

**ANNUAL WORK PLAN AND BUDGET  
2003--2004**

**DISTRICT : KOLLAM**

**SARVA SHIKSHA ABHIYAN (SSA)  
KERALA**

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# SARVA SHIKSHA ABHIYAN KOLLAM DISTRICT

## CHAPTER - I

### Historical background.

The constitutional goal of free and compulsory education for all up to the age of 14 years is yet to be accomplished. Arduous efforts have been made in the last five decades for the Universalisation of Elementary Education (UEE) and to fulfill the mandate of the Indian Constitution. National policy on education 1986 and programme of action 1992 also gave top priority to the achievement of UEE. Many projects and programmes at the micro and macro levels have been undertaken in the past in this direction. Now it has been included education of the children in the age group of 6 to 14 years as the fundamental rights, by the 93<sup>rd</sup> constitutional amendment.

### Socio - economic, cultural and linguistic.

The western part of Kollam is coastal area and the eastern part is forest area. Most of the inhabitants are farmers, fishermen, factory workers and tribals. Though there were many projects to improve their educational needs, the goal has n't been attained. This is due to a number of social reasons and economic reasons.

### Geographical conditions.

The boundaries of Kollam District part with Thiruvananthapuram District in the South, Alleppey District in the North, the Arabian Sea in the West, and Tamilnadu in the East. The District consisted of plains, hills and rivers.

### Situational analysis leading to the launching of SSA.

A divine dream of free India in the field of education is going to be realized. The focus so far has been more on providing access, increase in enrolment and retention of children but not so much on pupils' achievement and improving the quality in elementary education. Therefore, considering the importance of quality education entire focus should be shifted towards this. Then only the knowledge and skill which help the children to improve this quality of life will have to be developed. In this context the newly introduced educational programme 'Sarva Sikhsa Abhiyan' (SSA) assumes much significance. It is a time-bound National Programme launched by the Ministry of Human Resource Development (MHRD) with the ultimate goal of achieving quality Elementary Education for all by 2010. It is an attempt to develop human capabilities to all children through the provision of community owned quality education in a "Mission Mode". It is a programme for promoting social justice through the effective involvement of Panchayati Raj Institutions (PRI), school Management Committees and Parent-Teachers Association (PTA). SSA works in a community-based approach in planning; starting from grass root level with habitation as the unit of planning. 'The bottom-up' approach for planning reflects the reality at the grass-root level and the local specificity .

#### features:

A programme with a clear time-bound for Universal Elementary Education (UEE)

A response to the demand for quality basic education all over the country. An opportunity for promoting social justice through basic education.

An effort at effectively involving the PRIs, school management committees, village and urban slum level education committees, Parent Teachers Associations, Tribal Autonomous councils and other grass-root level structures in the Management of Elementary schools. An expression of political will for universal elementary education across the country.

A partnership among the central, state and local governments.

Objectives of SSA.

- ❖ All children complete five years of Primary school by 2007.
- ❖ All children complete eight years of elementary schooling by 2010.
- ❖ Focus on elementary education of satisfactory quality with emphasis on education for life.
- ❖ Bridge all gender and social category of gaps at primary stage by 2007 and all elementary education level by 2010.
- ❖ Universal retention by 2010.

## CHAPTER - II

### DISTRICT PROFILE

Kollam is a place where there had been commercial trade with foreign countries for centuries. The name Kollam was believed to have derived from 'Sea Port'. Many foreigners praise the beauty of Kollam. Iban Bathootha called it in his travelogue 'Beautiful City'.

#### Percentage of state population

As per census of 2001 the total population of Kollam District is 25,84,118. It is about 8.12% of state population.

#### Sex ratio:

Sex ratio shows a fluctuating trend from decade to decade. Taking the population in the district as whole in 1941, 1971, 1981, 1991 and 2001 females outnumber males. In all other decades there was a ponderance of males over females. According to the 2001 census there are 1070 females for 1000 males, while it was 1043 in 1991 census.

Taluk wise male-female ratio is shown in the table below

Taluk	Total	Male	Female	For 1000 Males
Karunagappally	3,93,451	1,90,950	2,02,501	1060
Kunnathur	1,93,985	94,364	99,621	1055
Pathanapuram	3,85,699	1,65,526	2,00,173	1209
Kottarakara	5,77,543	2,75,982	2,91,561	1056
Kollam	5,67,590	2,73,691	2,93,899	1073
Total:	21,18,268	10,20,513	10,97,755	1075

Male-Female ratio in the urban areas are given in the table below.

Urban area	Total	Male	Female	For 1000 males
Punalur (Municipality)	47,226	22,936	24,290	1059
Kollam (Corporation)	3,61,441	1,77,586	1,83,855	1035
Paravoor (Municipality)	38,649	18,325	20,324	1109
Neendakara	17,063	8,544	8,519	997
Eravipuram	1,471	712	759	1066
Total	4,65,850	2,28,103	2,37,747	1042

#### Growth rate of population

When we consider the population of Kollam district the population increases considerably and the rate of growth of population is about 10.57%.

#### Density of population.

The density of population of the district has increased from 963 persons per sq. kms. in 1991 to 1037 in 2001. In population, the district ranks 6<sup>th</sup> in the state. But in density of population, Kollam ranks 4<sup>th</sup> in the state. The birth rate in Kollam district is found 15.39 while the death rate is 4.66.

#### Percentage of the urban, rural population:

In Kollam district 81.97% of people belong to rural area while 18.03% belong to urban area. Majority of the rural people are engaged in cultivation. Among the 21,18,268 rural population 5,77,543 belong to kottarakara Taluk which has the largest population among the Taluks, and 1,93,985 belong to Kunnathoor taluk which has the least population.

: 7 :

Among the 4,65,850 urban population Kollam Corporation has the largest population ie. 3,61,441.

Percentage of rural urban population

	Male	Female	Total	%
Rural	10,20,513	10,97,755	21,18,268	81.97
Urban	2,28,103	2,37,747	4,65,850	18.03
Total	12,48,616	13,35,502	25,84,118	

Population Percentage of SC, ST and others.

The scheduled castes and scheduled tribe population of the district came to 3,68,134 and 5035 respectively.

Category	Population Total	Percentage
Scheduled Caste	3,68,134	14.25
Scheduled Tribe	5,035	0.194
Others	22,10,949	85.56
Total :	25,84,118	100.



Information on area.

There are 13 NES Blocks in Kollam District.

The block wise population, density and literacy shown in the table below.

Sl. No	Name of NES Block	Area	Density	Sex Ratio	Literacy rate.		
					Male	Female	Total
1.	Oachira	70.68	1,264	1,050	94.06	85.12	89.40
2.	Karunagappally	66.34	2,342	991	94.10	87.07	90.57
3.	Sasthamkotta	118.41	1,286	1,027	93.66	86.81	90.17
4.	Vettikkavala	169.47	1,119	1,062	95.07	88.89	91.88
5.	Pathanapuram	248.32	677	1,043	93.65	87.03	90.25
6.	Anchal	950.76	238	1,029	92.76	85.68	89.11
7.	Kottarakara	133.10	1,239	1,054	96.11	90.15	93.03
8.	Chittumala	77.01	1,650	1,031	95.73	89.52	92.57
9.	Chavara	74.90	2,186	1,011	93.94	86.05	89.90
10.	Anchalumoodu	53.62	3,197	1,024	94.47	86.99	90.67
11.	Mukhathala	80.11	3,394	1,012	94.61	87.11	90.82
12.	Ithikkara	134.80	1,468	1,073	93.99	85.99	89.20
13.	Chadayamangalam	243.03	903	1,066	93.64	85.09	89.20

Source ; Census of India 2001

Information on Literacy

According to the census 2001 the literacy rate in Kollam District is 91.49% as against 90.13% in 1991. Rural literacy is 81.4% while urban literacy is 81.7%. Total literacy rate of male in Kollam District is 94.63% in 1991. Total female literacy rate is 88.60% in 2001 as against 86.93% in 1991.

POPULATION AND LITERACY

Population			Literacy			Percentage		
Total	Male	Female	Total	Male	Female	Total	Male	Female
2584118	1248616	1335502	2105396	1045009	1069387	91.49	94.63	88.60

Literacy rate in Kollam District.

	Male	Female	Total	%
Rural Literacy	854570	870246	1724816	81.4
Urban literacy	190439	190141	380580	81.7
Total	1045009	1060387	2105396	91.49
Total literacy in the District	94.63%	88.60%		91.49%

## EDUCATION PROFILE

### 1. Educational Administration in the district.

Deputy Director of Education looks after district level administration of all the schools including LP Schools, High Schools, Higher Secondary Schools and TTI's, DIET holds the responsibility of academic and technical activities of Elementary education in the district. District educational administration is the joint activity of the democratic set up, official administrative mechanism and technical institution.

#### Democratic setup.

The three tier PRI set up takes care of the management of schools in the district. High Schools and Higher Secondary schools are directly under the management of District Panchayat. But LP Schools and UP Schools comes under Grama Panchayat. All developmental activities are initiated monitored by the PRI setup.

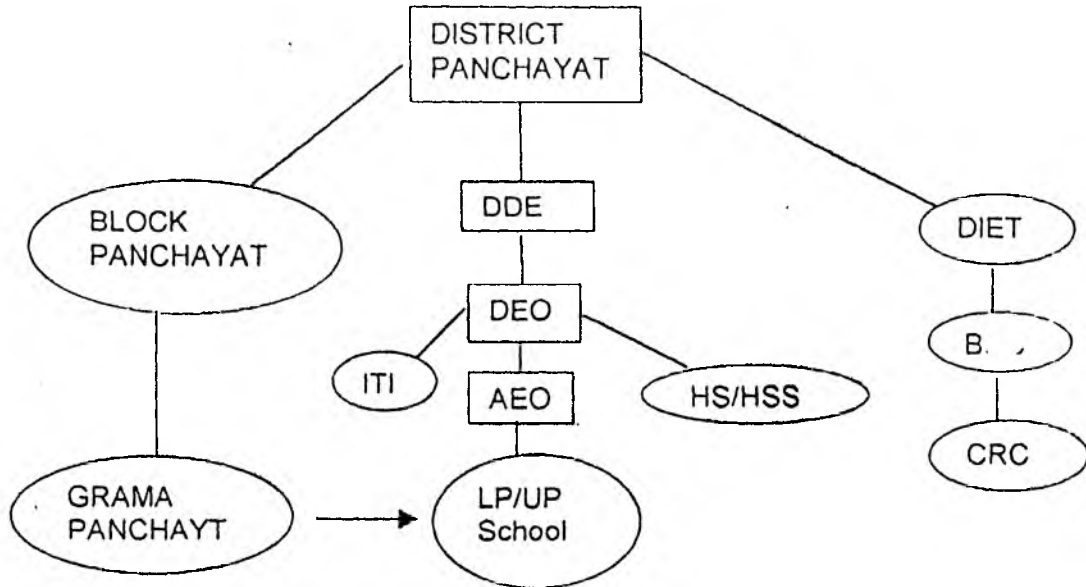
#### Official Administration

Deputy Director of Education is administrative head of all the schools. He has the authority of the posting and transfer of all the staff except Higher Secondary school teachers, AEOs, DEOs and HMs. He has to supervise all the functions of schools through his subordinate officers who include DEOs, AEOs, High School Head Masters and principals of Higher Secondary Schools. There are three educational districts in Kollam revenue district. They are Kollam, Kottarakara and Punalur. Also the revenue district is divided into 12 sub-educational districts under AEOs, DEOs in charge of High Schools and AEOs that of Primary Schools.

DIET

The lone academic institution that undertakes the supervisory activities of general educational sector is DIET. The Institute provides training for teachers and resource support to PRIs and other institutions.

The above mentioned three streams form the administrative setup in the district.



Educational Facilities at Various Levels.

As per the survey conducted in Kollam district, we have 2539 ECCE/Pre-Primary or Anganwadis. Likewise we have a total of 476 LP Schools, 208 UP Schools, 209 High Schools, 2 Technical High Schools, 65 Higher Secondary Schools, 52 VHSS, 15 Colleges, 2 Polytechnics, 8 Teachers Training Institutes, 9 Professional Colleges, 4 Colleges of Teacher Education, 30 Industrial Training Centers, 1 Navodaya School and One District Institute of Education and Training in the district. The details of each category block is given in the table below.

