
	Grand total (sale price)	(say Re.5/-)

The sale price of the reprint editions are not changed and the price of the first editions are retained.

5. PAPER

Paper for text and cover is purchased from the open market by inviting tenders.

For text both sheet and reel are used and 60 GSM paper is used, even for multi colour books. For cover, 180 GSM Pulp Board is used.

The approximate annual requirement of paper is

given below.

TABLE 6

Approximate Annual Requirement of Paper

	Quantity (in MTs)	GSM	Nomenclature
Text Paper	2534	60	White Printing
	1251	60	" "
	3740	60	" "
Cover Paper	590	180	Pulp Board

For procurement of paper, the Controller of Stationery, Government of Kerala, invites tenders according to the annual requirement. He appoints the firms and fixes the rates as per rules. Payment for the paper is made from the budget of the textbook branch of the DPI, Government of Kerala.

This year (1993) the following firms have been appointed for the supply of paper.

Name of the Paper Mill	Name of the Dealer
Within the State	
Nil	Nil
Outside the State	
1. Seshshayi Paper & Boards Coimbatore Tamilnadu	Direct supply from the Mill
2. Sarvalakshmi Paper & Boards, Tamilnadu	Direct supply from the Mill
3. Dhan Lakshmi Paper Mills Tamilnadu	Direct supply from the Mill
4. Rama Paper Mills Kirothupur Uttar Pradesh	Direct supply from the Mill

According to the textbook Branch of DPI Office, Kerala the quality of the paper has been satisfactory, the rates are reasonable and the availability of stocks is timely.

Text Paper and Pulp Board are stored in the Central Store. According to the Textbook Branch of DPI office, Kerala the storage facilities are inadequate.

For binding of the textbooks, wire stitching method is adopted for books of classes I to V. Rest of the books of other classes are section sewn.

The infrastructure of typesetting, scanning, binding, etc. is given below:

TABLE 7

No.of Typesetting Firms		
Hand composing only	53	Units
Hot metal mechancial composing	2	
Phototypesetting	7	
Lasersetting (DTP)	2637	
No.of Printers		
Letter Press only	53	Units
Offset	66	"
No.of Scanning Firms		
Scanners only	1	Unit
Others	25	Units
No.of Binding Firms		
Manual Binding only	208	Units
Semi-mechanised binding	Nil	
Fully mechanised binding	Nil	

6. DISTRIBUTION

The total number of copies of textbooks printed annually in Kerala, is 3,49,56,731.

The break up of this figure is given below

For classes I to V	1,38,88,977
For Classes VI to VIII	1,16,84,221
For classes IX to X	93,83,533
Total	3,49,56,731

These textbooks, whether printed by the Government presses or by private printing presses, are collected by the Central Textbook Stores at Thiruvananthapuram, Ernakulam and Shornur. Then the books are distributed to the District Textbook Depots. There are 31 depots - one each in every district of Kerala. The books are supplied according to the requirement of the depot.

From the District Textbook Depots, the textbooks are supplied directly to schools through School Cooperative Societies, which are functioning in almost every school. There are individual school societies as well as group School Cooperative Societies. In group Cooperative Societies, the Society is established only in one school which will be kept as the nodal school for distribution.

Nearby schools who do not have their societies purchase books from this Nodal society.

According to this the textbooks are not handled through the book trade.

The sale of textbooks starts from the second week of May every year. The amount for the required books is remitted in the treasury by the school Cooperative Society. The challan of remittance alongwith the indent for books is submitted to the concerned depot. Students get the books from the Society.

No individual can purchase books direct from the Central Stores or from the District Textbook Depots. The books can be purchased from the school societies only. The societies get 10% commission on the purchases of books to meet their expenditure.

Other states who follow the Kerala state syllabus procure the books from the Central stores and District Depots on the basis of permits issued by the Textbook officer.

More than a thousand teachers and hundreds of students of various classes and schools, a few parents and media men were contacted by the Surveyor of this Study to find out the status of timely availability of school textbooks.

The findings are give below:

i) 100% Handbooks for teachers are not available in Classes I to V

ii) 10% of the textbooks were delayed in Classes I to V

iii) 98% Handbooks for teachers are not available in Classes VI to VIII

iv) 10% of the textbooks were delayed in Classes VI to VIII

v) 100% Handbooks for teachers are not available in Classes IX-X

vi) 15% of the textbooks were delayed in Classes IX-X

vii) 2% of the textbooks were not available in Classes IX-X

Generally the target date for completion of the supply is before the reopening of schools on 1 June of every year. But the supply is not completed by this scheduled time. Some of the reasons are given below:

1) The printing of books is not completed in time. The preference of the Government is to get the books printed at Government Presses in the State. But these presses are unable to cope with the requirement with the result that the books are ultimately got printed by the private printing presses. But the decision to get the job done through private presses is taken only at a later stage.

2) Sufficient number of departmental vehicles are not available for transporting books from Central Stores to District Depots.

The actual average transit time for transporting books is from March to August every year. Transportation is by road. For this the departmental vehicles are used. There are only a limited number of departmental vehicles. The books are not transported through post, rail or any other means.

There are 11 major transporting firms having branches throughout the state and hundreds of private carriers on individual ownership basis. It is suggested that services of private transporters should be utilized for this purpose.

The sale proceeds of the nationalized textbooks are remitted to the Government Treasury and the Government gives grant to the Department of General Education to meet the expenditure of developing, designing, printing, binding storing and distributing of instructional material from Class I to X. The material is produced on no profit no loss basis. The Department of General Education also provides free textbooks to 5,80,000 students of class I of Government and aided schools of Kerala. There is no Book Bank scheme in the State.

7. RECOMMENDATIONS

1) A State Pedagogical Institute should be established to look after the development of instructional material. Experienced technical personnel should be deputed to this Institute so that the quality of textbooks is improved. The Institute should have independent Departments like Editorial Department, Art Department, Translation Department, Production Department etc. to look after the quality of different aspects of school textbooks.

2) The capacity of the existing Government Printing Presses in Kerala should be increased by adding modern printing and processing equipments. If the presses in the private sector can also accept the printing jobs at the same rates and terms and conditions, such presses should be used for the printing of the textbooks.

3) For transporting the textbooks quickly, to the Central Stores and District Textbooks Depots, a more efficient system should be evolved, by utilizing the services of the private sector.

4) The nationalized textbooks should be sold through private booksellers also.

5) Book Banks should be established and encouraged.

6) Hard bound copies of the textbooks should be made available so that sale-purchase of second hand textbooks is encouraged amongst the students.

7) Either professionally qualified staff should be appointed or the existing staff should be sent for re-training, particularly in the field of editing, designing, production and distribution.

Annexure-A

DISTRICT PRIMARY EDUCATION PROJECT

RATING CARD

(For Components of Design and Production)

NAME OF THE STATE: KERALA

CLASSES	TYPOGRAPHY	ILLUSTRATIONS & LAY OUT	PRINTING	BINDING	PAPER	TOTAL MARKS	OVERALL GRADE
III	6.0	6.25	4.50	6.25	4.0	27.0	Good
IV	6.0	5.25	4.25	4.50	3.50	23.50	Average
V	6.0	5.50	4.0	5.0	3.50	24.00	Average

If the overall grading is POOR or AVERAGE, what according to you, are the primary reasons:

Rating Scale

1-10, for each item

For individual items	For total marks
2: Poor	10: Poor
3-5: Average	11-25 Average
6-8: Good	26-40: Good
9-10: Very Good	45-50: Very Good

Total Marks: 50

Signature of the Expert: _____
Name of the Expert: _____
Designation of the Expert: _____
Date: _____

ANNEXURE - IV

Not for Quotation

Preliminary Draft

Baseline Assessment Study : Kerala

(A Preliminary Analysis)

N.V. Varghese

National Institute of Educational Planning and Administration
17-B, Sri Aurobindo Marg
New Delhi-110 016
INDIA

January 1994

Not for Quotation

Preliminary Draft

Baseline Assessment Study : Kerala
(A Preliminary Analysis)

N.V. Varghese

National Institute of Educational Planning and Administration
17-B, Sri Aurobindo Marg
New Delhi-110 016.

January 1994.

C O N T E N T S

Acknowledgements

Baseline assessment study is one of the many studies initiated in the context of the District Primary Education Programme. The present study on Kerala is based on the empirical evidence generated from the three districts of Kerala - Malappuram, Kasargode and Wynad - selected under the DPEP.

The field work operations of the study were completed in December, 1993. The data are being computerised. What is presented in this report is based on the preliminary analysis of some selected variables. Kerala has reached a stage of near universal enrolment and retention at the primary level of education. The major focuss of DPEP in Kerala is on learner achievement. The focus of this report is also on the same dimension.

This report is divided into four parts: part 1 introdues the Kerala study by providing a synoptic view of the arrangements for conduct of the study. Part 2 provides results of the preliminary analysis of school facilities. Because of paucity of time, this analysis is confined to two districts namely, Malappuram and Kasargode. Part 3, which is the major focuss of this report, is an analysis of levels of learner achievement. Standardised achievement tests administered to students in grades 2 and 4 form the basis for the analysis. Learner achievement is analysed for all the three districts selcted for the study. The final section makes some concluding observations. Needless to add, the analysis is at its preliminary stages and hence the conclusions are very tentative.

The Kerala study is undertaken by NIEPA. We have received help and support from the state and district level authorities of the Department of Education, government of Kerala. Sri Sivaraja Vijayan, DPI, Dr. Francis SSN project Director, Kerala, Shri Balakrishnan, Sri Anil Kumar and Shri Lakshmivarahan, state co-ordinators of the study were very helpful in the conduct of the study. The DIETs were the nodal agencies for the conduct of the field work. The principals of the DIETs in respective districts -Shri Muhammad Kutty (Malappuram), Shri Ramanujam (Kasargode), and Sri Lakshmanan (Wynad) and the district supervisors -Shri Ibrahim Kutty (Malappuram), Shri Kunjiraman (Kasargode), and Shri Kurrien (Wynad) and the investigators are thankfully acknowledged for their active participation and contribution to the conduct of the field work.

The Project team responsible for the study consists of Shri Bijulal, Mrs. Madhuri Nair, Shri Sajeev and Mrs. Padmaja. Their help and support at all stages including the preparation of this report is affectionately acknowledged.

Delhi
19.01.94.

N.V. Varghese

Baseline Assessment Study : Kerala.

1.INTRODUCTION

Many children in the school-going age group in India are not enrolled in primary schools. Of the total children enrolled in primary classes, nearly 50% do not reach terminal grades of primary levels of education. It is generally believed and rightly too, that the children who are retained in the system are not acquiring competencies which are supposed to be attained by them. The present study is an attempt to assess the competencies attained by the children who are retained in the system.

Baseline Assessment Study is initiated in all districts selected under the District Primary Education Programme(DPEP) of the Department of Education, Ministry of Human Resource Development. The present study on Kerala is a part of such a national study.

Objectives of the Study.

The objectives of the study are:

(i) to measure the levels of learner achievement at the primary level of education.

(ii) to analyse the extent of enrolment, retention and drop out in primary classes;

(iii) to assess the pattern of attendance of children in primary classes;

(iv) to identify factors influencing learner achivement; and

(v) to delineate factors contributing to school effectiveness.

Instruments for Data Collection:

This is an empirical study and the necessary information is collected through schedules specifically developed for the study. The following schedules were used for empirical data collection for the Kerala Study.

(i) School Record Schedule focussing on school facilities, enrolment, attendance etc.

(ii) Teacher Schedule focussing on teacher characteristics and teaching - learning process.

(iii) Headmaster Schedule focussing on school administration and management of academic activities in the school.

(iv) Student Present Schedule focussing on learner characteristics.

Apart from these schedules, standardised achievement tests were administered to learners studying in grades 2 and 4. These tests were meant essentially to measure the competencies achieved by children in Mathematics and Language(Malayalam). Although the tests were administered to children studying in grades 2 and 4, these tests are based on the levels of competencies to be attained by them by the end of grades 1 and 3 respectively.

Empirical Base

As mentioned earlier, this study is on Kerala and is initiated in those districts which are selected under the DPEP. Three districts of Kerala namely, Malappuram, Kasargod and Wynad, are selected under the DPEP. The sample schools for the present study are drawn from these three districts of Kerala.

Kerala which lies in the southern most part of India has a population of 29.1 million. It is the most advanced state in India in terms of educational development. As per 1991 census, the literacy rate in the state is 90.6%. The literacy rate among men is 94.4% and that among women is 86.9%. Due to declining birth rates, the number of children in the school going age group is declining, especially in the southern districts of the state. The enrolment of children in the primary schools is almost universal and dropout rates are very minimal. There are 6783 primary schools in the state: 2605 schools are in the government sector and 4067 schools are in the aided sector. In 1991-92 there are 2.42 million children enrolled in the primary schools (1.24 millions boys and 1.18 million girls). There are 72241 primary school teachers in the state and majority of them are females.

The Selected Districts

Malappuram district was formed in 1969. The district consists of 94 Panchayaths and 5 Municipalities. The total Population of the district is 3.2 million. The district has a high concentration, of muslim population: 64.9% of the population belong to this group. Malappuram belongs to the group of 90 districts in India which have relatively high birth rate, high infant mortality rate and low mean age of marriage. Religious education through Madrassa which follows a special language - "Arabi Malayalam"-is very prevalent in this district. Malappuram is divided in to 15 educational sub-districts. There are 892 primary schools in the district. 345 schools are in the government sector, 481 are private aided and 3 are private

unaided. Total number of students in primary classes is 3,53,585 of which 1.81,978 are boys and 1,716.07 girls (1992-93). The number of teachers in primary grades is 11041, of which 4901 are males and 6140 are females.

Kasargode District, formed in 1984, lies in the extreme north of Kerala. It has two Municipalities and thirty seven Panchayaths. The total population, as per 1991 census, is 1.07 million, of which 5,28,094 are males and 5,42,535 females. The district is having sizeable linguistic minorities. Kannada, Tulu, Konkani speaking people are dominant linguistic minorities of the district. These language speaking groups account for about 28% of the total population. Administratively the whole district is considered as one educational district with 7 educational sub-districts. The total number of primary schools in the district is 468, of which 270 belong to Government sector, 193 are private aided and 5 are private unaided. The total number of students in grades I-V is 1,33,906. This includes 69,359 boys and 64,547 girls. The number of teachers in Primary grades is 5,328, of which 2,788 are males and 2,540 females. The medium of instruction varies. Malayalam and Kannada media co-exist in some schools.

The Wynad district was formed in 1980. There are 25 Panchayaths and one Muncipality in Wayanad district. The total population of the district is .67 million, of which .34 million are males and .33 million are females. One important factor that distinguishes wynad from other districts of Kerala is its sizeable tribal population. Tribal population (.12 million) accounts for 28% of total population of district and 36.5% of the entire tribal population of Kerala. The most populous tribal groups are paniyas, followed by Adiyas, Kurichyas, Oorali, and Kurumas. There are three educational sub-districts in Wayanad. Wynad has more than 200 schools with primary sections. The number of teachers teaching in these grades is around 1300. The existing transport and communication network is very poor and it, at times, is a major problem in improving access to education. This is more so in certain parts of the district. In some villages students have to walk 5-6 kms to reach the nearest school.

Selection of Blocks.

Two blocks are selected from districts which have a total of five Blocks or less and three Blocks are selected from districts having more than five Blocks. In Kerala, Block is not co - terminus with educational administrative units. Hence for convinience, educational sub - districts are chosen. The total number of Blocks and educational sub - districts in each of the selected districts is more or less the same. Urban localities for the study are selected based on the 1991 census classification of cities.

In Kerala Study, three Blocks and one urban area each were selected from the districts of Malappuram and Kasargod and two Blocks and one urban area were Selected from the district of Wynad. Thus the Kerala study in total consisted of 8 Blocks and 3 Municipalities. It needs to be mentioned that the selection of these Blocks and Municipalities were at random.

Selection of Schools.

The number of schools vary in selected districts and Blocks. To keep comparability of the sample size, roughly 35-45 schools are selected from each district. The proportion of schools selected from each Block remained the same for any given district. In total we have selected 40 schools from Malappuram district, 37 schools from Kasargod district and 36 schools from Wynad district. The number of schools selected from each Block is given in the table below. Needless to add, the schools are selected at random using random number tables.

Selection of students.

Students for the study are selected from grades 4 and 2 of these schools. They were administered achievement tests in Mathematics and Malayalam. Selection of students involved two stages; selection of a section or division followed by selection of the target students for administering the test.

In Kerala students are not allotted different sections based on any ability or performance criteria and hence any section provides a representative sample. Most of the sample schools had more than one section in grades 4 and 2. Lottery method is used to select the section and random selection based on random number tables is resorted to select the sample students in grades 4 and 2. All students from grade 4 are selected, if the number present on the day of the survey was 35 or less. And 30 students were selected at random from sections exceeding 35 students. In grade 2 all students were selected from sections where the total number present on the day of the survey was less than or equal to 25 and 20 students were selected if the number of students present exceeded 25. The number of students selected for the study is given below. The total sample size for the kerala study consisted of 113 schools, 508 teachers including 113 headmasters, 2231 grade 2 students and 3089 grade 4 students.

Sample Size

	No. of Schools	No. of Students grade 4	grade 2	No. of Teachers
Malappuram				
Blocks				
1. Areakode	14	389	280	66
2. Kuttippuram	12	334	240	56
3. Parappanangadi	10	305	240	50
4. Tirur	4	101	74	17
Total	40	1129	794	189
Kasargode				
Blocks				
5. Bekal	8	227	160	32
6. Kumbla	12	289	233	48
7. Cheruvathur	11	287	210	48
8. Kasargode	6	174	120	24
Total	37	977	723	152
Wynad				
Blocks				
9. Mananthavadi	17	451	338	78
10. Sulthan Battery	17	476	336	79
11. Kalppatta	2	56	40	10
Total	36	983	714	167
Grand Total	113	3089	2231	508

Selection of Teachers.

Not exceeding five teachers teaching in primary classes from these sample schools are selected. The priority in selection of teachers is as follows:

(i) Headmaster of the school.

(ii) Teacher who taught the selected students for test administration in grade 4 in the previous year.

(iii) Teacher who taught the selected students for test administration in grade 2 in the previous year.

(iv) Teacher who is currently teaching the selected students for test administration in grade 4.

(v) Teacher who is currently teaching the selected students for test administration in grade 2.

All teachers are selected from primary schools where the total number of teachers is five or less. The number of teachers selected for the study is given in the table.

Field Work Operation.

The schedules for data collection were initially developed in English language and were later translated into Malayalam. The achievement tests developed by NCERT were field tested finalised and translated into Malayalam. The selection of sample Blocks and schools were also completed during the same period. (See table below, for schedule of activities.)

Organisational arrangements for field work were as follows. To start with three project associates were appointed in Delhi. Three state level co-ordinators were identified by the state government authorities. DIET was identified as the nodal agency to co-ordinate field work operations at the district level. One supervisor for each district was recruited. In consultation with the state government and the principals of the DIETs in the respective districts, a lecturer from DIET who is fimiliar with the project localities and having professional training in education was recruited as the district level supervisor to facilitate day-to-day field work operations. Primary school trained but unemployed persons were recruited as investigators. Each district project team consisted of 9 investigators, one district supervisor, one state level co-ordinator and one district in-charge from Delhi. The whole district team except the state co-ordinators were directly and actively involved in the field work operations from the begining till the end. Needless to add, each of the project associates selected in Delhi was assigned a particular district and they were familiarised with the project objectives, methodology and data collection proccedures in advance. These project associates visited each one of the schools more than once during the data collection period to ensure reliability of the data collected.

Training.