**Table : 1**  
**Number of Educational Institutions - Block wise and category wise.**

Sl. No	Block	C A T E G O R Y													I.T.C	Navo Scho
		ECCE/prepri/ Anganwadi	L.P.	U.P	H.S.	T.H.S.	H.SS.	VHSS	Coll	Poly Tech.	T.T.I.	Prof. Coll.	C.T.E.			
1.	Anchal	188	38	14	20	1	5		1	-	-	-	1	3	-	
2.	Chadayamangalam	175	27	18	12	-	6		2	-	-	-	-	1	-	
3.	Chathannoor	260	38	21	23	-	5		2	1	2	-	-	4	-	
4.	Chavara	212	37	15	15	-	5		1	-	-	-	-	2	-	
5.	Karunagappally	178	38	20	16	-	5		1	-	1	-	-	4	-	
6.	Kollam	383	47	16	25	-	11		4	-	2	5	1	13	-	
7.	Kottarakara	189	49	17	20	1	5		1	-	1	1	-	7	1	
8.	Kulakkada	146	44	12	11	-	4		-	-	-	-	1	2	-	
9.	Kundara	257	41	23	21	-	4		-	-	-	1	-	4	-	
10.	Punalur	243	42	16	19	-	6		2	1	-	2	1	3	-	
11.	Sasthamkottah	127	31	14	11	-	5		1	-	1	-	-	4	-	
12.	Veliyam	181	44	22	16	-	4		-	-	1	-	-	4	-	
	Total:	2539	476	208	209	2	65	52	15	2	8	9	4	49	1	

Data source : Education and Social Welfare department

Educational Institutions - Management wise

We have conducted a detailed survey in Kollam district about the number of educational institutions in the management base also. As per the data we have 2375 ECCE/Pre-Primary/ Anganwadi in the Govt. sector, 150 private aided and 14 recognized centers which make a total of 2539. Out of the 476 LP Schools we have 270 in Govt. sector, 189 in private aided, 17 under recognized managements. Similarly list of UP Schools includes 62 Govt. Schools, 139 Private aided and 7 recognized schools in a total of 208 schools. In the case of High Schools we have 75 Govt. schools, 124 private aided schools, 10 recognized schools. Out of 209 schools, we have two technical high schools in the district and both of them are under the Govt. sector. In higher secondary owing we have 48 schools under Govt. sector and 69 Under private aided which means a total of 117 schools.

In the case of colleges we have one Govt. College, 12 private aided colleges and 2 recognized colleges out of a total of 15 colleges. In a total of 3 polytechnic institutions we have 2 in Govt. sector and one in private aided. We have 2 Teachers Training Institution in Govt. sector and 6 in private aided which makes the total 8. Out of 9 Professional Colleges we have 5 in private aided and 4 under recognized managements. We have a total of 4 Center for Teacher Education completely under Govt. sector. In a total of 30 Industrial Training Centers we have 2 in Govt. sector and 28 in recognized management sector. Above all we have one Navodaya School and one DIET in the district, which are under Govt. sector. The details are given in the table below.

Educational Institutions Area wise.

In accordance with the survey conducted in Kollam district we have 2118 ECCEs/Anganwadies/Pre-Primaries in rural areas and 421 in urban areas out of 2539. In case of LP Schools we have 411 in rural and 65 in urban area which makes the total 476. Out of 208 UP School 179 are in rural area and 29 in urban areas. In a total of 209 High Schools 181 are in rural while 28 are in urban areas. We have two Technical Higher Secondary and both of them are in rural area. We have 90 H.S.Ss in rural area and 27 in urban area out of a total of 117. As in the total of 015 colleges we have 9 in rural area and 6 in urban area. In a total of two polytechnic institutions we have one each in rural and urban areas. Out of 8 Teachers Training Institutes 6 in rural and 2 in urban areas. In the case of Professional Colleges 2 are in rural area and 7 in urban area that constitutes a total of 9. Out of the 3 Teacher Education Centers we have 2 each in rural and urban areas. In total we have 30 Industrial Training Centers. One Navodaya School and One DIET also function in the rural area. The details are given in the table below.

State and Centrally sponsored Schemes implemented in the District.

Operation Black Board.

With the advent of National Education Policy of 1986, a new era was opened in the field of education. The policy aimed to give primary education to all. In 1997, an Action Programme was started in order to better the physical conditions and the quality of education which was called Operation Black Board.

### Main Objectives of the Programme.

- ❖ Find out and solve the following problems.
  - ❖ Unpleasant school atmosphere
  - ❖ Poor physical conditions
  - ❖ Lack of learning aids.
2. To assess the competencies of each pupil on completion of different levels.  
Make the pupils able to attain these competencies.

### Main Features of O.B. Programme

The ultimate aim of education is the all-round development of the pupils. The whole process of education should be child centered. All the learning activities should be prepared in such a way that it will give enjoyment and satisfaction to the pupils. The main feature of operation black board programme was to give encouragement to teachers to adopt new techniques and make the schools a place of knowledge and enjoyment.

### Activities.

In order to achieve these aims orientation classes were given to the teachers and new techniques were adopted. The active participation of the teachers were a major factor for the success of the programme.

Financial assistance was also given to improve the physical conditions of the schools.

The following teaching-learning materials were supplied.

1. Syllabus
2. Teachers hand books
3. Text books of 1 to 4 classes
4. Maps



5. Globes
6. Charts
7. Wisdom Block
8. Puzzles
9. Toys
10. School bell
11. Tables and chairs
12. Box/Cupboards
13. Black Board
14. Rollup Board.
15. Chalk, Duster
16. Benches
17. Materials for drinking water (Plastic bucket, mug, glass)
18. Primary science kit
19. Mini tool kit
20. Mathematics kit
21. Dictionary
22. Encyclopedia
23. Children's books
24. Musical instruments
25. Games materials
26. Dust bin.

Target Groups

All the primary students of Kollam District.

Non Formal & Adult Education:

Kerala the God's own country, has been declared a total literate state in April 1991. The post-independent India had seen many voluntary campaigns in the field of Non-formal and Adult-Education. As a part of this programme, many such campaigns were conducted in Kerala also.

But they failed to cater all the needy. As a mass movement, its first phase, Akshara Keralam Project, was started in Kerala in 1990-91. Thus we achieved total literacy in 1991. But we were not able to claim 100% literacy. The movement was not so effective in tribal areas. This is because the people in such areas weren't adequately attached to this movement in its first phase. So we conducted special programmes aiming at their upliftment and it turned out to be a great success. For the neo-literates, we also started continuing educational programmes in 1991-92 and in 92-94. Many non-formal and adult education centers were opened in various parts of Kollam district to attract the neo-literates and provide them with sufficient opportunities to continue learning process.

As a part of this programme the district also conducted many massive campaigns in the field of N.F. and adult education. In order to keep the neo-literates in the stream of education we started many continuing education centers. At present Kollam District has 229 continuing education Centers and 31 Vikasana Vidya Kendras and all of them promote continuing education for the neo-literate and also function as resource centers.

Main objective of the establishment of these centers was to sustain the neo-literates and attract the illiterates and drop out towards the stream of education. For the purpose we conducted a large campaigning for organizing people from almost all walks of life including tribal and coastal people and those who were not accessed to the formal education facilities.

After defining the target group we organized a series of activities to attract the proposed objective of the programme. They included campaign stressing house to house campaign for enrollment of the illiterate's etc. We also conducted classes for the illiterates and evaluate their progress. Tests were administered and certificates were issued.

In the 2<sup>nd</sup> phase the neo-literates were introduced to continuing educational programmes. They were given job-oriented training and experience based on day to day life. Text books on shelter, food, electricity etc.were also given. The "Vikasana Vidya Kendas" provided learning through experience which enhanced their present vocation. Equivalency programmes were also organized and exams were conducted in classes of 4,7 and 10 certificates were also issued to the pass out.

#### M.L.L.

Initially the MLL programme was implemented in 20 schools in the district in the 1994-95. In the next year it was spread to 120 schools in 1995-96. In the year 1996-97, the programme was implemented in all schools. The DIET as an institution took the leading role for the effective implementation of the programme implementation.

#### Q.I.P.

Quality Improvement Programme were implemented in the district especially for capacity building of High School Teachers. Subject wise five day in-service training were organised during the month of June 2002 for all Teachers. During the month of February/March 2003. Three day evaluation training were planned and organised for the high school level.

### DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIET)

A major institutional intervention of the national policy on education 1986 was the setting up of District Institute of Education and Training (DIET) to provide quality pre-service and in service education to all elementary teachers and functionaries of non formal education also to undertake research and provide technical support for educational activities of various agencies.

In Kerala DIETs came into existence in 1989 DIETs were spread to all the 14 districts in three phases. DIET in Kollam District was started in 1992 in the third phase.

Details of the Kollam DIET are noted in the following table.

No. of Teachers participated in the In-service Training programmes.

Year	No. of Batches	Participants.
92-93	45	1473
93-94	45	1173
94-95	35	1000
95-96	31	820
96-97	35	1061
97-98	241	9941
98-99	494	21107
99-00	340	13158
2000-01	238	10957

School Complex

As a follow up programme of inservice teacher training, 72 school complexes were constituted with UP School as lead school of each school complex. Teachers workshops, seminars, parental education programmes, preparation for sub district and district level festivals, remedial teaching for low learners etc. were the major activities.

Mathrusamathi Guideline.

Mathrusamithi was a functional transformation brought about by DIET Kollam from the newly organized concept Mathrusangamam. After several discussion at various levels the faculty members could develop a model guideline for mathrusamithy and it was published in 1994 which has proved new directions

in the functioning of mathrusamithies as well as the district level MLL Programme.

### Faculty Enrichment

It is usual ongoing exercise in the DIET since 1996. Faculty members share their experience of training programmes. They conduct innovation and experiments. They share the finding among others. This paved the way for every one's capacity building.

### Studying on the effectiveness of Training Programme

Under the leadership of IFIC Unit of the DIET a study was held to assess the effectiveness of training through its reflection in the performance of teachers in class rooms. It was revealed that 40% teachers were influenced considerably while more than 50% were influenced to some extent 3% teachers neglected what they received from the training.

### Action researches

Action research is one of the main activities of DIET. Most of the faculty are actively involved in Action research, both jointly and individually every year.

### Lab Area Activities.

DIET has been selecting some particular Panchayath lab areas for the conduction of innovative studies and for the implementation of some educational programmes on experimental basis. The latest programme that the DIET undertake was "DELAM - 2001" IT WAS AN INTENSIVE PROGRAMME FOR Development of Education through lab area Academic Mission (DELAM). This programme was organized and implemented jointly by the DIET and Neduvathoor Grama Panchayath. DELAM - 2001 was an experiments to see how much can we ensure the development in cognitive as well as non cognitive areas of children with a joint venture.

The main activities carried out during this programme were the following.

1. Survey for base line in the schools of the panchayat.
2. Formation for implementation committees at panchayat and school levels.
3. Permanent awareness programmes
4. Teachers Training
5. Orientation on the effective utilization of Lab, Laboratory OB Materials etc.
6. Celebration of important days in schools with the active participation of the community.
7. Resource support for providing opportunities to equip the pupils to participate in different sports and various items during the youth festivals.
8. Formation and functioning of Panchayath level monitoring committees.
9. Organizing competitions for that students.

Table:2 BLOCKWISE NUMBER OF SCHOOLS L.P. U.P. & STD. VIII

Sl.No.	Block	L.P.	U.P	H.S.	T.H.S.	H.SS.
1.	Anchal	38	14	20	1	5
2.	Chadayamangalam	27	18	12	-	6
3.	Chathannoor	38	21	23	-	5
4.	Chavara	37	15	15	-	5
5.	Karunagappally	38	20	16	-	5
6.	Kollam	47	16	25	-	11
7.	Kottarakara	49	17	20	1	5
8.	Kulakkada	44	12	11	-	4
9.	Kundara	41	23	21	-	4
10.	Punalur	42	16	19	-	6
11.	Sasthamkottah	31	14	11	-	5
12.	Veliyam	44	22	16	-	4
	Total:	476	208	209	2	65

Data Source: Statistics unit DDE, Kollam

Table:3 Block wise number of Pre-Primary/Anganwadis.

Sl. No.	Block	Pre-primary /Anganwadies
1.	Anchal	188
2.	Chadayamangalam	175
3.	Chathannoor	260
4.	Chavara	212
5.	Karunagappally	178
6.	Kollam	383
7.	Kottarakara	189
8.	Kulakkada	146
9.	Kundara	257
10.	Punalur	243
11.	Sasthankotta	127
12.	Veliyam	181
	<b>Total:</b>	<b>2539</b>

Data source: Education and Social Welfare department.