An intensive one week training programme was organised in one of the districts namely Malappuram. All the investigators, supervisors, principals of DIETs from all the selected districts and the state co-ordinators attended the training programme. The training programme was primarily an orientation and training to the investigators regarding data collection procedures. The class room discussions of the programme involved (i) project objectives; (ii) data collection procedures; (iii) use of random number tables; (iv) method of selection of students and teachers

from the sample schools. The second part of the programme focussed on a detailed discussion of the questions contained in the schedules and achievement tests. The third part of the programme discussed procedures for administration of schedules and tests. The fourth part of the programme was to train the investigators in the actual process of administering schedules and tests. For this prupose the investigators were divided into groups and they were requested to collect data as per the schedules from the near by primary schools. They were further requested to code the data. The final part of the training programme was on the problems faced by the supervisors and investigators in the actual process of data colection.

Data Collection.

The data collection process started simultaneously in all the three districts. Each district team was divided into three groups of three investigators each. Each team of investigators spent two days in collecting data from one school. Each investigator was entrusted with specific responsibilities. Of the three investigators, one was entrusted with the responsibility of collecting information on school record schedule. The other two members were expected to complete grade 4 test and student interview schedule on the first day. Grade 2 students were administered test on the second day. Teacher schedules were also completed by the end of the second day. This data collection was closely supervised and data were scrutinised first by the supervisor and then by the district in charge from Delhi. To ensure reliability and completeness of the data collected each of the schedules were coded in a seperate code sheet which was developed in advance. This coding procedure was very successful in cross checking the data of each school before data collection procedures were completed in a selected locality. Then the project team moved to the next Block.

The supervisor made arrangements for transport and logistic support for data collection process, in addition to his responsibility to closely supervise the investigators and to scrutinise the data collected. Every evening all the investigators, supervisors and district in-charges got together in the same place to finish coding and scrutiny of data. The Delhi team while supervising and scrutinising the data also co-ordinated with other districts to ensure that no serious problem is encountered in the data collection process. In addition, the project director himself visited all the project localities and many of the sample schools and had discussions with teachers regarding teaching learning problems in the schools.

Many of the primary schools in our sample had more than five teachers. To take into account their perceptions and opinions pertaining to the functioning of the school, a staff meeting was called by the supervisor and district incharge from Delhi in all the schools. These meeting were held after the data collection

procedures were completed in many schools. These discussions at times continued for very long duration and our team found that teachers are very articulate about the problems that they face. Extensive field notes on these meetings are taken by the project team which will be a source of information to understand functioning of the schools.

After successive stages of scrutiny the completed schedules were packed and brought to Delhi by the district in-charges. The data collection work was completed by the end of November, 1994 and the data reached Delhi in the first week of December.

The following table shows the schedule of activities.

Activity	Period
1. Developing and finalising Questionnares (English Version)	July-August 1993.
2. Development and finalisation of Achievement tests.	July-September 1993.
3. Translation of instruments into Malayam.	September 1993.
4. Printing of instruments.	September 1993.
5. Recruitment of Project staff in Delhi.	September 1993.
6. Identification of Blocks & Schools.	September 1993.
7. Recruitment of field staff.	September 1993.
8. Training of field staff.	11-16 October 1993.
9. Begining of field work.	18 October, 1993.
10. Completion of field work.	End of November, 1993.
11. Transportation of Data to Delhi.	Ist week of December, 1993.

2.SCHOOL FACILITIES

Data on sample schools of two districts - Malappuram and Kasargode are analysed. This analysis at this stage is preliminary and is confined to certain selected variables only. Detailed analysis and interpretation of data for all districts will be carried out at a later point of time.

As mentioned earlier, our sample consists of 40 schools in Malappuram and 37 schools in Kasargode. Of this, 19 are government schools and 21 are private aided schools in Malappuram. The corresponding figures for Kasargode are 19 and 17. One of the selected schools in Kasargode is managed by the Panchayat. Thus the sample has a fair representation of schools under government and private aided management.

Most of the selected schools are primary schools or primary sections attached to the upper primary schools. 28 schools in Malappuram and 24 schools in Kasargod are primary schools; 12 schools in Malappuram and 13 schools in Kasargod are upper primary schools with primary sections. Normally the highest grade in a primary school in Kerala is grade 4. But there are exceptions. In our sample one school in Malappuram and 4 schools in Kasargod have grade 5 as the highest grade in primary schools.

Most of the schools selected for the study are located in remote rural areas. The remoteness of the schools can be seen from the distance of schools from the Block headquarters. This is shown in table S1.1. Only 4 schools in Malappuram and 3 schools in Kasargode are within one km. distsance from the Block headquarters. 28 schools in Kasargode anda 13 schools in Malappuram are 10 kms. or more distant from the Block headquarters. Another 12 schools in Malappuram and 2 schools in Kasargode are within a distance of 5-10 km. The most remote school in Malappuram is 20 K.M from the Block headquarters while the remotest school in Kasargode is 40 Kms away from the Block. In Kasargod there are atleast 10 schools which are atleast 20 Kms. away from the Block head quarters.

Table S1.1 Schools by Distance from Block Head Quarters.

In Kms	Malappuram	Kasargod
Less Than 1	4	3
1-3	7	3
3-5	4	1
5-10	12	2
10 and above	13	28

Kerala is a thickly populated state and one of the unique features of Kerala is its relatively even distribution of population. In Kerala it is difficult to locate where one village ends and another one begins. The distribution of schooling facilities also follow this pattern and hence schools in Kerala, unlike other parts of the country, do not function in total isolation. The distance of sample schools from other educational institutions are given in table S1.2. In Malappuram, nearly 42% of the sample schools are within one km. distance from a primary or upper primary school; 75% of the sample schools have a Madrassa within one Km. distance, and nearly 58% of the sample schools have a pre-primary centre (Balwadi, Anganwadi etc.,) within the same distance. Similarly nearly 75% of the schools are within 2 kms. distance from a primary or upper primary school. There is only one school which is more than 5 Kms. from any other educational institutions in Malappuram.

Table S1.2 Schools by Distance from Other Institutions.

Malappuram	L P School	U.P School	Madrassa	Pre Primary
1 Km or less	17	17	30	23
2 Kms	16	12	1	5
3 Kms	5	9	0	0
4 Kms	0	1	0	0
5 Kms & above	1	0	0	1
Kasargode				
1 Km or less	13	12	29	29
2 Kms	5	5	2	4
3 Kms	9	9	0	1
4 Kms	4	5	0	1
5 Kms & above	6	5	2	2

In Kasargode the situation varies. Although realy 75% of the sample schools are within one Kms. from a pre-primary centre or Madrassa, only one-third of the sample schools have a primary or upper primary schools within one Km. distance. As can be seen from the table there are 6 schools which are five Km. or more distant from the nearest primary schools. Similarly more than 90% of the sample schools in Malappuram and more than 75% in Kasargod have a high school within 5 Kms. (table S1.3). All these indicators show that primary schools in these districts are not totally cut off from other educational institutions. Although the physical distance is less, whether there is any close interaction between different educational institutions is an important dimension which is not looked into in the present analysis.

Table S1.3 Schools by distance from the Nearest High School.

	Malappuram	Kasargod
0-2 Kms	19	17
3-5 Kms	18	14
5-10 Kms	1	4
10 Kms and above	1	1

Qualification and training status of teachers in the selected schools is given in tables S1.4 and S1.5. Most of the teachers possess the minimum required qualification i.e SSLC. In fact many teachers are having qualifications above this level. Those who are having less than SSLC level qualification are not teaching regular subjects in the primary classes. Untrained teacher is a rare phenomenon in Kerala. Those who are not trained are not teaching any regular subjects in the primary schools. Although TTC is the minimum qualification for primary school teaching, some teachers are holding bachelors degree in Teaching. On the whole pre-service training of teachers is not a major problem in Kerala. Perhaps, the existing institutional arrangements may be sufficient to meet the pre-service training demands. We have not gone into the course content and quality of pre-service training programmes.

Table S1.4 Teachers By Qualification (%).

	Malappuram		Kasargode	
	M %	F %	M %	F %
Less than Matric	7.7	3.9	6.0	2.0
S.S.L.C.	51.5	49.0	55.6	60.0
Pre Degree	28.5	33.8	18.7	20.5
Degree	11.5	12.7	18.2	16.5
P.G	0.8	0.4	1.5	1.2
Total	100.0	100.0	100.0	100.0

Table S1.5 Teachers By Training (%)

	Malappuram		Kasargode	
	M %	F %	M %	F %
Untrained	13.2	5.8	5.4	4.27
T.T.C.	77.0	84.7	78.5	80.1
B.Ed	9.8	9.5	16.1	15.7
Total Teachers	100.0	100.0	100.0	100.0

We had asked the headmasters of the selected primary schools whether they require additional teachers if the existing teacher pupil ratio prescibed by the state government is to be effectively implemented. The information is given in table S1.6. Most of the schools headmasters (20 in Malappuram and 23 in Kasargode) indicated that the existing teaching staff is sufficient. But in the remaining schools the additional teacher requirements vary from one to 5 or more teachers. It is a fact that most of the classrooms are over crowded and hence many of the schools may require more teachers than perhaps indicated by the headmasters. This statement is based on our close observation of the schools.

Table S1.6 Schools by Number of Additional Teachers Needed.

	Malappuram	Kasargode
Do not need any one	20	23
Need one only	8	5
Need two only	5	6
Need three only	1	0
Need Four only	3	1
Need Five or More	1	2

In terms of school timings, there is not much variation from school to school. Most of the schools in Malappuram start at 10.30 hrs and end at 16.30 hrs. In Kasargod most of the schools start at 10.00 hrs and end at 16.00 hrs. In terms of total school time, there is no difference between schools. Similarly, there are no inter-school variations in terms of availability of time table, adherence to time table and other related school activities. All these information is from school records and hence they do not speak for the actual effective learning time of each of the schools. Schools within a district do not vary in terms of total working days in a year (table S3.3). However, schools between district vary in this regard. For example, the number of average working days in Malappuram is 180 days whereas the same in Kasargode is 188 days (1992-93).

Tables S2.1 and S2.2 provide information on facilities in the schools. It needs to be mentioned at the out set that 11 of the sample schools in Malappuram and 20 of the sample schools in Kasargode are covered under the Operation Blackboard scheme. Needless to add, the presence of these schools provide a better picture regarding the availability of various items in the schools.

As can be seen from the table S2.1 there are no school in the sample which does not have a building. Perhaps, this is a general picture in the district and state. Schools without buildings are very uncommon in Kerala. However, many schools do not have own buildings. 12 schools in Malappuram and 6 schools in Kasargode function in rented buildings. Number of rooms available in the schools gives a better picture with respect to the extent of physical infrastructural facility available in a school. The primary stage of education in Kerala consists of four grades (grades 1 to 4). In general, all schools having a minimum of four rooms have atleast one room per grade. Multigrade teaching is almost absent in Kerala. Therefore a typical primary class in Kerala can be visualised as one with one room and a teacher. Only 3 schools in Malappuram and 6 schools in Kasargode have less than 4 rooms. Some of the schools which are reported to have one or two rooms, have a long hall where children are grouped seperately by grade for purposes of teaching. As can be seen from the table S2.2, majority of the schools (21 in Malappuram and Kasargode) have eight rooms or more. The school with highest number of rooms in Malappuram has fifteen rooms and that in Kasargode has 25 rooms. The number of schools with such large number of rooms is, ofcourse, one or two.

Many primary schools in Kerala are large in size and they do have more than one division in each grade (table S3.1). Majority of the schools belong to this category in both the districts.

The relatively large number of rooms in the schools does not necessarily mean adequacy of space. In fact many of the schools are over-crowded and they require additional class space to accommodate the students. Table S3.2 shows additional room requirements as indicated by the headmasters. Only 13 schools in Malappuram and 10 schools in Kasargod indicated that the existing rooms are sufficient. The total number of additional classrooms indicated in Malappuram is around 70 and that in Kasargode is around 100. Moreover, as can be seen from table S3.4, only 62% of the classrooms in Malappuram have permanent construction. The same in Kasargode is only 63%. Therefore, these districts require not only construction of additional classrooms but also upgradation of the existing construction of the schools. Apart from the problem of space to sit, many schools have problems with respect to student seating. 16 schoools in Malappuram and 21 schools in Kasargod do not have enough seating provision for school children. In fact one of the sample schools in Kasargod does not have seating provision for any children.

Eventhough primary schools in Kerala have a building, facilities in the schools are rather poor. A good number of schools do not have many of the essential teaching aids (table S2.1). For example in Malappuram more than 75% of the schools do not have Mathematics kit, more than half of the schools do not have science kit, chart, library or books, sports items etc. The situation in Kasargod is slightly better. A closer scrutiny of table S2.1 may reveal that a typical school in Kerala has a building, space to group children seperately by grades, one teacher per class, a blackboard and a bell. Many schools lack essential items like table and chair for teachers, drinking water facilities, toilets, play ground etc. In fact these are the areas where investment has to take place to further improve the quality of education.

Table S2.1 School Facilities

	Malappuram		Total	Kasargod		Total
	Schools having	Schools not having		School having	School not having	
Maps	20	20	40	23	14	37
Globe	27	13	40	24	13	37
Chart	17	23	40	15	22	37
Toys	9	31	40	19	18	37
Sports	13	27	40	17	20	37
Science Kit	19	21	40	31	6	37
Mimi Tool	10	30	40	25	12	37
Math Kit	9	31	40	24	13	37
Dictionary	17	23	40	34	3	37
Story book	17	23	40	28	9	37
Magazine	5	35	40	1	36	37
Bell	37	3	40	30	7	37
Mussic	7	33	40	21	16	37
Teacher Chair	27	13	40	23	14	37
Teacher Table	27	13	40	23	14	37
Black board	39	1	40	27	10	37
Notice board	16	24	40	12	25	37
Chalk	35	5	40	29	7	36
Watter storage	20	20	40	12	25	37
Dusst Bin	17	23	40	21	16	37
Dirinking Watter	28	12	40	21	15	36
Toilet	26	14	40	21	16	37
Toilet for Girrls	16	24	40	12	25	37
Electricity	10	30	40	9	27	36
Play ground	18	22	40	17	20	37
Play ground forr school	18	22	40	16	19	35
Play ground Compound	18	22	40	10	26	36
Medical Test	17	23	40	6	30	36
Vaccination	17	23	40	1	35	36
Firrst Aid	11	29	40	9	27	36

	Malappuram			Total	Kasargode			Total
Seating	For all	For some	For none		For all	For some	For none	
	24	16	0	40	15	21	1	36
Building	Own	Rented	Rent Free	Total	Own	Rented	Rent Free	Total
	27	12	0	39	31	5	1	37

Table S2.2 Total Number of Class Rooms in the School

No. of Rooms	Number of Schools With Malappuram	Kasargode
No rooms	0	0
One room	0	2
Two rooms	1	2
Three rooms	2	2
Four rooms	5	6
Five rooms	4	1
Six rooms	5	2
Seven rooms	1	1
Eight rooms	9	4
Nine rooms	3	5
Ten or more	9	12
Total	39	37

S3.1 Schools by Number of Divisions

No. Divisions	Class I	Class II	ClassIII	ClassIV
		Malappuram		
1	15	14	10	12
2	19	18	20	17
3	5	8	9	9
4 and above	1	0	1	2
Total	40	40	40	40
		Kasargode		
1	17	17	17	16
2	16	15	14	16
3	3	4	4	4
4 and above	0	0	1	0
Total	36	36	36	36

Table S3.2 No. of Schools by Demand for Additional rooms.

	Malappuram	Kasargode
No. Rooms	No. Schools	No. Schools
No room	13	10
1 room	2	1
2 rooms	13	6
3 rooms	2	4
4 rooms	6	6
5 and above	4	10
Total	40	37

Table S3.3 Monthly working days in 1992-93.

	Malappuram	Kasargode
	No. of days	No. of days
July	18.0	22.5
August	19.82	19.27
September	14.75	16.24
October	19.7	19.16
November	19.4	20.83
December	11.8	11.56
January	19.8	20.64
February	15.7	18.08
March	7.1	15.94
April	15.3	4.6
May	00.00	0.0
June	18.90	0.0
July	0.0	18.89
Total	180.00	188.00

Table S3.4 No. of Division by Type of Building

Malappuram

	Class I	Class II	Class III	Class IV
Permanent	43	45	44	50
Semi Permanent	26	26	26	25
Mud	1	1	1	1
Kutchas	1	1	1	1
Tent	1	0	0	0
Open	0	0	0	0
Total Divisions	72	73	72	77

Kasargod

	Class I	Class II	Class III	Class IV
Permanent	39	39	38	38
Semi Permanent	15	16	19	17
Mud	3	3	3	3
Kutchas	1	1	1	0
Tent	0	0	0	0
Open	1	1	2	4
Total Divisions	59	60	63	62

3. LEARNER ACHIEVEMENT.

Standardised Achievement Tests were administered to quantify the levels of learner achievement. The tests were administered to learners studying in grades 4 and 2. Grade 4 students were administered two seperate tests - Malayalam and Mathematics- whereas a single test containing language and numeracy questions was administered to learners in grade 2.

On an average 30 students from grade 4 were taken from each of the sample schools to administer the tests. These students were selected through random number selection method. All the students were selected from classes which had less than or equal to 35 students and random selection method was adopted for selecting students where the number of students present exceeded 35. The method of selecting students for administering the test in grade 2 essentially remained the same. However, in grade 2, only twenty students from each of the sample schools were selected for administering the test.

3.1 Levels of Learning in Grade 2.

2231 students were administered grade 2 test. Of this 794 students were from Malappuram, 723 from Kasargod and 714 from Wynad.

Grade 2 test contained 34 items and are based on comptencies to be mastered by children by the end of grade 1. Twenty items pertain to language competency and 14 items pertain to testing competency in numeracy. The language test contained 10 items relating to recognition of letters and 10 items relating to recognition of words. The arithmetic test included items to recognise smaller numbers (3 items), larger numbers (3 items) simple addition (4 items) and substraction of single digit numbers (4 items).

Levels of Learning in Mathematics (Grade 2)

The mean scores in Mathematics (total and category wise) is given in tables 1.1 to 1.5. The mean score for the whole sample is 8.3 (59.3%) which is reasonably good. The inter-district differences are not very large. Malappuram district records the lowest mean scores (54%) and Kasargod district record the highest mean scores (66%). Further, it can be seen from the subsequent tables that the major source of inter-district differences in Maths score is substraction. The scores are not only high but also the inter-district disparities are minimal in case of recognition of smaller and bigger numbers where the minimum mean score is 66%. In case of substraction not only that the overall score is relatively less (45%) but also the differences are considerable - it varies between 40% and 52.5%. In all instances, the district Malappuram is lagging behind the other two districts.

Table 1.1 Mean Scores in Maths (Total)

	Mean	Std. Dev	Cases
Total	8.3	4.3	2231
Malappuram	7.6	4.1	794
Kasargod	9.3	4.5	723
Wynad	8.2	4.2	714

Table 1.2 Mean Scores in recognition of bigger numbers.

	Mean	Std. Dev	Cases
Total	2.2	.95	2231
Malappuram	2.0	.97	794
Kasargod	2.4	.89	723
Wynad	2.2	.96	714

Table 1.3 Mean Scores in recognition of smaller numbers.

	Mean	Std. Dev	Cases
Total	2.3	.88	2231
Malappuram	2.2	.85	794
Kasargod	2.4	.91	723
Wynad	2.3	.87	714

Table 1.4 Mean Scores in Addition.

	Mean	Std. Dev	Cases
Total	2.1	1.7	2231
Malappuram	1.8	1.6	794
Kasargode	2.4	1.7	723
Wynad	2.1	1.7	714

Table 1.5 Mean Scores in Substraction.

	Mean	Std. Dev	Cases
Total	1.8	1.7	2231
Malappuram	1.6	1.6	794
Kasaragod	2.1	1.8	723
Wynad	1.6	1.7	714

Mean scores in maths by sex is given in tables 2.1 to 2.5. All the tables invariably show a marginal advantage for boys in Maths. The inter-district analysis shows that disparities among boys and girls are less in lower levels of completencies (recognition of smaller and bigger numbers) and are larger in higher level competencies. Malappuram with the lowest scores records the lowest sex disparities in mean scores and Wynad which is not the highest in mean scores shows the largest differences in mean scores between boys and girls.