Table: 4 No. of habitation in every block and No. of School less habitation  
(tribal & coastal belt)

Sl. No.	Block	No. of habitations	No. of school-less habitations.
1.	Anchal	94	5
2.	Chadayamangalam	75	5
3.	Chathannoor	134	4
4.	Chavara	116	4
5.	Karungappally	116	4
6.	Kollam	86	4
7.	Kottarakara	86	4
8.	Kulakkada	68	4
9.	Kundara	123	5
10.	Punalur	104	9
11.	Sasthamkotta	79	9
12.	Veliyam	82	5
	Total	2038	62

Data source: House to house survey

Table:5 No. of out of school children and reason for out of school children.

Sl. No	Block	Category wise details of out of school children n figures							Total
		Age group	Group	Migrate children	Street children	Coastal children	Labours	Wages earning children	
1.	Anchal	6-10	-	1	1	1	1		5
		11-14	2	-	-	2	1		5
2.	Chadayamangalam	6-10	1	--	-	--	--	-	1
		11-14	-	--	1	--	--	-	1
3.	Chathannoor	6-10	1	--	1	1		-	3
		11-14	1	--	2		1		4
4.	Chavara	6-10	-	-	-	-	-	-	-
		11-14	-	-	-	-	-	-	-
5.	Karunagappally	6-10	1	2	-	1	1	1	6
		11-14	1	1	2	-	-	2	6
6.	Kollam	6-10	3	2	1	2	1	1	10
		11-14	-	1	-	-	-	-	1
7.	Kottarakara	6-10	1	-	-	1	-	-	2
		11-14	-	1	-	-	1	-	2
8.	Kulakkada	6-10	-	-	-	-	-	-	-
		11-14	-	-	-	-	-	-	-
9.	Kundara	6-10	-	-	1	-	1	-	2
		11-14	-	-	-	-	-	-	-
10.	Punalur	6-10	2	2	1	2	1	2	10
		11-14	2	3	2	2	1	2	12
11.	Sasthamcotta	6-10	1	-	1	-	1	--	3
		11-14	1	1	1	1	1	-	5
12.	Veliyam	6-10	-	-	-	-		-	-
		11-14	-	-	-	-		-	-
Total:			18	14	14	13	11	8	78

Data Source: House to house survey.

Table: 6 BLOCK WISE DETAILS OF SPECIAL SCHOOLS.

Sl.No.	Block	No. of special schools	Category
1.	Anchal	--	--
2.	Chadyamangalam	--	--
3.	Chathannoor	--	--
4.	Chavara	1	MR
5.	Karunagappally	--	--
6.	Kollam	2	MR
7.	Kottarakkara	1	Deaf and Dumb
8.	Kulakkada	--	--
9.	Kundara	--	--
10.	Punalur	1	MR
11.	Sasthamkotta	1	MR
12.	Veliyam	-	-

Data source : - Directorate of General Education

Table: 7 Details of Teacher Training Institutions

Sl. No	Block	TTI	Training Colleges(.B.Ed)	Total
1	Anchal	--	1	1
2	Chadayamangalam	--	--	--
3	Chathanoor	2	--	2
4.	Chavara	--	--	--
5	Karunagappally	1	--	1
6.	Kollam	2	2	4
7.	Kottarakara	1	1	2
8.	Kulakkada	--	1	1
9.	Kundara	--	--	--
10.	Punalur	--	3	3
11.	Sasthamcottah	1	--	1
12.	Veliyam	1	--	1
	TOTAL	8	8	16

Data source: Education Department, Kerala

Distribution system of text books.

Text books are distributed through text book depots functioning at the educational district centre. In Kollam District there are three text book depot- Kollam, Kottarakara and Punalur. Text books are distributed through school co-operative societies on the basis of intend.

This distribution system has several limitations. There are no societies in L.P. Schools . There is no provision to purchase text books directly. The problem can be solved by increasing the number of text book depots and societies at school level.

Table: 8 Block Wise Number of Trained and Untrained Teachers

Sl.N o.	BLOCK	LP		UP		STD:VIII	
		Trained	Untrained	Trained	Untrained	Trained	Untrained
1.	Anchal	274	4	299	10	314	1
2.	Chadayamangalam	263	5	273	14	324	2
3.	Chathannoor	391	6	300	13	357	1
4.	Chavara	291	3	393	17	343	0
5.	Karunagappally	336	2	365	10	362	0
6.	Kollam	370	7	388	9	426	0
7.	Kottarakara	299	4	294	14	369	1
8.	Kulakkada	204	4	233	15	305	1
9.	Kundara	347	5	279	16	344	1
10.	Punalur	249	6	312	10	364	2
11.	Sasthamcottah	215	5	325	12	334	1
12.	Veliyam	334	4	332	13	340	1
	TOTAL	3573	55	3793	153	4182	11

Data Source- Education Department

Table : 9 Block Wise No. of Male and Female Teachers

Sl. N o.	BLOCK	LP			UP			STD:VIII		
		M	F	T	M	F	T	M	F	T
1.	Anchal	51	227	278	75	234	309	91	224	315
2.	Chadayamangalam	49	219	268	71	216	287	96	230	326
3.	Chathannoor	86	311	397	78	235	313	110	248	358
4.	Chavara	55	239	294	110	300	410	105	238	343
5.	Karunagappally	63	275	338	90	285	375	110	252	362
6.	Kollam	88	289	377	102	295	397	126	300	426
7.	Kottarakara	58	245	303	98	210	308	115	255	370
8.	Kulakkada	42	166	208	64	84	248	110	296	306
9.	Kundara	67	285	352	70	225	295	98	247	345
10.	Punalur	31	224	255	82	240	322	105	261	366
11.	Sasthamcottah	28	192	220	65	272	337	104	331	335
12.	Veliyam	57	281	338	63	282	345	102	239	341
		675	2953	3628	968	2978	3946	1272	3921	4191

Data Source Education Development

Table : 10 Block wise No. of SC/ST Teachers

Sl. No	Block	LP			UP			STD.VIII		
		SC	ST	T	SC	ST	T	SC	ST	T
1	Anchal	15	--	15	8	--	8	3	1	4
2	Chadayamangalam	12	--	12	7	--	7	2	--	2
3	Chathanoor	8	--	8	5	--	5	1	--	1
4.	Chavara	6	--	6	5	--	5	2	--	2
5	Karunagappally	11	--	11	6	--	6	1	--	1
6.	Kollam	12	--	12	5	--	5	1	--	1
7.	Kottarakara	10	--	10	4	--	4	2	--	2
8.	Kulakkada	8	--	8	5	--	5	2	--	2
9.	Kundara	6	--	6	4	--	4	1	--	1
10.	Punalur	16	--	16	4	--	4	3	--	3
11.	Sasthamcottah	8	--	8	4	--	4	1	--	1
12.	Veliyam	7	--	7	5	--	5	1	--	1
	TOTAL	119		119	68		68	20	1	21

Data Source : School data base

Table : 11 Block wise Teacher-Pupil Ratio

Sl.No	Block	LP	UP	STD VIII
1	Anchal	35.92	25.14	45.42
2	Chadayamangalam	39.06	24.29	43.02
3	Chathanoor	122.98	22.8	44.43
4.	Chavara	45.75	26.41	36.19
5	Karunagappally	39.88	29.39	39.52
6.	Kollam	38.17	29.35	46.79
7.	Kottarakara	28.68	24.5	40.63
8.	Kulakkada	30.45	24.22	42.54
9.	Kundara	38.26	30.22	40.86
10.	Punalur	33.39	20.73	44.31
11.	Sasthamcottah	37.05	17.6	40.86
12.	Veliyam	31.15	25.2	42.41

Data source: Sixth working day statement from DDE Kollam





Table : 12 No. of Posts and Vaccant Posts

316  
299

Sl. No	Blcck	LP		UP		STD VIII	
		Post	Vacant	Post	Vacant	Post	Vacant
1	Anchal	294	18	321	12	320	5
2	Chadayamangalam	281	16	300	13	332	6
3	Chathanoor	410	13	324	11	366	8
4.	Chavara	308	14	432	12	349	6
5	Karunagappally	353	15	388	13	368	6
6.	Kollam	394	17	413	16	436	10
7.	Kottarakara	319	16	312	14	378	8
8.	Kulakkada	222	14	260	12	313	7
9.	Kundara	370	18	309	14	350	5
10.	Punalur	267	12	335	13	374	8
11.	Sasthamcottah	234	14	349	12	342	7
12.	Veliyam	354	16	358	13	349	8
	TOTAL	3811	183	4101	155	4277	84

Data source: Statistics Unit DDE, Kollam

Table : 13 Block wise number of protected Teachers

Sl. No	Block	LP	UP	STD VIII	Grand Total
1	Anchal	21	14	4	
2	Chadayamangalam	28	10	4	
3	Chathanoor	28	18	6	
4.	Chavara	27	11	7	
5	Karunagappally	26	12	8	
6.	Kollam	26	15	9	
7.	Kottarakara	27	16	7	
8.	Kulakkada	23	12	5	
9.	Kundara	24	9	7	
10.	Punalur	29	13	6	
11.	Sasthamcottah	28	11	7	
12.	Veliyam	29	12	6	
	TOTAL	316	153	76	550

Data Source- Sixth working day strength of Education Department

Sl. No.	Blocks	Std. I			Std. II			Std. III			Std. IV			Std. V			Std. VI			Std. VII			Std. VIII			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Anchal	1169	1192	2361	1222	1162	2384	1269	1266	2535	1349	1357	2706	1295	1254	2549	1380	1170	2550	1355	1317	2672	1405	1200	2605	10444	9918	20362
2	Chadayamangalam	1246	1246	2511	1247	1300	2547	1482	1251	2733	1297	1382	2679	1278	1232	2510	1164	1039	2203	1126	1134	2260	1187	1221	2408	10027	9824	19851
3	Chathannoor	1080	1240	2320	1000	1137	2137	1191	1171	2362	1060	1247	2307	1131	1224	2355	1054	1236	2330	1231	1241	2472	1000	1077	2077	8787	9573	19851
4	Chavara	1495	1446	2941	1657	1667	3324	1701	1663	3364	1831	1992	3823	1804	1676	3480	1845	1659	3544	1888	1920	3808	1571	1811	3382	13792	13874	27666
5	Karunagappally	1421	1500	2921	1716	1726	3442	1833	1706	3539	1940	1639	3579	1783	1765	3548	1867	1717	3584	1984	1908	3892	1453	1323	2776	13997	13824	27281
6	Kollam	1521	1650	3171	1826	1836	3662	1933	1806	3739	1920	1839	3819	1883	1855	3748	1957	1922	3795	2094	2018	4112	2153	2058	4211	15357	14900	30257
7	Kottarakkara	1052	1110	2162	1018	1017	2035	1061	1049	2110	1267	1118	2385	1326	1286	2612	1137	1167	2304	1349	1283	2632	1351	0951	2302	9561	8981	18542
8	Kulakkada	0857	0735	1592	0791	0753	1544	0757	0809	1566	0815	0817	1632	0987	0876	1863	1045	0967	2032	1100	1012	2112	1268	1056	2324	7620	7045	14665
9	Kundara	1389	1500	2898	1427	1494	2921	2004	1774	3778	1817	2055	3872	1795	1316	3111	1337	1332	2669	1627	1509	3136	1129	1159	2288	12525	12139	24664
10	Punalur	1035	1019	2054	1064	1005	2069	1151	1092	2243	1073	1076	2149	1204	1005	2209	1416	0927	2243	1400	0824	2224	1411	0832	2243	9754	2680	17434
11	Sasthamkottah	0965	0903	1868	1009	0996	2005	1041	1028	2069	1119	1091	2210	1034	0993	2027	0912	0955	1767	1100	1049	2149	1008	0948	1956	8188	7863	16051
12	Veliyan	1228	1209	2437	1311	1316	2660	1350	1339	2689	1371	1374	2745	1507	1397	2904	1515	1303	2818	1572	1416	2988	1692	1559	3251	11579	10913	22492
	TOTAL	14458	14769	29227	15321	15409	30730	16773	15554	32727	16919	16987	33906	17027	15883	32916	16679	15160	31839	17826	16631	34457	16636	15195	31833	131631	125994	257625

Table : 14-Block Wise Enrolled Students as on 31-7-2002 Class Wise/Sex Wise in Categories SC/ST Communities in std I to VIII