Table 2.1 Mean Scores in Maths (Total) (By Sex)

	Mean	Std. Dev	Cases
Total	8.3	4.3	2231
Malappuram	7.6	4.1	794
Male	7.9	4.1	401
Female	7.3	4.0	393
Kasargod	9.3	4.5	723
Male	9.6	4.4	350
Female	9.0	4.5	373
Wynad	8.2	4.2	714
Male	8.7	4.2	365
Female	7.6	4.1	349

Table 2.2 Mean Scores in Recognition of Bigger Number (By Sex)

	Mean	Std. Dev	Cases
Total	2.2	.95	2231
Malappuram	2.0	.97	794
Male	2.1	.97	401
Female	2.0	.96	393
Kasargod	2.4	.89	723
Male	2.5	.82	350
Female	2.3	.95	373
Wynad	2.2	.96	714
Male	2.2	.94	365
Female	2.1	.97	349

Table 2.3 Mean Scores in Recognition of Smaller Numbers.

	Mean	Std. Dev	Cases
Total	2.3	.88	2231
Malappuram	2.2	.85	794
Male	2.2	.84	401
Female	2.1	.87	393
Kasargode	2.4	.91	723
Male	2.5	.87	350
Female	2.3	.94	373
Wynad	2.3	.87	714
Male	2.4	.82	365
Female	2.2	.91	349

Table 2.4 Mean Scores in Addition (By Sex)

	Mean	Std. Dev	Cases
Total	2.1	1.7	2231
Malappuram	1.8	1.6	794
Male	1.9	1.7	401
Female	1.7	1.6	393
Kasargode	2.4	1.7	723
Male	2.5	1.7	350
Female	2.3	1.7	373
Wynad	2.1	1.7	714
Male	2.2	1.7	365
Female	1.9	1.7	349

Table 2.5 Mean Scores in Substraction (By Sex)

	Mean	Std. Dev	Cases
Total	1.8	1.7	2231
Malappuram	1.6	1.6	794
Male	1.7	1.6	401
Female	1.5	1.6	393
Kasargod	2.1	1.8	723
Male	2.1	1.8	350
Female	2.0	1.7	373
Wynad	1.6	1.7	714
Male	1.8	1.7	365
Female	1.4	1.6	349

Mean scores in Maths by caste is given in tables 3.1 to 3.5. The sample from wynad has the largest number of children belonging to the deprived groups. There is considerable difference between the means scores of deprived groups and others. Malappuram records the lowest means scores by deprived groups (39%) and Kasargod represents the highest mean scores for the deprived groups. Malappuram has the lowest scores and the highest differences in mean scores between deprived groups and others. The differences are the highest in Malappuram in addition and in Wynad in substraction.

Table 3.1 Mean Score in Maths Total (By Caste)

	Mean	Std. Dev	Cases
Total	8.3	4.3	2230
Malappuram	7.6	4.1	794
SC/ST	5.5	4.5	60
Others	7.8	4.0	734
Kasargod	9.3	4.5	722
SC/ST	8.2	4.4	35
Others	9.3	4.5	687
Wynad	8.2	4.2	714
SC/ST	6.5	4.2	150
Others	8.6	4.1	564

Table 3.2 Mean Score in Recognising Bigger Number (By Caste)

	Mean	Std. Dev	Cases
Total	2.2	.95	2230
Malappuram	2.0	.97	794
SC/ST	1.5	1.1	60
Others	2.1	.94	734
Kasargode	2.4	.89	722
SC/ST	2.8	1.0	35
Others	2.4	.89	687
Wynad	2.2	.96	714
SC/ST	1.9	1.0	150
Others	2.2	.92	564

Table 3.3 Mean Score in Recognising Smaller Numbers (By Caste)

	Mean	Std. Dev	Cases
Total	2.3	.88	2230
Malappuram	2.2	.85	794
SC/ST	1.6	1.2	60
Others	2.2	.80	734
Kasargod	2.4	.90	722
SC/ST	2.2	1.0	35
Others	2.4	.90	687
Wynad	2.3	.87	714
SC/ST	2.1	.94	150
Others	2.4	.84	564

Table 3.4 Mean Score in Addition (By Caste)

	Mean	Std. Dev	Cases
Total	2.1	1.7	2230
Malappuram	1.8	1.6	794
SC/ST	1.1	1.5	60
Others	1.9	1.6	734
Kasargode	2.4	1.7	722
SC/ST	2.2	1.0	35
Others	2.4	.90	687
Wynad	2.3	.87	714
SC/ST	2.1	.94	150
Others	2.4	.84	564

Table 3.5 Mean Scores in Substraction (By Caste)

	Mean	Std. Dev	Cases
Total	1.8	1.7	223
Malappuram	1.6	1.6	794
SC/ST	1.3	1.6	60
Others	1.6	1.6	734
Kasargode	2.1	1.8	722
SC/ST	1.8	1.8	35
Others	2.1	1.8	687
Wynad	1.6	1.7	714
SC/ST	1.1	1.6	150
Others	1.8	1.7	564

Does pre-school promote faster and better learning? Tables 4.1 to 4.5 show learner achievement scores by those who attended pre-school and those who did not. In all cases the score advantage for those who attended pre-school is only marginal. This is a significant finding, given the fact that this test was based on the competencies of the first year of the formal schooling where the influence of pre-school is considered to be more than that in successive grades.

Table 4.1 Mean Scores in Maths (Total) by Pre-School Attendance

	Mean	Std. Dev	cases
Total	8.3	4.3	2231
Malappuram	7.6	4.1	794
Attended	8.0	4.1	354
Not Attended	7.3	4.0	440
Kasargode	9.3	4.5	723
Attended	10.2	4.1	265
Not Attended	8.7	4.6	458
Wynad	8.2	4.2	714
Attended	8.4	4.2	516
Not Attend	7.7	4.2	198

Table 4.2

Mean Scores in recognising bigger numbers by Pre-School Attendance.

	Mean	Std. Dev	Cases
Total	2.2	.95	2231
Malappuram	2.0	.97	794
Attended	2.0	.98	354
Not Attended	2.0	.96	440
Kasargode	2.4	.89	723
Attended	2.5	.78	265
Not Attended	2.3	.95	458
Wynad	2.8	.96	714
Attended	2.2	.95	516
Not Attended	2.1	.95	198

Table 4.3

Mean Scores in Recognising Smaller Numbers by Pre-School Attendance.

	Mean	Std. Dev	Cases
Total	2.3	.88	2231
Malappuram	2.2	.85	794
Attended	2.2	.86	354
Not Attended	2.1	.85	440
Kasargode	2.4	.91	723
Attended	2.5	.77	265
Not Attended	2.3	.97	458
Wynad	2.3	.87	714
Attended	2.3	.88	516
Not Attended	2.2	.86	198

Table 4.4 Mean Scores in Addition by Pre-School Attendance.

	Mean	Std. Dev	Cases
Total	2.1	1.7	2231
Malappuram	1.8	1.6	794
Attended	2.0	1.6	354
Not Attended	1.7	1.6	440
Kasargode	2.4	1.7	723
Attended	2.8	1.6	265
Not Attended	2.2	1.7	458
Wynad	2.1	1.7	714
Attended	2.1	1.7	516
Not Attended	1.9	1.7	198

Table 4.5 Mean Scores in Substraction by Pre-School Attendance.

	Mean	Std. Dev	Cases
Total	1.8	1.7	2231
Malappuram	1.6	1.6	794
Attended	1.7	1.6	354
Not Attended	1.5	1.5	440
Kasargode	2.1	1.8	723
Attended	2.4	1.7	723
Not Attended	1.9	1.8	265
Wynad	1.6	1.7	714
Attended	1.7	1.7	516
Not Attended	1.5	1.7	198

Who are the people repeating classes? Does it make any difference, if they are retained for one more year in the same class? Tables 5.1 to 5.5 show mean scores in mathematics by those who repeated grade 1 and those who did not. The evidence is non-conclusive. For example in Wynad there is no difference at all between those who repeat and those who do not. But in other two districts there is considerable difference. Kerala follows a pattern whereby a fixed proportion of children is detained in all grades of primary classes except grade 1. The relatively poor mean scores by the repeators in Malappuram and Kasargode show that there is scope for detaining children even in grade 1.

Table 5.1 Mean Scores in Maths Total by Class Repetition

	Mean	Std. Dev	Cases
Total	8.3	4.3	2231
Malappuram	7.6	4.1	794
Repeated	6.6	4.1	68
Not Repeated	7.7	4.0	726
Kasargode	9.3	4.5	723
Repeated	7.6	4.5	45
Not Repeated	9.4	4.4	678
Wynad	8.2	4.2	714
Repeated	8.2	4.1	83
Not Repeated	8.2	4.2	631

Table 5.2

Mean Scores in Recognition of Bigger No's by Class Repetition

	Mean	Std. Dev	Cases
Total	2.2	.95	2231
Malappuram	2.0	.97	794
Repeated	1.9	.92	68
Not Repeated	2.0	.97	726
Kasargode	2.4	.89	723
Repeated	2.1	1.0	45
Not Repeated	2.4	.88	678
Wynad	2.2	.96	714
Repeated	2.2	.94	83
Not Repeated	2.2	.96	631

Table 5.3

Mean Scores in Recognition of Saller No's by Class Repetition

	Mean	Std. Dev	Cases
Total	2.3	.88	2231
Malappuram	2.2	.85	794
Repeated	1.9	.90	68
Not Repeated	2.2	.84	726
Kasargode	2.4	.91	723
Repeated	2.1	1.0	45
Not Repeated	2.4	.90	678
Wynad	2.3	.87	714
Repeated	2.3	.83	83
Not Repeated	2.3	.88	631

Table 5.4 Mean Scores for Addition by Class Repetition

	Mean	Std. Dev	Cases
Total	2.1	1.7	2231
Malappuram	1.8	1.6	794
Repeated	1.4	1.6	68
Not Repeated	1.9	1.6	726
Kasargode	2.4	1.7	723
Repeated	2.0	1.7	45
Not Repeated	2.4	1.7	678
Wynad	2.1	1.7	714
Repeated	2.0	1.7	83
Not Repeated	2.1	1.7	631

Table 5.5 Mean Scores for Substraction by Class Repetition

	Mean	Std. Dev	Cases
Total	1.8	1.7	2231
Malappuram	1.6	1.6	794
Repeated	1.5	1.6	68
Not Repeated	1.6	1.6	726
Kasargode	2.1	1.8	723
Repeated	1.5	1.6	45
Not Repeated	2.1	1.8	678
Wynad	1.6	1.7	714
Repeated	1.6	1.7	83
Not Repeated	1.7	1.7	631

Levels of Learning in Malayalam (Grade 2)

Mean scores in Malayalam is given in tables 6.1 to 6.3. The mean scores in language are not only reasonably high (67%) but are also higher than that in mathematics (59.3%). Inter-district differences in mean scores are minimal-varies between 66% to 69%. As in mathematics Kasargod has the highest scores in Malayalam and Wynad has the lowest scores. The mean is more or less the same in recognition of letters and words.

Table 6.1 Mean Scores in Malayalam (Total)

	Mean	Std. Dev	Cases
Total	13.4	6.7	2230
Malappuram	13.2	6.6	794
Kasargod	13.8	6.7	722
Wynad	13.1	6.7	714

Table 6.2 Mean Scores in Recognition of Letters (Malayalam)

	Mean	Std. Dev	Cases
Total	6.7	3.1	2230
Malappuram	6.4	3.1	794
Kasargod	6.9	3.1	722
Wayanad	6.6	3.1	714

Table 6.3 Mean Scores in Recognition of Words (Malayalam)

	Mean	Std. Dev	Cases
Total	6.7	3.8	2230
Malappuram	6.7	3.8	794
Kasargod	6.9	3.8	722
Wynad	6.5	3.9	714

Mean scores in Malayalam by sex (tables 7.1 to 7.3) show that girls have a marginal advantage over boys. This trend is opposite to the one we noted in mean scores in Mathematics where boys marginally out performed the girls.

Table 7.1 Mean Scores in Malayalam by Sex (Total)

	Mean	Std. Dev	Cases
Total	13.4	6.7	2230
Malappuram	13.2	6.6	794
Male	13.1	6.6	401
Female	13.3	6.6	393
Kasargod	13.8	6.7	722
Male	13.3	6.7	350
Female	14.3	6.6	372
Wynad	13.1	6.7	714
Male	12.9	6.7	365
Female	13.3	6.8	349

Table 7.2 Mean Scores in Recognition of Letters by Sex (Malayalam)

	Mean	Std. Dev	Cases
Total	6.7	3.1	2230
Malappuram	6.4	3.1	794
Male	6.4	3.2	401
Female	6.5	3.1	393
Kasargod	6.9	3.1	722
Male	6.4	3.2	350
Female	7.2	3.1	372
Wynad	6.6	3.1	714
Male	6.5	3.1	365
Female	6.7	3.1	349

Table 7.3 Mean Scores in Recognition of Words by Sex (Malayalam)

	Mean	Std. Dev	Cases
Total	6.7	3.8	2230
Malappuram	6.7	3.8	794
Male	6.7	3.8	401
Female	6.8	3.8	393
Kasargod	6.9	3.8	722
Male	6.6	3.8	350
Female	7.1	3.8	372
Wynad	6.5	3.9	714
Male	6.4	3.9	365
Female	6.6	3.9	349

It is generally believed that students belonging to deprived groups have a disadvantage in learning language especially in the initial years of schooling. In case of students from tribal families, this is partly due to the difference between the language of instruction and the language spoken at home. The mean achievement scores in Malayalam by caste (tables 8.1 to 8.3) bring this out. The students from SC/ST families on an average score less than those from other families. The difference in mean scores by caste is maximum in Malappuram (around 25 percentage points), closely followed by Wynad. The difference is marginal in Kasargode. It is surprising to note that Wynad with higher concentration of ST population has less difference in achievement scores between SC/ST and others than Malappuram. Similarly, it is equally surprising to note that Kasargod which is a border district has minimum differences in this regard.

Table 8.1 Mean Scores in Malayalam by Caste (Total)

	Mean	Std. Dev	Cases
Total	13.4	6.7	2229
Mallappuram	13.2	6.6	794
SC/ST	8.8	6.7	60
Others	13.5	6.5	734
Kasargod	13.8	6.7	721
SC/ST	12.7	7.1	35
Others	13.9	6.7	686
Wynad	13.1	6.7	714
SC/ST	9.9	7.0	150
Others	14.0	6.4	564

Table 8.2 Mean Scores in Recognition of Letters by Caste (Malayalam)

	Mean	Std. Dev	Cases
Total	6.7	3.1	2229
Malappuram	6.8	3.1	794
SC/ST	4.9	3.2	60
Others	6.6	3.1	734
Kasargod	6.9	3.1	721
SC/ST	6.6	3.3	35
Others	7.0	3.1	686
Wynad	6.6	3.1	714
SC/ST	5.1	3.2	150
Others	7.0	3.0	564

Table 8.3 Mean Scores in Recognition of Words by Caste (Malayalam)

	Mean	Std. Dev	Cases
Total	6.7	3.8	2229
Malappuram	6.7	3.8	794
SC/ST	4.4	3.8	60
Others	6.9	3.7	734
Kasargod	6.9	3.8	721
SC/ST	6.1	3.9	35
Others	6.9	3.8	686
Wynad	6.5	3.9	714
SC/ST	4.8	4.0	150
Others	6.9	3.7	564

Those who attended pre-school have a marginal advantage in terms of means scores over those who have not attended pre-school. This pattern is more or less similar to the mean scores in mathematics (tables 9.1 to 9.3).

Table 9.1

Mean Scores in Malayalam by Attendance in Pre-School (Total)

	Mean	Std. Dev	Cases
Total	13.4	6.7	2230
Malappuram	13.2	6.6	794
Attended Pre School	14.0	6.3	354
Not Attended Pre school	12.5	6.7	440
Kasargod	13.8	6.7	722
Attended Pre School	14.7	6.2	265
Not Attended Pre School	13.3	6.9	457
Wynad	13.1	6.7	714
Attended Pre School	13.4	6.7	516
Not Attended Pre School	12.4	6.8	198

Table 9.2

Mean Scores in Recognising Letters by Attendence in Pre School

	Mean	Std. Dev	Cases
Total	6.7	3.1	2230
Malappuram	6.4	3.1	794
Attended Pre School	6.8	3.0	354
Not Attended Pre School	6.1	3.2	440
Kasargod	6.9	3.1	722
Attended Pre School	7.3	2.9	265
Not Attended Pre School	6.7	3.2	457
Wynad	6.6	3.1	714
Attended Pre-School	6.8	3.1	516
Not Attended Pre-School	6.3	3.2	198

Table 9.3

Mean Scores in Recognising Words by Attendance in Pre-School

	Mean	Std. Dev	Cases
Total	6.7	3.8	2230
Malappuram	6.7	3.8	794
Attended Pre-School	7.1	3.6	354
Not Attended Pre-School	6.4	3.9	440
Kasargod	6.9	3.8	722
Attended Pre-School	7.4	3.5	265
Not Attended Pre-School	6.6	3.9	457
Wynad	6.5	3.9	714
Attended Pre-School	6.6	3.9	516
Not Attended Pre-School	6.1	3.9	198

Grade repetition and mean scores are given in tables 10.1 to 10.3. This clearly shows repeators score less than those who are not repeators. These differences are considerable in all districts and the maximum difference in this regard is observed in Kasargod which otherwise has a higher mean score. Wynad has the minimum differences in this regard. These differences become more pronounced in recognising words than in recognising letters.

Table 10.1

Mean Scores in Malayalam by Class Repetition (Total)

	Mean	Std. Dev	Cases
Total	13.6	6.7	2230
Malappuram	13.2	6.6	794
Repeated	9.6	6.8	68
Not Repeated	13.5	6.5	726
Kasargod	13.8	6.7	722
Repeated	9.4	6.7	45
Not Repeated	14.1	6.6	677
Wynad	13.1	6.7	714
Repeated	11.7	7.1	83
Not Repeated	13.3	6.7	631

Table 10.2

Mean Scores in Recognition of Leters by Class Repetition

	Mean	Std. Dev	Cases
Total	6.7	3.1	2230
Malappuram	6.4	3.1	794
Repeated	5.0	3.2	68
Not Repeated	6.6	3.1	726
Kasargod	6.9	3.1	722
Repeated	5.1	3.2	45
Not Repeated	7.1	3.1	677
Wynad	6.6	3.1	714
Repeated	6.0	3.3	83
Not Repeated	6.7	3.1	631

Table 10.3

Mean Scores in Recognition of Words by Class Repetition

	Mean	Std. Dev	Cases
Total	6.7	3.8	2230
Malappuram	6.7	3.8	794
Repeated. . .	4.6	3.9	68
Not Repeated	6.9	3.7	726
Kasargod	6.9	3.8	722
Repeated	4.3	3.8	45
Not Repeated	7.0	3.7	677
Wynad	6.5	3.9	714
Repeated	5.7	4.0	83
Not Repeated	6.6	3.9	631

3.2. Levels of Learning in Grade 4.

A total of 3089 students were administered achievement tests in grade 4. Of this 1129 were from Malappuram, 977 from Kasargod and 983 from Wynad.

Levels of Learning in Mathematics (Grade 4)

The Arithmetic test in grade 4 included 40 items. This was administered to the students of grade 4. The test items were based on competencies to be mastered by children by the end of grade 3. The items of the test were primarily intended to test competency of children to apply the basic arthematic operations, fractions, time, weights, measures etc.

Mean scores in Mathematics in grade 4 is depressingly poor in all the districts (tables 11.1 to 11.4). The mean score for the entire sample is 37.2%; Malappuram has the lowest mean score and Wynad has the highest mean score in Mathematics. However, it needs to be noted that the inter-district differences in mean scores are not considerable. It varies between 34.1% and 39.6%.