Sl. No. Block	Class and Category																																											
	I						II						III						IV						V						VI						VII							
	SC			ST			SC			ST			SC			ST			SC			ST			SC			ST			SC			ST										
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T								
Anchal	213	205	418	23	25	48	228	209	437	21	31	52	206	195	301	22	18	40	243	238	421	20	18	38	219	201	420	48	42	90	245	230	475	45	29	74	250	228	478	40	37	77	240	194
2.Chadaya mangalam	42	62	104	6	5	11	81	92	123	11	4	15	75	70	145	6	2	8	78	58	136	3	7	10	66	63	129	9	6	15	45	69	114	3	3	6	27	64	141	4	5	9	174	176
3.Chathan-noor	232	232	464	0	0	0	296	275	571	-	-	-	312	279	591	-	-	-	274	265	539	-	-	-	178	159	337	-	-	-	177	160	337	-	-	-	165	162	327	-	-	-	110	117
4.chavara	146	161	307	-	-	-	142	140	242	-	-	-	138	138	276	2	2	4	160	152	312	2	1	3	143	135	278	1	1	2	209	139	348	-	-	-	171	137	208	-	-	-	190	283
5.Karunag-appally	123	147	270	5	5	10	136	147	283	3	4	7	146	139	285	1	1	2	189	101	296	2	3	5	133	175	330	5	0	5	160	169	329	1	2	3	191	160	351	3	2	5	123	138
6.Kollam	233	247	480	10	7	17	231	247	428	6	5	11	248	239	487	2	2	4	289	201	496	1	31	32	283	275	530	10	2	12	260	269	529	3	5	8	291	260	551	0	2	2	243	256
7.Kottarakara	202	214	416	-	-	-	194	185	379	-	-	-	189	178	367	-	-	-	238	177	415	-	1	1	247	201	448	0	1	1	211	198	409	0	2	2	267	231	498	0	2	2	276	243
8.Kulakkada	197	152	379	0	0	0	191	179	370	-	-	-	165	185	350	-	-	-	174	175	349	-	-	-	223	210	433	-	-	-	227	220	447	0	1	1	248	235	483	-	-	-	249	256
9.Kundara	243	258	501	4	1	5	218	237	455	0	0	0	248	211	459	3	3	6	211	256	467	2	4	6	269	215	484	4	3	7	215	253	468	8	1	9	276	250	526	2	1	3	185	250
9.Punalur	220	187	407	14	8	22	185	166	351	15	9	24	187	162	349	7	6	13	170	165	333	3	11	14	63	67	140	2	4	6	65	71	136	3	5	8	90	75	165	3	1	4	709	638
10.Veliyan	201	189	390	2	1	3	198	184	382	1	1	2	192	197	289	0	1	1	204	242	446	1	0	1	226	217	445	0	2	2	238	197	435	3	0	3	209	197	406	8	7	15	248	203
11.Sasthamcotta	196	170	366	1	3	4	198	159	357	-	-	-	195	187	382	3	0	3	191	174	365	0	3	3	188	205	393	1	0	1	167	129	296	-	-	-	212	297	509	0	0	0	193	165
Total	2248	2254	4502	65	55	120	2298	2220	4518	57	54	111	2301	2130	4281	46	35	81	2421	2216	4637	34	49	83	2232	2123	4155	80	61	141	2219	2104	4323	66	48	114	247	2096	4543	60	57	117	2940	5859

Table:15-BLOCK WISE NER FOR LP UP STD VIII. (SC/ST)

Sl. No	Block	LP			UP			VIII		
		B	G	T	B	G	T	B	G	T
1	Anchal	91.04	94.89	93.32	101.11	104.21	102.31	100.7	101.41	101.01
2	Chadayamangalm	92.41	86.59	87.34	98.52	94.31	96.27	96.41	95.31	95.91
3	Chathanoor	98.52	92.2	95.31	95.43	102.71	99.32	97.13	97.65	97.32
4.	Chavara	94.6	97.1	95.63	92.5	98.6	95.42	91.32	94.32	93.51
5	Karunegappally	99.17	98.41	98.94	94.4	96.5	95.31	102.61	103.41	102.72
6.	Kollam	94.51	95.21	94.32	95.3	94.7	94.91	107.3	105.4	106.21
7.	Kottarakara	96.32	98.91	97.47	91.75	95.3	93.92	103.52	101.41	102.72
8.	Kulakkada	97.52	96.43	96.85	92.71	94.32	93.52	95.83	100.47	98.32
9.	Kundara	98.52	98.32	98.43	105.31	102.72	103.61	100.65	100.87	100.74
10.	Punalur	92.2	98.41	95.32	96.4	98.3	97.52	95.32	98.71	97.42
11.	Sasthamcottah	93.32	94.51	94.4	99.4	97.5	98.42	97.82	99.93	98.51
12.	Veliyam	96.51	96	96.31	99.71	98.52	98.47	95.48	102.71	98.37

Data Source: House to house Survey and School Database.

Table: 16. Block Wise G.E.R for LP, UP, and Class VIII  
SC/ST (Boys/Girls)

Sl. No	Block	LP			UP			VIII		
		B	G	T	B	G	T	B	G	T
1	Anchal	96.41	97.53	96.91	108.56	108.75	108.73	102.51	103.61	102.71
2	Chadayamangalm	95.38	98.41	96.71	108.31	108.5	108.42	103.12	102.51	102.32
3	Chathanoor	94.32	92.41	93.35	106.43	106.33	106.32	104.32	105.31	104.92
4.	Chavara	98.47	97.41	96.31	105.43	103.73	104.59	104.32	105.31	104.81
5	Karunagappally	96.41	95.43	95.43	105.32	104.35	104.71	101.81	103.41	102.62
6.	Kollam	97.61	98.41	97.91	101.66	103.8	102.71	105.31	104.21	104.71
7.	Kottarakara	98.61	99.41	98.65	108.14	108.32	108.21	100.02	102.41	101.31
8.	Kulakkada	98.71	99.71	98.9	105.04	101.32	103.61	102.05	101.31	101.81
9.	Kundara	96.5	99.6	97.8	98.94	97.98	98.32	103.21	105.31	104.71
10.	Punalur	94.4	95.6	94.7	101.44	102.54	101.92	103.41	105.24	104.32
11.	Sasthamcottah	99.5	98.4	98.3	103.21	104.21	103.81	102.81	105.38	103.46
12.	Veliyam	96.6	93.2	94.9	96.24	98.4	97.7	105.81	106.32	105.61

Data Source: House to house Survey and School Data base

Table:17- Blockwise dropout, repetition and transition rates of LP, UP &amp; Std. VIII (SC/ST) 2001-02 to 200203

Sl. No	Block	L.P.			U.P.			Std. VIII		
		Dropout	Repetition	Transition	Dropout	Repetition	Transition	Dropout	Repetition	Transition
1.	Anchal	0.51	2.1	98.25	1.62	3.2	98.75	2.10	4.02	95.25
2.	Chadayamangalam	0.53	2.3	99.45	1.54	2.4	98.54	2.15	4.75	96.75
3.	Chathannoor	0.49	2.00	99.24	1.51	2.01	99.54	2.02	4.85	94.95
4.	Chavara	0.5	2.2	92.95	1.51	3.1	94.95	2.97	5.00	96.54
5.	Karunagappally	0.52	1.7	95.47	1.49	2.5	96.57	2.95	4.65	96.55
6.	Kollam	0.46	1.6	101.26	1.53	2.75	100.42	2.75	5.01	97.55
7.	Kottarakara	0.44	1.7	102.5	1.51	2.84	99.5	2.94	4.85	94.90
8.	Kulakkada	0.37	2.1	98.27	1.49	3.25	99.27	2.05	4.76	96.84
9.	Kundara	0.36	1.8	99.72	1.56	2.14	98.75	2.95	4.58	96.75
10.	Punalur	0.48	2.2	98.54	1.48	2.57	99.54	2.95	5.11	95.25
11.	Sasthamkotta	0.42	1.7	97.68	1.53	2.35	98.54	2.85	4.79	96.32
12.	Veliyam	0.32	1.8	98.81	1.52	2.42	99.25	2.96	4.95	97.01

Data source: Education Department House to House survey School data base.



Table:18-Blockwise School facilities at Primary and Upper Primary levels of Schools - 2002-2003.

Sl. No.	Block	T.L. Material				Instrument room & Other room		Black Board		Playground		Toilet		Toilet for Girls		Compound walls		Electricity		
		Laboratory		O.E.Kit		LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	
		LP	UP	LP	UP															
			Std. VIII	Std. VIII		Std. VIII		Std. VIII		Std. VIII		Std. VIII		Std. VIII		Std. VIII		Std. VIII		Std. VIII
1.	Anchal		10	38	14	270	198	275	300	12	30	15	25	5	20	8	14	15	47	
2.	Chadayama - ngalam		10	27	18	245	178	170	130	4	19	6	23	-	23	5	10	13	40	
3.	Chathannoor		20	38	21	300	295	375	325	8	26	15	33	4	28	7	25	15	49	
4.	Chavara		10	37	15	275	375	300	420	5	34	16	44	5	25	7	26	16	35	
5.	Karunagappally		6	38	20	290	202	300	270	5	17	10	16	5	13	6	18	15	45	
6.	Kollam		28	47	16	375	426	350	308	15	46	26	60	14	42	13	48	19	55	
7.	Kottarakara		15	49	17	276	238	320	274	12	28	15	33	10	28	10	23	21	49	
8.	Kulakkada		6	44	12	201	230	160	140	5	7	6	10	4	6	6	21	9	36	
9.	Kundara		15	41	23	240	190	250	209	6	39	5	15	2	10	8	36	10	55	
10.	Punalur		10	42	16	292	215	235	215	5	20	15	35	-	20	12	38	12	60	
11.	Sasthamkotta		12	31	14	230	225	200	195	10	20	13	20	3	15	8	16	9	22	
12.	Veliyam		9	44	22	290	229	306	226	10	30	12	15	3	15	10	22	12	54	

Data source : School Data base.

Problems and issues of elementary education in the District.

The main problems and issues that exist mainly in Kollam District can be classified into four areas such as infrastructural issues, academic issues, accessibility of schools and sub standard education prevail in unaided sector.

The main infrastructural issues are absence of separation walls, deficiency of adequate furniture, lack of separate toilet facilities and lack of compound walls. In the case of academic issues lack of proper teaching, learning aids and laboratory facilities local pupil's inexperience and monotonous in learning. Pupils do not get opportunities for self study because of the lack of library and reading room. In coastal and tribal areas the primary schools are situated more than 3 Kms. Away in some places. The tremendous growth of unaided unrecognised educational institutions in the district leads to sub standard education that gave way to shortage in quality education. The lack of professional competency among teachers on the basis of educational changes is another major issue on this subject. Moreover the attitude of some teachers have to be changed.

## CHAPTER - III

### PLANNING PROCESS

#### Introduction:

Several interventions have been made since independence for the Universalisation of Elementary Education both in terms of quality and quantity. The proposed objectives related to UEE are not realised so far. Therefore Sarva Siksha Abhiyan programme with clear time frame for quality UEE, a response to the demand for quality education and an opportunity for promoting social justice, is launched in Kollam District also. There is also another goal to bridge social and gender gaps with the active participation of the community in the management of schools.

The success of this programme depends on the extent of community participation in planning, implementation and monitoring its various aspects. Until and unless community owns the educational aspects of the children, the quality UEE cannot be realized in the true spirit. Decentralization without participation of local groups in the process of providing education to all the children will however remain unachieved.

The perspective plan activities in Kollam district have been started with the premise that the community can discuss, plan and participate in the implementation of the plan for the habitation. In order to create a sense of ownership among the members of habitation the bottom up approach is followed in the planning. Maximum attempts were made to enzyme consultations and interactions with community and the target groups at various levels. Consultative meetings with the officials at various levels were also held to bring about conveyance of different departments.

### Environment Creation Activities.

Awareness classes were conducted in all schools relating to the preparation of District annual work plan for SSA 2003-2004. Parents, representatives of PRIs and teachers attended the classes. Their needs and opinions were consolidated for the Panchayat level-planning meeting.

### Panchayat/Block plan preparation Exercise/training.

In connection with the formation of District annual work plan 2003-2004, the panchayat level Planning Committees overviewed the programmes conducted during the year 2002-2003. The Panchayat level planning committees pointed their programmes for the year 2003-2004 according to the needs and aspirations of their locality. The programmes prepared by the panchayat-level committees were scrutinized and consolidated at Block level planning committee and the data was consolidated for the preparation of District annual work plan SSA 2003-2004.