Table 11.1 Mean Score in Maths (Total)

District	Mean	Std. Dev	Cases
Malappuram	13.6	5.4	1129
Kasargode	15.4	5.9	977
Wynad	15.8	5.5	983
Total	14.9	5.7	3089

Table 11.2 Mean Score in Maths (Percentage)

District	Mean	Std. Dev	Cases
Malappuram	34.1	13.6	1129
Kasargode	38.4	14.6	977
Wynad	39.6	13.8	983
Total	37.2	14.2	3089

Tables 11.3 and 11.4 provides the number of students in different percentage brackets. If we consider those who secured 80% or more have mastered the competencies, then only 11 students (0.3%) have mastered the subject. Similarly, if we define those who secured less than 40% as poor achievers then more than 60% of the students belong to this category. Interestingly those who secured zero (18) outnumber those who attained mastery levels (11). Only 7.8% of the students could score more than 60% marks in mathematics.

Table 11.3 Maths Score Per Cent.

Class Interval	Frequency	Percent
0-10	64	2.2
10-20	162	5.3
20-30	633	20.5
30-40	934	30.3
40-50	725	23.4
50-60	328	10.6
60-70	153	4.9
70-80	79	2.6
80-90	9	.3
90-100	2	0.0
100	0	0.0
Total	3089	100.0

Note:

18 Pupils got '0' Marks. The per centage is .6.

The distribution of students by their score percentage in different districts also follow the same pattern. No student has scored cent percent in any of the districts while 15 students in Malappuram and 3 students in Kasargode got zero marks. Six studentts in Kasargode, 3 students in Wynad and 2 students in Malappuram got more than 80% which is the mastery level scores. More than two-thirds of the students in Malappuram, nearly 54% of the students in Kasargode and nearly 53% of the students in Wynad got less than 40% marks. In all the districts poor achievers (less than 40%) are the majority. Nearly 4.5% of the students in Malappuram, and nearly 10% of the students in Wynad and Kasargod got more than 60%.

Table 11.4 Total Maths Score Percent

Class Interval	Malappuram		Kasargod		Wynad	
	No.	%	No.	%	No.	%
0-10	34	3.0	27	2.8	3	0.03
10-20	73	6.5	42	4.3	47	4.8
20-30	300	26.6	167	17.1	166	16.9
30-40	347	30.7	285	29.2	302	30.7
40-50	234	20.7	257	26.3	234	23.8
50-60	91	8.1	103	10.5	134	13.6
60-70	30	2.7	62	6.3	61	6.2
70-80	18	1.6	28	2.9	33	3.4
80-90	2	.02	4	.04	3	0.03
90-100	0	.0	2	.02	0	0.0
100	0	.0	0	.00	0	0.0
Total	1129	100.00	977	110.00	983	100.00

Notes

1. In Malappuram 15 pupils got Zero marks.
2. In Kasargod 3 pupils got Zero.
3. In Wynad nobody got zero.
Total 18 students got zero.

Levels of Learning in Malayalam (Grade 4)

The language (Malayalam) test was administered to the students of grade 4. This test had two parts and was based on competencies expected to be mastered by the children by the end of grade 3. Part 1 tested word knowledge competency of the students and part 2 tested reading comprehension. There were 20 items in part 1. In the word knowledge test, students were asked to identify words with similar and opposite meanings. Part 2 of the test contained six short passages and the students were asked to read these passages and answer questions based on these passages. There were 24 items in part 2. In total the language test contained 44 items.

Mean scores in Malayalam in grade 4 are definitely better than that in Mathematics (tables 12.1 to 12.6). The mean scores for the whole sample is 47%, Wynad has the highest scores in Malayalam (51.3%) and Malappuram has the lowest scores in Malayalam (44.80%). The inter-district differences are around 6 percentage points. The inter-district differences are marginal in case of word knowledge and considerable in case of reading comprehension.

Table 12.1 Mean Score in Malayalam (Total)

District	Mean	Std. Dev	Cases
Malappuram	19.7	7.9	1129
Kasargod	19.9	8.1	977
Wynad	22.6	8.1	983
Total	20.7	8.1	3089

Table 12.2 Mean Scores in Word Knowledge (Malayalam)

District	Mean	Std. Dev	Cases
Malappuram	9.9	3.9	1129
Kasargod	9.8	4.1	977
Wynad	10.6	3.9	983
Total	10.1	3.4	3089

Table 12.3 Mean Score in Reading Comprehension (Malyalam)

District	Mean	Std. Dev	Cases
Malappuram	9.7	5.2	1129
Kasargode	10.1	5.2	977
Wynad	11.9	5.4	983
Total	10.6	5.3	3089

Table 12.4 Mean Score in Word knowledge (Percent)

District	Mean	Std. Dev	Cases
Malappuram	49.9	19.6	1129
Kasargode	49.1	20.4	977
Wynad	52.9	19.6	983
Total	50.7	19.9	3089

Table 12.5 Mean Score in Reading Comprehension (Percent)

District	Mean	Std. Dev	Cases
Malappuram	40.4	21.6	1129
Kasargod	42.1	21.6	977
Wynad	49.9	22.6	983
Total	44.0	22.3	3089

Table 12.6 Total Score in Malayalam (Percent)

District	Mean	Std. Dev	Cases
Malappuram	44.8	18.0	1129
Kasargod	45.3	18.4	977
Wynad	51.3	18.3	983
Total	47.0	18.4	3089

The distribution of students according to percentage marks scored is given in tables 13.1 to 13.6. Of the total students, nobody got cent percent whereas 61 students got zero. However in world knowledge, 17 students got cent percent and 61 got zero wheras in Reading comprehension 2 students got cent percent and 49 students scored zero. Nearly 4.6% of the students in the sample has attained mastery levels in Malayalam and 37.5% of the students got less than 40% marks. These score percentages again show a relatively better performance by the grade 4 students in Malayalam than in Mathematics in all the selected districts.

Table 13.1 Word Knowledge Per Centage (Malayalam)

Class Interval	Frequency	Percent
0-10	103	3.4
10-20	104	3.4
20-30	153	4.9
30-40	374	12.1
40-50	514	16.7
50-60	686	22.2
60-70	562	18.2
70-80	367	11.9
80-90	148	4.8
90-100	61	2.0
100	17	.6
Total	3089	100.0

Note:

61 Students got zero marks to (2 percent).

Table 13.2 Reading Comprehension Per Centage.

Class Intervel	Frequency	Per Cent
0-10	136	4.5
10-20	238	7.8
20-30	652	21.2
30-40	466	15.1
40-50	360	11.6
50-60	453	14.7
60-70	273	8.9
70-80	306	9.9
80-90	151	4.9
90-100	52	1.7
100	2	.1
Total	3089	100.0

Notes:

In total 49 students got `0' marks. They account for 1.6 per cent of the total numbers.

Table 13.3 Malayalam Score Per Centage (Total)

Class Interval	Frequency	Percent
0-10	69	2.3
10-20	104	3.3
20-30	399	13.0
30-40	584	18.9
40-50	622	20.1
50-60	575	18.7
60-70	321	10.4
70-80	274	8.9
80-90	106	3.5
90-100	35	1.1
100	0	0
Total	3089	100.0

Note:

Total 5 studemts got zero marks and they account for .2 percent of the total.

Distribution of students by percentage marks scored in Malayalam by districts is given in tables 13.4 to 13.6. No student in any of the districts has secured cent percent mark whereas 3 students in Malappuram, one in Kasargod and Wynad each, got zero. Less than 5% of the students in Malappuram and Kasargod and 5.9% of the students in Wynad have attained mastery levels. Nearly two-fifths of the students in Malappuram, one-fifths in Kasargod and nearly 14% of the students in Wynad got less than 40% to marks. More than 30% of the students in Wynad secured more than 60% marks. The inter-district differences follow the same pattern in Word Knowledge and Reading Comprehension. As expected the difference are higher in case of Reading comprehension.

Table 13.4 Word Knowledge Percent.

	Malappuram		Kasargod		Wynad	
Class Interval	No.	%	No.	%	No.	%
0-10	39	3.5	42	4.3	22	2.2
10-20	34	3.0	46	4.7	24	2.4
20-30	59	5.2	47	4.8	47	4.8
30-40	149	13.2	113	11.6	112	11.4
40-50	187	16.5	173	17.7	154	15.7
50-60	258	22.9	205	21.0	223	22.7
60-70	215	19.0	180	18.4	167	17.0
70-80	107	9.5	114	11.7	146	14.8
80-90	52	4.6	37	3.8	59	6.0
90-100	20	1.8	16	1.6	25	2.5
100	9	0.7	4	0.4	4	0.4
Total	1129	100.00	977	100.00	983	100.0

Notes:

In Malappuram 26 students got zero.
In Kasargod 25 students got zero.
In Wynad 10 students got zero.
Total 61 students got zero.

Table 13.5 Reading Comprehension Percentage.

Class Interval	Malappuram		Kasargod		Wynad	
	No.	%	No.	%	No.	%
0-10	74	6.6	37	3.8	25	2.5
10-20	100	8.9	87	8.9	51	5.2
20-30	261	23.1	243	24.9	148	15.1
30-40	178	15.8	141	14.4	147	15.0
40-50	130	11.5	116	11.9	114	11.6
50-60	154	13.3	152	15.6	147	15.0
60-70	100	8.9	71	7.3	102	10.4
70-80	79	7.0	73	7.5	154	16.7
80-90	43	3.8	36	3.7	72	7.3
90-100	10	0.8	19	1.9	23	2.3
100	0	0.0	2	0.2	0	0.0
Total	1129	100.0	977	100.0	983	100.0

Notes:
In Malappuram 25 Students got zero marks.
In Kasargod 12 students got zero marks.
In Wynad 12 Students got zero marks.
In total 49 students got zero marks in reading comprehension.