The state level presentations of the document regarding district plan was done at Thiruvananthapuram on 28<sup>th</sup> March 2003. In Kollam District the discussion meeting was convened on 1-4-2003 at DIET Kollam. Some of the comments and suggestions are also based on observations during the field visit and data and information gathered from discussions with elected representatives of District, DIET Faculty members. District Project Officer, District Programme Officer, Block Programme Officers, BRC Trainees, teachers of primary and upper primary schools, Headmasters of L.P. and UP Schools and Deputy Director of Education, Kollam, Assistant Educational Officers, District education Officers, N.G.O's as well as community members and representatives of the Panchayat Raj Institutions (PRIs).

### Formation of Planning team

In Kerala, several groups/communities have been formed at State and District levels to develop and implement S.S.A. in a decentralized mode. Planning teams have been formed at state and district levels which are responsible for developing annual plan. While formulating the annual plan 2003-2004 The District level, the DIET has played an important role in the plan formulation process. To develop the annual plan 2003-2004 efforts have been made to make the planning process in participatory approach. All possible efforts have been made to involve the PRIs, NGO's and other local level organisations and groups in the plan formulation process. To ensure convergence of efforts and wider participation, related departments such as health, women and child welfare, tribal welfare, social welfare etc. have been consulted. A bottom-up approach has been adopted in Kerala to formulate district level annual plan for the year 2003-04. Efforts have been made in Kollam to ensure participation of the civil society organisation, particularly the community, NGOs and PRIs on the process of development of annual plan for the year 2003-04 under data base mainly sources such as House to House survey, updated data from Educational Statistical wing, School data base. Census Report 2001, social welfare department, District Planning Office, information from Local Self Govt. bodies etc. Primary data and information were generated through various consultative meetings at State, district, sub-district levels.

### Planning Methodology

The planning team members are divided into sub groups for each intervention in S.S.A. and a core team was also formed for scrutinising the work done by the sub groups in each interventions. An overview was done on the annual district plan 2002-2003 in each interventions of SSA. The scope of spill over programme were also considered. Then the programmes on 2003-2004 in each intervention were planned according to the needs and aspirations of Kollam District. The national and state level norms of S.S.A. were also considered in preparing the annual work plan 2003-2004.

### Goals Target setting

School accessibility, enrolment, retention, universal achievement all gender social category gaps and quality issues were considered while formulating the plan at various levels.

CHAPTER IV.

Progress Overview

Approved Budget 2002- 2003

Ma. Act.	Sub S. No.	Activity description	Unit Cost	Kollam 2002-2003	
				Phy.	Fin.
PFE + U PE		Primary + Upper Primary			
	3.1	School Grants	0.020	893	17.86
	3.2	Teachers Grants	0.005	11751	58.755
	3.3	TLE Grants	0.100	0	0
		Total:			76.615
AIE	4.1	EGS Centres (PS)	0.00845	356	3.0082
	4.2	EGS Centres (UPS)	0.012	466	5.592
		Total:			8.6002
IED	5.1	Education of disabled	0.012	180.33	216.396
		Total:			216.396
CRC	6.1	Workshops and Meetings	0.002	71	1.704
	6.2	Furniture	0.100	0	0
	6.3	Contingency Grant	0.025	0	65
	6.4	LM grant	0.010	71	0.71
		Total:			2.414
ERC	7.1	Furniture	1.000	0	0
	7.2	Contingency Grant	0.125	0	13
	7.3	Workshops and Meetings	0.005	0	13
	7.4	TLM Grants	0.050	12	0.6
		Total			33.6
R & E	8.1	Programme	0.014	693	12.502
		Total:			12.502
CCW	9.1	Construction of BRCs	6.00	4	2.4
	9.2	Construction of CRCs	2.00	10	20

= 822

	9.3	New School Building	3.500	0	0
	9.4	Additional class room	1.500	110	165
	9.5	Drinking water	0.150	30	4.5
	9.6	Toilets	0.200	121	24.2
	9.7	Compound wall	0.400	40	16
	9.8	Separation wall	0.100	400	40
	9.9	Electrification (LP + UP)	0.100	43	43
		Total:			298
CCR	10.1	Maintenance and Repair Grant	0.050	400	20
		Total:			20
MGT	11.1	Management cost		0	26.65
		Total			26.65
TRG	12.1	Training for trained teachers (20 days)	000070	11751	164.514
	12.2	Training for fresh recruits (30 days)	0.00070	400	8.4
	12.3	Training for untrained teachers (60 days)	0.00070	0	0
		Total:			172.914
VEC	13.1	Training to VEC Member	0.0003	1104	0.3312
		Total:			0.3312
INO	14.1	Computer Education		269	14.99968
	14.2	Education of Girls		8107	14.4919
	14.3	Education of SC/ST		5119	9.995
	14.4	ECE		29452	9.795
		Total			49.28158
TXT		Free Text Books			
		Std. II to IV for LP	0.00050	55135	27.5675
		Std. V to VII for UP	0.00100	55573	55.573
		Std. VIII for H.S.	0.00150	17703	26.5545
		Total			109.695
		Grand Total			1026.999



Table: 19- Progress Achieved Financial and Physical in Different Interventions.

Sl. No	Major activity	Approved Budget 2002-03	Progress achieved		Remarks
			Financial	Physical	
1	Quality improvement	395.239	141.6		
2.	Children with Special Needs	216.396	1.01		
3.	Girls Education	14.492	--		
4.	SC/ST Education	9.995	.020		
5.	ECCE	9.795	.050		
6.	Computer Education	15.00	1.700		
7.	EGS/AIE	8.60	--		
8.	Research Evaluation	12.502	0.10025		
9.	Management cost	26.65	2.050		
10.	Community mobilisation	0.331	.0166		
11.	Media and Documentation	--	--		
12.	Civil works	318.00	175.60		
	TOTAL	709	146.54685		

**CHAPTER V**  
**PLAN FOR SPILL OVER ACTIVITIES**

I. Quality Improvement Programme

Approved budget for 2001-02 was 182.22 Lakhs and Rs.395.239 Lakhs in 2002-2003. The amount expended during 2002-03 was Rs.141.6 Lakhs. The Spill over amount for 2001-02 is Rs.22.38 Lakhs and 2002-03 is 11.414 Lakhs. i.e Rs. 33.794. The Spill over amount has been worked out for the items such as BRC Furniture and TLM Grant, CRC Furniture and TCM grant and training for newly recruited teachers.

Justification

The amount allotted for this area was not expended fully due to delay in the appointment BRC trainers and the delay in setting up of BRC's and CRC's

Children with Special Educational Needs

Rs. 17.42 Lakhs and Rs. 216.396 Lakhs has been allotted for this intervention during 2001-2002 and 2002-03 Rs. 1.01 Lakhs was expended during 2002-03. Hence the Spill over amount is Rs. 232.806 Lakhs.

Administrative reasons and other difficulties in project implementation delayed the timely organisaiton of this intervention.

Girls Education:

There are 125781 girls students studying in class I to VII in this district. The Budget allotment for this component during 2002-2003 was 14.42 Lakhs. The amount allotted to this special project was not expended in this district.

E.C.C.E.

The number of pre-primary school children in this district is 60478. There are 2539 Anganwadi Centres in this district. The approved budget for the year 2002-2003 is Rs. 9.975 lakhs. No amount has been expended during the budget year.

Computer Education:

For setting up of Computer Training Centre, at District level, the total allocation during 2002-2003 was Rs. 6,46,500/-. Out of it, Rs. 50,000/- has been spent for preliminary works like room furnishing and the spill over amount is Rs. 5,96,500/-.

For setting up of Computer Centres at sub District level, Rs. 21,01,200/- has been allotted. From that amount Rs. 1,20,000/- has been spent during 2002-03. And the spill over for 2003-04 is Rs. 19,81,200/-.

Education guarantee scheme/Alternative and innovative Education.

The constitution of India assures free and compulsory education to all children who are at the age group of 6-14. There are 822 drop outs and 194 out of school children in this district. In order to give education to all these drop out and out of school children, the budget for the year 2002-2003 provides Rs. 8.6 Lakhs. But no amount has been expended during the budget year.

Research Evaluation, Supervision and MIS.

The approved budget for this intervention during 2002-03 is 12.502 lakhs. The expenditure is Rs. 10025.

Management structure.

Rs. 26.65 Lakhs had been costed for Management cost. The amount placed under this head was not utilized during 2002- 2003.

### Community Mobilisation

A new project, in any field, will succeed only when there is enough people's support. Being this in mind, for the implementation of SSA, the awareness of this scheme is necessary among PT.A., MPTA, VEC and community leaders. Hence proper orientation programmes had to be implemented. As a result an amount of Rs. 33,100/- had been sanctioned in the budget for 2002-2003. Out of this an amount of Rs. 16,685/- had been expended as follows:

1. Awareness of SSA to community leaders of Kollam District	Rs. 7,385/-
2. Orientation programmes to peoples representatives in In District Panchayat, Corporation and Municipality Division Members, Block Presidents, Panchayat Presidents.	Rs. 8,300/-
3. Module preparation to community leaders	Rs. 1000/-
Total:	<u>Rs. 16,685/-</u>

An amount of Rs. 16,415/- remaining unspent during 2002-03.

### Civil Woks

Civil works under SSA has started in this district after a proper assessment of the infrastructure requirement for each school. The district planning committee has approved the construction of 6 BRC's 10 CRC's, 110 additional class rooms 30 drinking water facilities, 121 toilets, 61 compound walls 425 separation walls and 103 electrification. The approved budget for 2001-02 and 2002-2003 is Rs. 325.65 lakhs and out of which Rs. 27.65 is for 2001-2002 and Rs. 298/- Lakhs is for 2002-2003. Rs. 155.90Lakhs has been expended. The spill over during 2002-2003 is Rs. 169.75 Lakhs.

CHAPTER-VI  
COMPONENT WISE PLANNING FOR 2002-03

QUALITY IMPROVEMENT.

Introduction:

Improving the quality and efficiency at class room level is a major trust area since the SSA categorically high lights the need to provide quality education in achieving the goal for education for all. More focus on access, enrolment and retention without resulting in betterment of learning levels becomes wastage of resources as well as adversely affects school effectiveness. Pedagogical improvement interventions are one of the most important trust areas of the S.S.A. With regards to our state, though there are a lot of factors to be considered, while dealing with quality the following components are inevitable to assure quality, elementary educational process.

Objectives:

- To develop a curricular vision in the district.
- To identify the issues related to the existing teaching learning process on the basis of the district curricular vision.
- To provides teaching learning materials such as text books, TLE etc.
- To empower the Teacher quality to develop curriculum support activities and materials to overcome the identified issues
- To adopt innovative activities to cope with the quality issues in the district.
- Major components of quality improvement programme.
- Curriculum
- Teaching Learning Material.
- Teacher Training
- Teacher learning process
- Monitoring of quality aspects.

The following items may be include in the work plan with justification.

- Provision for curriculum revision for Std. IV to V Rs. 5 Lakhs.
- State and District Level Resource group training (Residential) 60x5 days x 4 times Rs. 2000/-
- 5 days initial training for all teachers during vacation time.
- Refresher training - 5 days.
- Training to untrained teachers - 10 days.
- Training to newly recruited teachers - 5 days
- Training to Teacher Trainers - 6 days
- Cluster workshops - 10 days.
- Fee text books to girls and SC/ST children
- Teacher Grant.
- School Grant
- Developing of Teacher support material - 5 lakhs
- BRC - Contingency Grant Rs. 5000/ year
  - Workshops and meeting Rs. 500/year
  - Teaching Learning Materials' grants 'Rs. 5000/years
  - Honorarium to trainers @ s. 10000/- per month.
- CRC Contingency Rs. 2500/year.
  - Meetings & Travel Allowance Rs. 200/per month/CRC
  - Teaching Learning Materials' Grant Rs. 1000/per year CRC

Possible Activities.

- Preparation of various level Training Moduls
- Training to BRC Trainees.
- Training to CRC conveyors
- Headmaster training for all primary and upper primary schools.
- Training to H.S. HM's/Principals.
- Training for BPO's AEO's and D.E.O's.

- Development of training materials at various levels like District BRC and CRC.
- Teachers should be equipped in learner centered approach through based pedagogy.
- Special Training for work experience art develops self-learning facilities in class rooms by Reading corner, games etc.
- Class room environment should be modified to make it conducive and attractive for learning.
- Beautification of school premises.

#### IMPLEMENTATION.

Curriculum revision is taking place at the state level. So SCERT is the responsible institution to revise the curriculum. The state and district level Resource group training will be organized through state project Director and District Level working committee of S.S.A. respectively. Various type of Teacher training for trained Teacher should be implemented through the BRC's and CRC's. Training of untrained teachers, newly recruited teachers and BRC trainers should be implemented through DIET. Supply of Free Text Books is implemented through District level bodies. The distribution of teacher grant school grant and developing of Teacher training materials are through BRC's.