Table 13.6 Total Malayalam Score Percentage

Class Interval	Malappuram		Kasargod		Wynad	
	No.	%	No.	%	No.	%
0-10	38	3.4	22	2.3	9	0.9
10-20	37	3.3	44	4.5	23	2.3
20-30	161	14.3	136	13.9	102	10.4
30-40	232	20.5	198	20.3	154	15.7
40-50	248	22.0	200	20.5	174	17.7
50-60	185	16.4	176	18.0	214	21.8
60-70	116	10.3	85	8.7	120	12.2
70-80	70	6.2	75	7.7	129	13.1
80-90	30	2.7	30	3.1	46	4.7
90-100	12	1.6	11	1.1	12	1.2
100	0	0.0	0	0.0	0	0.0
Total	1129	100.00	977	100.00	983	100.00

Notes:
In Malappuram 3 students got zero.
In Kasargod 1 student got zero.
In Wynad 1 student got only zero.
Total 5 students got zero.

4. CONCLUDING OBSERVATIONS.

Kerala is one of the educationally advanced states in India. It has high enrolment rates and low dropout rates. Hence bringing children to schools and retaining them in classes are not major problems. However, it needs to be noted that it is the most marginalised groups who are now left out of the system and hence bringing this small group to schools needs more concerted efforts. The broader issue in Kerala is the low levels of learning attained by the primary school children.

Schooling facilities in Kerala are more equilably distributed than in other parts of the country. The high density of population and its even spread make a school viable in any village in Kerala. This pattern of distribution of population partly explains the more equitable distribution of schooling facilities in Kerala. Primary schools in Kerala, in general, are large in size. Single grade teaching is the norm and multi-grade teaching, if at all it exists, is an exception. Similarly schools without building is also very uncommon, if not non-existent in Kerala. Availability of a building does not necessarily mean adequacy of space in the Kerala context. The classrooms are overcrowded and noisy which make the task of a primary school teacher really difficult.

Essential ficilities like a blackboard, teacher, limited space to sit are available in all the schools. But most of the schools lack adequate teaching aids. For example, nearly 75% of the sample schools in Malappuram do not have Mathematis kit and nearly 50% of the schools in Malappuram and Kasargode do not have Science Kit, Chart, drinking water facilities, toilets, library etc. An analysis of schooling facilities and facilities within the school show that the major focus of educational investment in Kerala needs to be to strengthen the existing schools than on opening new schools. Strengthening of the existing schools mean: (i) provision of additional space; and (ii) provision of adequate teaching learning materials. In the absence of these complementary inputs, the relative effectiveness of the provisions already made are not fully realised. Therefore, a prioritisation of investments in these areas may be helpful to improve the returns from the investments already made.

All the teachers teaching regular subjects in the primary classes are qualified and trained. In fact many of them are over-qualified and trained. Hence pre-service training of teachers (in terms of numbers) need not be an area of urgent concern in Kerala. Perhaps, in-service training is an area to be emphasised more in Kerala. This may have a direct implication so far as the investment priority is concerned.

Kerala primary schools have minimum facilities like a teacher for every grade, limited space to group children by classes and a blackboard in almost all the classes. Does it mean that learner achievement is comparatively better? As mentioned earlier, achievement tests in Mathematics and Malayalam were administered to the students of grades 2 and 4. The results of the achievement test results are revealing.

Levels of learning at the entry grade i.e. grade 1 are definitely better than that of the students in grade 4. Not only the mean scores are high among grade 2 students, but also the inter-district differences in this regard are relatively less. Malappuram has the lowest and Kasargode has the highest mean scores in Mathematics in grade 2. The inter-district differences are lower at lower levels of competencies and are higher at higher levels of competencies in Mathematics in grade 2. Boys perform marginally better than girls in Mathematics whereas girls perform better than boys in Malayalam. Sex differences in mean scores are more in Wynad, which is educationally more backward than other two districts. Malappuram which is consistenly poor in mean scores also has the lowest scores for the SC/ST children, although Wynad has a higher concentration of tribal population.

One naturally expects a higher score for children who have attended pre-school. This is true in all the districts. However, the score advantages of those who attended pre-school is not very impressive in grade 2 test. They are marginal. This may be due to the fact that the pre-school education at present may not be emphasising on educational components. Pre-school education in Kerala is provided by Social Welfare department and hence there is a need to strengthen the educational components of the programme through close co-operation between the two departments.

Does grade repeators perform poor in the test? The evidence is not very conclusive in this regard. For example, there is no difference in mean scores in Mathematics between grade repeators and others in Wynad whereas the differences are evidenced in other two districts. However, the differences in means scores in Malayalam is more pronounced in all the districts. This calls for a closer scrutiny of promotion policies prevalent in the primary schools in Kerala. Perhaps, detaining children in classes by itself is not an answer to improve their levels of achievement.

Wynad has a concentration of tribal population and Kasargode is a border district with problems of multi-lingualism. Therefore, one expects a relatively poor performance in language test by the children in these two districts. However, the differences in mean scores in Malayalam between SC/ST are less in these two districts when compared with that in Malappuram. This shows that, perhaps, the teaching learning process is more important than the home background of children in predicting achievement scores in language.

Levels of learnevachievement in grade 4 are lower than that in grade 2. The mean scores are depressingly poor in Mathematics in grade 4. The mean score for the entire sample is only 37.2% and no district has crossed the 40% range. Those who secured mastery levels (80% and more) account for only 0.3%. In fact the number of students scored zero in Mathematics exceed the number of students attained mastery level. More than 60% of the students achieved less than 40% marks in Mathematics. The district-wise distribution shows that more than 66% of the students in Malappuram, 54% in Kasargode and 53% in Wynad scored less than 40% marks in Mathematics.

The mean scores in Malayalam in Grade 4 also show low levels of learning, although the mean score (47%) is higher than that in Mathematics. Again Malappuram has the lowest scores. The inter-district differences in Malayalam scores are higher in Reading Comprehension than in Word Knowledge. Nearly 4.6% of the entire sample attained mastery levels and 37.5% of the students got less than 40%. The inter-district variation in terms of percentage of students attained mastery levels is less but such differences are considerable in case of students scoring less than 40%. Nearly 40% sutdents in Malappuram, 20% in Kasargode and 14% in Wynad scored less than 40% marks.

From this limited analysis some issues emerge which needs urgent consideration and wider discussion to evolve strategies for improving quality of primary education in Kerala.

1. Why is the overall learner achievement so poor in Kerala? Primary schools in Kerala have minimum facilities and a trained teacher for each grade. Therefore, one expects a higher level of learner achievement. It is also a fact that teacher absenteeism is not a very serious problem in Kerala. In terms of number of working days and duration of each working day, Kerala is, again, reasonably better placed. Therefore, it is not the variation in learning time in schools that nagatively affects levels of learning. Duration of learning time may affect the absolute levels of learning but it can hardly explain the inter-district differences in learner achievement when the total number of working days and duration of each working day do not vary considerably between districts. Therefore, the reason for variations in learner achievement needs to be sought elsewhere. Perhaps, the variations in the organisation of school activities and teacher competencies may be factors contributing to variations in learner achievement. There is a need to closely scrutinise these two dimensions.

2. Why does levels of learner achievement progressively slide at the successive grades? The mean scores in grades 2 and 4 show that grade 2 children perform better than grade 4 children. This brings us to another proposition that the variations in learner achievement can be better explained by school factors than home background factors. In any given situation, the influence of home background on learner achievement may be more at the initial

grades. Kerala situatrion shows that the similar students perform poorer at higher grades. This again shows that it is the school factors that influence learner achievement. Therefore, intervention strategies focussing at the school level may be more effective and rewarding in case of Kerala.

3. Why do schools which had an initial advatage loose in the subsequent period? A close scrutiny of the achievement tests show that schools in Kasargode were performing better in grade 2 test than Wynad. Surprisingly, schools in Wynad perform better than Kasargode in grade 4 test. Perhaps, a comparative analysis of school functioning in these two districts may be helpful to arrive at some tentative conclusions. Any difference between these two districts in terms of teacher recruitment policies, teacher training practices etc. are important questions to be probed into futher.

4. Why does Malappuram with less tribal population and larger network of educational institutions consistently show a very poor performance? Relatively higher share of over-crowded classrooms may be one of the reasons. However, the major factors influencing the poor performance may lie more on learner characteristics, teacher factors and organisation of school activities.

It is hoped that successive stages of detailed analysis of the empirical evidence generated may provide convincing answers to some of these inconvinient questions. Such detailed analysis will be attempted in the remaining period of the study.

ANNEXURE - V

PARTICIPATORY PLANNING

State - K E R A L A

Date	Meeting held	No. of participants	Remarks
Feb. 1993	State level officials of the Education department and educational experts	28	Analysed the available data and discussed the process of preparation of the draft project report.
Apr. '93	Submission of the first draft Project Report to Govt. of India	-	Submitted to GOI.
Apr. '93	Govt. of India guidelines on DPEP.	-	-
May '93	Revised Project Report as per the guidelines of DPEP (2nd Draft)	-	Submitted to GOI.
May '93	Formation of the State level and District level core-teams.	-	Instruction to identify the isses and problems.
20th, 21st of May '93	Workshop cum group discussion of the core-team members and principals of DIETs.	42	Participated NCERT & NIEPA faculty members.
June '93	Third draft of the Project report prepared.	-	The result of the study on achievement levels conductives by NCERT is utilised.
2nd June "93.	Visit of Dr. R. V. Vaidyanatha Ayyar IAS, and discussion with state level officials.	8	Specific guidelines were evolved.
July '93	Three district Report and a State plan prepared (Forth Draft)	-	Submitted to the Govt. of India.
27th July '93.	Visit of preparatory mission of the World Bank.	-	Field visit, institutional visit, discussion with officials.

2	3	4	5
Aug. '93	Commencement of carious studies.	-	6 studies as per the guide lines of World Bank Mission.
Sept.'93 Oct.	Workshop at NIEPA	4	Discussion for the revision of Project Report.
25th & 26th Nov. '93	Review of the World Bank Mission and discussion with concerned state level departmental officials for convergence	30	Evolved various strategies for the preparation of Project Report.
Jan: 27th 1994.	Pre-appraisal by the World Bank Mission	-	At New Delhi.
7th Jan: '94..	Fifth Revision of the Project Report.	-	At New Delhi.
Feb.. 9th '94..	Wrap-up Meeting	-	At New Delhi.
7th March '94..	Submission of the 6th Draft Project Report.	-	GOI.
17th March '94..	Submission of the 7th Draft Project Report.	-	GOI.

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