#### Special Focus Group.

##### CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Disability is a total limitation of certain human beings. This befalls them to extreme toil throughout their life. One of the major difficulties that they face is, in the field of their education. These cannot be allowed to continue in any longer. So SSA stands for special attention to these children. Considering the nature and gravity of disability, programmes are to be implemented to support these children.

Objectives.

- ◆ To make sure that no children are denied due to disability.
- ◆ To chalk out assistance programme to the disabled children that pave the way for their quality education.
- ◆ To construct necessary infrastructural facilities to help disabled children.
- ◆ Provide them with necessary equipments.

Target group

All the 18033 disabled children of this district from pre-primary to Standard VIII.

Programmes

Community Awareness Programme:

1. (CAP)

Awareness programme/preparation of slides/  
Film shows/seminars/poster, sticker development  
Camps/printing of all materials related to IEDC etc.. 1 day  
(Two times in a year)

2. Parent Education Programme (PEP) printing  
Booklets/orientation, Guidance and counseling/  
Home school convergence programme/medical  
Guidance camps/camps for legal and technical  
Guidance and counselling/Vedio/Tele-conferencing. 1 day  
(Two times in a year)

3. Teacher Empowerment Programme (TEP)  
Short term inservice programmes/capacity  
Development programme/camps for class room  
Strategies/provision for innovative studies/courses  
In maintaining and on site supports/Explosure  
Trips/ printing of local resource manuals/supply  
Of resource kits/wokshop for Teaching  
Learning Materials. Maximum 7 days  
for each.  
3 CRC programme.  
1 day each in a year



4. Learner Achievement Programmes (LAP)

- |  |                             |
|--|-----------------------------|
| ❖ Behaviour modification courses (BMCs)                            | 1 day                       |
| ❖ Course on peer tutoring techniques.<br>(C - P.T.T.)              | 2 days<br>(Non-residential) |
| ❖ Co-living camps (disabled and normal)                            | 5 days<br>(Residential)     |
| ❖ Readiness activities for class room<br>Practices (RAC practices) | 2 days<br>CRC programme     |

5. Resource Centre.

- Setting up of Resource centres
- Placement of Resource teachers
- Need based changes in institutional facilities.
- Special schools for severely disabled children (Preparatory coaching)

Justification

Support and co-operation of community is inevitable in the uplift of disabled children. A trained teacher can create a congenial environment in which the attitude of the normal peers, normal teachers and the parents of normal children towards the disabled children are healthy. This will enable them to grow like other normal children. No child should be allowed to suffer from her own disability as a stumbling block in acquiring education. Eradication of discrimination is to be materialised tiding over physical weakness.

GENDER (GIRLS EDUCATION)

Education of Girls, especially those belonging to the SC and ST, is the Primary focus in SSA. Efforts are being made to mainstream Gender concerns in all the activities under SSA programme. A detailed project proposed in the area of Girls Education is given as annexure-I. The budgetted amount for 2003-04 is Rs. 14.42 Lakhs.

## EDUCATION OF SC/ST CHILDREN

The educational development of Children belonging to the SC/ST is a special focus in SSA Programme of Kollam District. There are 40876 SC/ST Children studying in Class I - VIII in this District. Detailed project proposed for this intervention is given as annexure-II. An amount of Rs. 9.57 Lakhs is costed for 2003-04.

### Early Childhood Care co-education (ECCE)

The National Policy of Education (NPE) has given great deal of importance to ECCE. All efforts are made to develop an integrated approach to meet the educational needs of the pre Schoolers in the innovative project on ECCE, Kollam District. Project proposal on ECCE for 2003-04 is given as annexure-III.

### Computer Education

The implementation of Computer related interventions are being done in this District in a phased manner. An amount of Rs. 25.777 Lakhs was allotted for this intervention during 2002-2003. Detailed project for Rs. 14.97 Lakhs is proposed in the AWP & B 2003-04(Annexure-IV).

## EDUCATION GUARANTEE SCHEME AND ALTERNATIVE INNOVATIVE EDUCATION (EGS & AIE)

### Introduction:

The Directive principle in Art. 45 of the constitution of India enjoin that the state shall endeavor to provide free and compulsory education for all the children until 14 years of age. The national policy on education 1968 and its POA gives priority to UEE. But India has to achieve this still.

There are about 1100 dropouts in the L.P. Section, 1325 dropouts in the U.P. Section and nearly 600 dropouts in Std. VIII in Kollam District. It is because of certain physical and technical reasons. District administration has been taken several projects to avoid this tendency. But they were in vain.

There are about 1016 out of school children in Kollam District who don't have schooling facilities nearby spread over 14 habitations. One of the main objectives of SAA is Univesalisation of Elementary Education (UEE). So plans have to be organised to eliminate illiteracy by bringing all the dropouts to the continuous education centres or Multi Grade Learning Centres (MGLCs).

### Objectives

1. To bring back all dropouts to the continuous education centres.
2. To provide all physical facilities to the dropouts.
3. To find out the interest and aptitudes of the dropouts.
4. To provide access to elementary education for all children.
5. To chalk out innovative alternative schooling facilities according to the requirements of the children.
6. To uplift the level of dropouts to the level of common educated pupils.

### Activities.

To uplift the level of dropouts to the level of other educational pupils, continuous education centres are to be identified. Give adequate awareness to the parents of dropout pupils. For this, the educational authority can seek the help of peoples' representatives. There are 69 panchayats in Kollam District. Average 3 centres can be started in each panchayat and the number of educational centres comes 207 at panchayats. There are two municipalities, in each municipality 3 centers and it comes to 6 centres at municipalities. 5 centres shall be at Kollam Corporation. In this way there are 220 continuous educational centres are to be started. Volunteers are selected to give educational assistance in the centres. Steps have been taken to prepare learning materials to the attendants. The learning time shall be 3 hours in the evening everyday.

### Target groups:

- I. 3025 dropout pupils who were discontinued their studies due to social and economic reasons.
- II. 1016 out school children who do not have schooling facilities nearby spread over 14 habitations.

### Justification

Access to elementary education is the constitutional right of the child. Hence the state has the responsibility to provide the same.

## RESEARCH, EVALUATION, SUPERVISION AND MIS.

Research and evaluation attain more attention now a days. Any developing system calls for systematic and scientific research with periodical evaluation educational research aims at implementing new ways and techniques to improve the teaching learning process. Being in a dynamic society one cannot be static. We must change in accordance with the new awakenings or else we will be out dated. In such a situation research and evaluation deserve the position of the back bone of educational development. S.S.A. has given a predominant role to this intervention.

### Objectives:

1. To assess the strengths and weakness of different programmes implemented at various levels.
2. To assess the impact of teacher empowerment activities.
3. To examine the quality of teaching learning materials developed and used.
4. To motivate practicing teacher to conduct studies and innovates based on their class rooms experiences.
5. To formulate activities to improve the academic achievement to learners.

### Internal Assessment Practices.

Internal assessment programmes play a vital role to see whether the project has achieved its objectives and is progressing in the right direction as envisaged in the policy document.

The following internal assessment practices are suggested.

#### 1.Action Research studies.

Action research on class room practices, pupils achievements, classroom management, role of parents, CCE, utilization of library and laboratory etc. can be conducted at school level, cluster level and block levels.

## 2. Internal Academic Review Mission

In order to get a feedback of the project and to suggest appropriate remedial measures an internal Academic Review mission is to be organized. A competent team is to be constituted for this purpose. The major items to be reviewed by the team includes utilization of teacher grant, school grant progress to avil works. PTA, MPTA, SRG, SSG, VEC meetings, pupils achievement. Teacher empowerment community mobilization etc. focus should be to major issues located and remedial practices for addressing problems identified in earlier missions.

## 3. District level studies.

District level studies are essential to get a clear picture about the progress implementation of various programmes .Competent agencies/institutions should be identified to conduct district level studies on enrolment, retention completion and dropout related in various sectors, effect of capacity development programmes for various functionaries, classroom practices, etc are suggested.

## 4. Studies on process analysis of various intervention

The progress of all interventions are to be periodically evaluated inorder to adopt midcourse corrections. Therefore studies on teacher training process community education programmes, level of teacher proficiency etc. are suggested.

## 5. Studies on evaluation of learners/Teachers

Evaluation on any educational and training programme provides a sound basis for an overall evaluation and establish the efficiency of the programme. Studies on evaluation helps better planning for programmes and improvement of on going programmes.

Studies on achievement of learners at various levels, evaluation of teacher training programmes assessment of learning achievement, average performance of students achievement on the competency based list in language and subjects etc. can be conducted.

Details of components /Activities

1. setting up to researches/ advisory committee at District level consisting ten member.
2. convergence with external Resource Agencies in terms of capacity development. Such as Nehru Yuva Kendra, Sakharatha Mission, university study centers etc.
3. conduct orientation programmes on Educational research practice/Academic supervision/monitoring procedures.
4. conduct of field activities such as monitoring appraisal and supervision of classroom activities at different levels.
5. Arrangement of consultancy services at various levels
6. conduct of periodical meetings of district officers
7. conduct of various type of Research studies
8. periodical updation of house hold data
9. Dissemination of study findings at various levels and
10. Quarterly publication of periodical Research Bulletins.

Duration of the Programme

<u>Item</u>	<u>Duration</u>
1. Action Research	2003-04
2. Internal Academic Review missions	2 days
3. District level studies	
4. Meeting of Research Advisory committee	2 times
5. conduct of periodical meeting at district officials	2 times
6. course on educational Research innovation practice	2 times

7. Course on monitoring and on the spot support 2 times
8. Periodical meeting of monitoring teams at various levels 2 times
9. Dissemination of study findings 2 times
10. Publication of Research bulletins 2 times

#### Implementation strategy

1. District wise orientation for Action Research
2. District and block level supervision and monitoring committees will be formed.
3. Research Advisory committee-district wise will be organized
4. For dissemination of study findings district, block Panchayath wise committee will be formed and slide projection postures, filmshow, making of magazine etc may be utilized.

#### Monitoring

In order to assess this major intervention there will be constitute assessment and appraisal at district, block and Panchayath level in which include the members of NGO's



### Management of SSA

Management of a project is very important to achieve the fixed goals. This became very crucial as regards to educational project management in the long run. SSA in a district Specific intervention. Therefore, structures ranging from State to School level are to be activated so as to ensure that the entire programmes are progressing in the stipulated time frame.

#### Objectives

1. To evolve a suitable management mechanism for the effective implementation of SSA.
2. To ensure that all the activities are progressing in the district and BRC levels in the pre-fixed time frame.
3. To equip the structure with ample support mechanism and personal.

#### Possible Activities.

Setting up district project office. A district level structure should be installed with D.P.O as the head of the project in the district.

#### BRCs

12 Block resource centers are to be set up as the subordinate structure to the D.P.O comprising B.P.O etc.

#### Management structure and Institutional capacity building

The expenditure under management cost includes, Salaries, Equipment, Fax, Telephones, Photocopies, Postage, Vehicle hiring, Administrative expenditure. TA/DA, Hiring of experts, Capacity building etc.

### Community Mobilisation

The SSA Programme has to be assigned with greatest importance to the systematic mobilization of the community and creation of an effective system of decentralized decision making. We have to give utmost importance to community mobilization programmes as a part of the preparatory activity. Decentralization of powers to VEC/Panchayaths/Urban Local bodies etc. are part of the implementation of strategy of SSA. The Keralite society is very sensitive towards any sort of educational intervention. Therefore, planned and purposeful community mobilization activities are highly essential. In this connection, two batches of one days orientation course were conducted to people representatives and VEC members.

#### Objectives

1. To train the community leaders for their capacity building so as to make them involving in the educational activities.
2. To constitute core-planning team incorporating representatives of NGO's, voluntary service associated for educational activities along with PRI and educational personnels.
3. To aware the society on issues such as gender for equity, support to focuss groups etc.
4. To ensure the participatory monitoring of community is all the educational interventions in the society.
5. To achieve MPTAs, PTAs, SSGs to seek contribution in all activities including academic affairs.
6. To aware the media personnel about the SSA programme.
7. To make awareness to people's representatives on SSA programmes.

#### Activities

1. Developing of modules for the training of community leaders of Panchayath, Block and District level, yearly.
2. Conduction of Orientation to community leaders three times a year.
3. Seminars and workshops at various levels with a view to disseminate the update vision and education.
4. Formation of team for monitoring SSA activities
5. Training for the monitoring teams.

### Media and Documentation

Documentation of various programmes ensures ready reference for future use and provides publicity among the general public about the activities of SSA. Therefore each and every activities associated with it should be documented by way of modern means. A district specific documentation system should be evolved.

#### Objectives

1. To develop district specific documentation mechanism in the district.
2. To make use of various means such as video, audio, computer etc. for proper documentation.
3. To evolve programme related documentation process.
4. To prepare monthly, half yearly and annual reports of all the activities.

#### Issues and Problems

1. While various activities are going on at various levels documentation and consolidation become difficult.
2. For the various means of documentation (video, computer etc) skilled persons are needed.
3. If the documentation is not in the proper way it may affect the programme adversely.

#### Possible activities

1. Conceptualization workshop for developing a documentation mechanism.
2. Documentation by using appropriate means related to each and every activity.
3. Preparation of annual reports.
4. Video and audio documentation
5. Slide preparation
6. Documentation of learners achievement
7. Documentation of yearly reports.

8. Documentation of interaction with community.
9. Preparation of phamlets, brochures, news letter, periodicals etc.
10. Process documentation of workshop and seminars.
11. Preparation of film which can be telecasted through electronic media.

#### Implementation Strategy

1. Documentation teams have to be set up at district, block and panchayath levels.
2. These teams have to be trained in the process and ways of documentation.
3. Steps may be taken to inform all the programmes in advance so that nothing will be missed.
4. Periodical meeting of the teams and consolidation at district level.
5. Effective measures have to be taken to keep all the documents in a proper way.

#### Monitoring and evaluation

Documentation is a ready reference for future use. So it should be maintained well. A documentation appraisal committee has to be formed for its periodical appraisal. This committee may sit once in a month and if needed put suggestions for improvements.

#### Justification

SSA is project envisaged for a long period. So Documentation has a vital role to play. To assess the steady progress of any programme, documentation is inevitable.

CIVIL WORKS:

S.S.A. envisages quality elementary education, by way of quality infrastructure facilities and learner friendly class rooms. Lack of infrastructure facilities is one of the researches finding for drop outs. Absence of separation of walls in schools an attractive school premises etc. are stumbling block on the path of total enrolment. The available facilities cannot be made use because lack of electricity and other convenience. Most of schools do not have separate toilet facilities for girls.

There are 893 schools, (LP, UP & HS class VIII) out of which 407 are govt. schools. These schools are not provided with adequate facilities, which adversely affect the quality of education.

Objectives..

- 1.To provide adequate facilities for schools.
- 2.To equip class room learner friendly by providing necessary facilities.
- 3.To build new schools where there are needed.
- 4.To construct BRCS CRCs Building.
- 5.To provide total facilities as urinals, toilet latrines girls toilet etc.
- 6.To make all class room separate, constructing permanent walls.

.Possible activities.

1. Construction of additional class rooms.(2.) Maintenance of existing facilities.
3. Construction of separate walls.(4.) Construction of urinals, toilet, girls latrine
5. Construction of compound walls
6. Installing drinking water facilities to each schools.
7. School electrification.
8. Construction of school premises
9. Beautification of school premises
- 10.Establishment of BRcs and
- 11.Resolution of DIET facilities.
- 12.Supply of furniture and black boards:
- 13.Construction of special facilities for disabled children (such as rails, toilets etc
14. Leveling of playground.

PROGRESS OVERVIEW

Quality Improvement

TABLE:A

Sl.No	Major Activities	Approved Budget 2001-02 Rs in Lakhs	Approved Budget 2002-03	Expenditure In Lakhs	Target Achieved	Remark
	Free Text books					
1.	Std II to IV	114.06	2,75,6750	7,54,9203	33.73%	
2.	Std V to VII		5,55,7300			
3.	Std VIII		2,65,5450			
4.	BRC TLM Grant Furniture Grant	13.50	60,000	Nil	0%	
5.	CRC TLM Grant Furniture and meeting	8.88	1,70,400	Nil	0%	
6.	School Grant	7.10	17,86,000	14,12,000	56.57%	
7.	Teacher Grant	12.88	5875500	3223000	44.99%	
	<u>Teacher Training</u>					
8.	Training to Trained Teachers	25.80	16451400	1975797	10.38%	
9.	Training to newly recruited Teachers		840000	Nil	0%	
10.	Salary to BRC Personals		3300000	Nil	0%	
	<b>TOTAL</b>	<b>182.22</b>	<b>395.238</b>	<b>141.60000</b>	<b>24.59%</b>	

IEDCTABLE:A.Programme Overview

Sl. No	Major Activity	Approved Budget 2001-02	Approved Budget 2002-03	Expenditure	Target achieved
1.	Children with Special Needs	17.42	216.396	1.01	

GIRLS EDUCATION

Table A Progress Overview

Activity	Approve Budget 2002-03	Expenditure	Remarks
Girls Education	14.49	Nil	



TABLE A.

SC/ST Education

Progress Overview

Item No.	Major Activities	Approved Budget		Expenditure	Target Achieved	Remarks
		2001-02	2002-03			
	SC/ST Education	15.0	9.995	.020		
	Total	24.995				

## E.C.C.E

PROGRESS OVER VIEW

Table -A

Sl.NO.	Major Activities	Approved Budget (in Lakhs)	Expenditure	Target Achievement	Remarks
	E.CCE	9.795	0.500		The initial works like collection of data related to Agnawadi workers helpers etc. are done within the time. Organised the public awareness campaign at blockwise, panchayat level and also. Visited the centres of ECCE and collected the infrastructure facilities and the requirements that they needed for their effective functioning.

Computer education.

Table:A progress overview

Sl. No	Major activities	Approved Budget	Expenditure	Target achieved	Remarks
1.	Setting up of district Training center	6,46,500	Rs. 50,000/-	Furnishing	
2.	Setting up of Computer Centre in selected schools	Rs.21,01,200	Rs.1,20,000/-	Furnishing	

EDUCATION GUARANTEE SCHEME & ALTERNATIVE INNOVATIVE EDUCATION  
(EGS & AIE)

Table .A

Sl. No.	Major activities	Approved budget 2002-03	Expenditure	Target achieved	Remarks
4	4.1 EGS & AIE	3.008 (356x845)	NIL	NIL	
	4.2 AIE EGS (UP Section)	5.592 (466 x 1200)	NIL	NIL	
	Total	8.6 =====			

**Research Evaluation Supervision to MIS  
Progress Overview**

Table:A

Sl. No	Major Activities	Approved Budget In Lakhs	Expenditure In Lakhs	Target Achieved	Reamarks
1	Action Research				
2.	Internal Academic Review mission				
3	District level studies				
4	Meeting of Research Advisory committee	12.502			
5	Conduct of Periodical meeting at district official				The remaining approved budget 12.492 Lakhs
6	Course on educational Research innovation practice				
7	Course on monitoring and on the spot support		.010025	.082%	
8	Periodical meeting of monitoring terms at various level				
9	Dissemination of study findings				
10	Publication of Research bulletins				

Management cost

Table A.

Progress Overview

Major Activities	Approved Budget 2002-2003	Expenditure 2002-2003	Remarks
Management Cost	26.65	2.050	

COMMUNITY MOBILISATION

Table:A PROGRESS OVERVIEW

Sl. No.	Major Activities	Approved Budget (in lakhs)		Expenditure	Target Achievement	Remarks
		2001-02	2002-03			
1.	Community Mobilisation	.331	.331	.166	--	
	Total	.662				

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Table: A-Media and Documentation

No.	Major activities	Approved Budget	Expenditure	Target achieved	Remarks.
L	NIL	N IL	NIL	NIL	NIL



PROGRESS OVER VIEW 2002-2003.

TABLE - A

Sl.No.	Major Activities	Sub Sl. No.	Activity Description	Unit cost	Approved Buget 2002-2003		Expenditure 2002-2003 Fin(Rs, Lakhs)	Target achieved	Remarks
					Phy	Fin(Rs. Lakhs)			
9	CCW	9.1	Construction of B.R.Cs.	6.00	6	36.00	14.40	40%	
		9.2	Construction of CRCs.	2.00	10	20.00	8.00	40%	
		9.4	Additional class room	1.50	110	165.00	66.00	40%	
		9.5	Drinking water	.15	30	4.50	4.50	100%	
		9.6	Toilet	.20	121	24.20	24.20	100%	
		9.7	Compound wall	.40	61	24.40	12.00	49%	
		9.8	Separation walls		425	41.25	16.50	40%	
		9.9	Electrification	.10	103	10.30	10.30	100%	
	Total			--	--	325.65	155.90	--	
10.	CCR	10.1	Maintenance and repairs.	.05	414	20.70	19.70	951	
	Total:					346.35	175.60		

## Spill Over plan 2002-03

TABLE-B

Sl.No	Major Activities	Approved Budget(2002-03)	Expenditure Spill over (2003-04)
1.	BRC TLM Grant	60,000/-	60,000/-
2.	CRC TLM Grant	71,000/-	71,000/-
3.	Training to newly recreated Teacher	8,40,000/-	8,40,000/-

SPILL OVER (2003-04)

TABLE:B.

Sl. No	Major Activity	Approved Budget 2001-02	Approved Budget 2002-03	Spill Expenditure over 2003-04	Spill over 2003-04	Remarks
1.	Children with special Educational Needs	17.42	216.396	1.01	232.806	

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Table: B

Spill Over plan 2003-04

Activity	WPB 200203	Expenditure Spill over	Remarks
Girls education	14.49	Nil	

TABLE. B

SC/ST Education

Spill over plan 2002-03

Item No.	Major Activities	Approval Budget 2001-02 & 2002-03	Expenditure-Spill over 2003-04	Remarks
	SC/ST Education	24.995 Lakhs	24.975	

SPILL OVER.2002-03Table -b

Sl.NO.	Major Activities	Approved Budget (in Lakhs)	Expenditure Spillover	Remarks
	E.C.C.E	9.795	9.295	

Table B. Spill over plan - 2002-2003

Sl. No	Major activities	Approved Budget 2002-2003	Expenditure	
1.	Setting up of district training center	Rs. 6,46,500/-	Rs. 5,96,500/-	
2.	Setting up of computer centre in selected schools	Rs. 21,01,200/-	Rs. 19,81,200/-	

## EGS &amp; AIE

Spill over work : 2002 - 2003

Due to some technical reasons no amount under AIE has not been expended.

Table B - Spill over plan 2002 -- 2003

Sl. NO.	Major Activities	Approved Budget 02-03	Expenditure spill over 2002-04	Remarks
4.	4.1. AI E, EGS (LP Section)	3.008 (356 x 845)	N I L	
	4.2. AIE EGS (UP Section)	5.592 (466x1200)	NIL	



Research Evaluation Supervision to MIS  
Spill Over plan 2002-03

Table:B

Sl. No	Major Activities	Approved Budget	Expenditure spillover	Remarks
1	Action Research	12.502	12.492	
2.	Internal Academic Review mission			
3.	District level studies			
4.	Meeting of Research Advisory Committee			
5.	Conduct of periodical meeting at district officia's			
6.	Course on educational Research innovation practice			
7.	Course on monitoring and on the spot support			
8.	Periodical meeting of monitoring teams at various level			
9.	Dissemination of study finding			
10.	Publication of Research bulletins			

SPILL OVER PLANTable-B

Major Activities	Approved Budget 2002-2003	Expenditure 2002-2003	Remarks
Management Cost	26.65	24.60	

Table:B

Spill Over Plan 2003-2004

Sl. No.	Major Activities	Approved Budget (in lakhs)		Expenditure Spill over	Remarks
		2001-02	2002-03		
1.	Community Mobilisation	.331	.331	.495	
		.662			

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Media and Documentation

Table B. Spill over plan 2002-2003

Sl.No.	Major activities	Approved Budget 2002-2003	Expenditure spill over 2002-2003	Remarks.
-	Nil	Nil	Nil	Nil

SPILL OVER PLAN - 2003 - 2004.

TABLE - B.

Sl.No.	Major Activities	Sub Sl. No.	Activity Description	Unit cost	Approved Budget 2002-2003		Expenditure SPILL OVER 2002-2003 Fin(Rs, Lakhs)	Remarks
					Phy	Fin(Rs. Lakhs)		
9	CCW	9.1	Construction of B.R.Cs.	6.00	6	36.00	21.60	
		9.2	Construction of CRCs.	2.00	10	20.00	12.00	
		9.4	Additional class room	1.50	110	165.00	99.00	
		9.5	Drinking water	0.15	30	4.50	0.00	
		9.6	Toilet	0.20	121	24.20	0.00	
		9.7	Compound wall	0.40	61	24.40	12.40	
		9.8	Separation walls		425	41.25	24.75	
		9.9	Electrification	0.10	103	10.30	0.00	
	Total					325.65	169.75	
10.	CCR	10.1	Maintenance and repairs.	.05	414	20.70	1.00	
	Total:					346.35	170.75	

Table C. Annual Work Plan and Budget for 2003-2004.

## Quality Improvement.

Item No.	Description Activities	Unit cost Rs.	Physical Target	Period	Financial Outlay Rs.	Remarks
1.	Provision for curriculum revision for Std. IV,V				5,00,000/-	
2.	State and District level Resource group training (Residential) 60x5 days x 4 time x Rs. 2000/)	2000	240	5 days	24,00,000/-	
3.	5 days initial training for all teachers in the vacation.	70	11767	5 days	41,18,450/-	
4.	Refresher training - 5 days	70	11767	5 days	41,18,450/-	
5.	Training to untrained teacher, 10 days.	70	280	10 days	1,96,000/-	
6.	Training to newly teachers - 5 days	70	400	5 days	1,40,000/-	
7.	Training to Teacher Trainers - 6 days	70	120	6 days	50,400/-	
8.	Cluster meting - 10 days	70	11767	10 days	82,36,900/-	
9.	Free text books to girls SC/ST children a. Std. II to IV b. Std. V to VII c. Std. VIII	50 100 150	55135 55573 17703		27,56,750/- 5557,300/- 26,55,450/-	To all girls SC/ST children at primary and Upper primary level within on Upper ceiling of Rs. 150/- per child
10.	Teacher Grant a. LP Teacher b. U.P. Teacher c. Std. VIII Teacher	500 500 500	3628 3946 4193		18,14,000/- 19,73,000/- 20,96,500/-	
11.	School Grant	2000	893		17,86,000/-	
12.	Developing of teacher support materials				50,00,000/-	
13 a.	BRC contingency grant 12500/4 years	12,500	12		1,50,000/-	Contingency grant of Rs. 12500 for BRC and Rs. 2500 for CRC per year

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b.	Workshops and meting - 500/year	500	12		6 000/-	Meeting travel allowance Rs. 500/- per month for BRC Rs. 200/- per CRC
c	Teaching Learning Materials grants 500/year	5000	12		60 000/-	
d	Honorarium to trainers @ Rs. 10000/per month	10000	120	12 months	1,44,00,000/-	TLM grant, Rs. 5000/- per year for BRC Rs. 1000/- per year per CRC
14. a	CR C contingency 2500/year	2500	71		1,77,500/-	
b.	Meeting I& Travel allowance Rs. 200/per month/CRC	200	71	12 months	1,70,400/-	
c.	Teaching ,Learning materials grant Rs. 1000/per year CRC	1000	71	1 year	71,000/-	
TOTAL					5,39,34,100/-	

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## IEDC ANNUAL WORK PLAN &amp; BUDGET FOR 2003 04 (Table - C)

Sl. No.	Description of Activities	Unit cost	No. of programme	Nc. of Participants	RP's	Amount
1.	Community Awareness	Rs. 1200/- disabled child	--	1775	--	8.6
2.	Conveyance practices	--	120	40	30	7.9
3.	Identification of Beneficiary group	--	40	100	--	6.9
4.	Need based charges in Institution facilities	--	--	--	--	15
5.	Distribution of technical appliances	--	--	--	--	50
6.	Setting up of Resource centers	--	--	--	--	50
7.	Placement of technical staff (RT)	--	--	--	--	20
8.	Capacity development	--	--	--	--	15
9.	Development/modification of TLM	--	--	--	--	20
10.	Modification of Teaching - learning strategy	--	--	--	--	8
11.	Monitoring	--	--	--	--	10
12.	Changes in evaluation	--	--	--	--	5
	TOTAL	--	--	--	--	216.4



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Table:C

Spill Over plan 2003-04

Activity	WPB 200203	Expenditure Spill over	Remarks
Girls education	14.49	Nil	

TABLE: C

## SC/ST Education

Item No.	Description/Activities	Unit Cost	Physical Target	Period(day)	Financial Outlay Proposed (lakhs)	Remarks
1.	Studies on issues and problems related to SC/ST	0.01000	71	1	.71	
2.	Special training program to Teachers	0.00070	900	2	1.26	
3.	Special mainstreaming camps and bridge course	0.00100	600	5	3.00	
4.	Enrichment program for gifted children	0.00200	300	5	3.00	
	TOTAL Rs.				9.57	

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Table C. Annual Work Plan &amp; Budget 2003 - 2004

ECCE. (Rs. In Lakhs)

Sl. NO.	Activity	Unit cost	Physical Target	Period	Financial outlay	Remarks
1.	Community awareness programme	.00030	6,000	1 day	1.80	
2.	Studies on ECCE	.01000	71	1 day	0.71	
3.	Special training to teachers	.00070	900	2 days	1.20	
4.	Camps and decoration work	.00100	600	5 days	3.00	
5.	Workshop for making Toys	.00200	1500	1 day	3.00	
6.	Enrolment drives and Monitoring	.10000	12	1 day	.28	
	TOTAL				9.99	



Table C. Annual work plan & Budget for 2003-2004.

Sl. No.	Description Activities	Unit cost	Physical Target	Period	Financial out lay	Remarks
1.	Distribution of computers	0.4	$0.4 \times 29 = 11.6$	2003-2004	11.6 Lakhs	
2.	Distribution of printer	0.15	$0.15 \times 15 = 2.25$	"	2.25 Lakhs	
3.	Teachers training (One teacher from one school)	0.00 070	208 Teachers $\times 5$ days	"	0.72800	
4.	Repairs & Maintenance	-	-	"	0.1 Lakhs	
5.	Distribution of advanced software	-	-	"	0.3 Lakhs	
				Total:	14.97 Lakhs	

## EGS &amp; AIE

Table .C

## Annual Work Plan &amp; Budget for 2003 – 2004

Item No	Description of activities	Unit cost	Physical Target	Period	Annual Outlay	Remarks
<b>4.1</b>	<b>MULTI GRADE LEARNING CENTRES ( LP )</b>					
1.1	Parents awareness programme	.0005	456	03.04	.23	Rs. 845/- can be expended for one pupil at LP level Number of out school children 456
1.2	Setting up of MGLCs	.12	45 ✓		.54	
1.3	Honorarium to volunteers	.06	45		2.7	
1.4	Learning Materials to pupils	.001	456		.45	
	<b>Total</b>				<b>3.92</b>	
<b>4.2</b>	<b>MULTIGRADE LEARNING CENTRES ( U.P )</b>					
2.1	Parents awareness Programmes	.0005	560	03-04	.28	Rs. 1200/- can be expended for one pupil at UP level Number of out school children 560
2.2	Setting up of MGLCs	0.12	56 ✓		.67	
2.3	Honorarium to Volunteers	0.84	56		2.89	
2.4	Learning materials to pupils	.0015	560		.84	
	<b>Total</b>				<b>4.68</b>	
	<b>Grand Total</b>				<b>8.60</b>	

MANAGEMENT COST - SALARIES.

Sl. No.	Name of Post	Scale Rs.	Salary for 1 month	Salary for 1 year	No. of Posts	Total amount	Remarks
1.	Project Officer	7450-11475	10,881	1,30,572	1	1,30,572	
2.	Programme Officer	6675-10500	9,711	1,16,532	5	5,82,660	
3.	Acc. Of tier/Adm: Asst.	7200-11400	10,436	1,25,232	1	1,25,232	
4.	Computer Programme	6,000/- (Consolidated)	6,000	72,000	1	72,000	
5.	Data entry operator	3,000(consolidated)	3,000	3,000	1	36,000	
6.	Clerk	3050-5230	4,409	52,908	5	2,64,540	
7.	Peon	2610-3680	3,752	45,024	2	90,048	
8.	Driver	2750-4625	3,845	46,140	2	92,280	
9.	B.P.O.	6500-10550	9,120	1,09,940	12	13,13,280	
10.	Clerk (B.P.O. level)	3050-5230	4,309	51,708	12	6,20,496	
11.	Peon	2610-3680	3,702	44,424	12	5,33,088	
					Grand Total:	<u>38,60,196/-</u>	

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Management Cost

Table - C

Annual Plan & Budget -2003-04

Salaries	38.602
Equipment	1.250
Fax, telephone, photo copies, postage etc.	15.000
Vehicle hiring	2.500
Administrative Expenditure	0.750
TA/DA of furniture	7.200
Hiring of Experts	2.000
Identified Capacity building of agencies	5.000
TOTAL:	<u>72.302</u>



Research Evaluation Supervision and MIS  
Annual work plan and Budget 2003-04

Table:c

Sl. No.	Description of Activity	Unit Cost	Physical Target	period	Financial Outlay	Remark
1.	Action Research	1500/-	50		.75	
2	Internal Academic Review mission	27,500/-	2		.55	
3	District level studies	2500/-	10		2.5	
4	Meeting of Research Advisory Committee	5000/-	2		0.1	
5	Conduct of periodical meeting at district officials	6000/-	2		0.12	
6	Course on educational Research innovation practice	2000/-	2		0.04	
7	Course on monitoring and on the spot support	2500/-	2		.5	
8	Periodical meeting of monitoring teams at various level	2500/-	3		.75	
9	Dissemination of study finding		2		3.2	
10	Publication of Research bulletins				4.00	
					12.51	

**COMMUNITY MOBILISATION**  
TABLE:C Annual work plan & Budget for 2003-04

Item No.	Description of Activities	Unit Cost	Physical Target	Period	Financial outlay (in Lakhs)	Remarks
1	Awareness programme to Community leaders	30	951	6 months	.58	Rs. 30/- for mess allowance to each representatives
2.	Awareness to VEC members	30	552	4 months	.50	
3.	Awareness to PTA and MPTA representatives of all Schools.(893x5)	30	4465	4 months	1.35	
4.	Awareness to monitoring team					
	TOTAL				2.43	

## Media and Documentation

Table-c Annual work plan &amp; Budget for 2003-2004

Sl. No	Description activities	Unit cost	Physical target	Period	Financial Out lay	Remarks
1	Video clippings & Photos	0.05	-	2003-2004	0.2	
2.	Books & Files and Stationers		-	"	0.2	
3.	Workshop developing Documentation Dist: level	0.05		"	0.5	
4.	Block level	0.04	12x4	"	0.48	
5.	Panchayath level	0.03	80x0.03	"	2.4	
				Total	<u>3.78</u>	



ANNUAL WORK PLAN & BUDGET FOR 2003-2004

TABLE -C

Sl.No.	Major Activities	Sub Sl. No.	Activity Description	Unit cost	Approved Budget 2002-2003		Remarks
					Phy	Fin(Rs. Lakhs)	
9	CCW	9.1	Construction of B.R.Cs.	6.00	3	18.00	
		9.2	Construction of CRCs.	2.00	15	30.00	
		9.4	Additional class room	1.50	110	165.00	
		9.5	Drinking water	0.15	30	4.50	
		9.6	Toilet	0.20	121	24.20	
		9.7	Compound wall	0.40	40	16.00	
		9.8	Separation walls	0.10	400	40.00	
		9.9	Electrification	0.10	43	4.30	
	Total			--	--	302.00	
10.	CCR	10.1	Maintenance and repairs.	0.05	400	20.00	
	Total:					322	



**TABLE - D - TOTAL PLAN FOR 2003 - 2004, KOLLAM**

(Rs. In Lakhs)

Sl. No	Major Intervention	AWPB 2001 02 & 2002-03	Expenditure 2002-03	Spill over to 2003-04	Proposal for 2003-04	Total	Remarks
1.	Quality improvement	577.458	141.6	32.09	539.341	571.431	Spill over for BRC, CRC, TLM Grant & Tr. Trg only
2.	Children with special Education Needs	233.816	1.01	232.806	216.396	449.202	
3.	Gender (Girls Education)	14.420	-	-	14.42	14.42	
4.	Scheduled Caste and ST Children	24.995	0.020	24.975	9.57	34.545	
5.	Early Childhood care and Education (ECCE)	9.795	0.05	9.745	9.990	19.735	
6.	Computer Education	27.477	1.7	25.777	14.970	40.747	
7.	Education Guarantee Scheme / AIE	8.6	-	-	8.60	8.60	
8.	Research and Evaluation Supervision and MIS	27.412	0.10025	27.312	12.51	39.822	
9.	Management Cost	26.65	2.05	24.6	72.302	96.902	
10.	Community Mobilisation	0.662	0.1666	0.495	2.43	2.925	
11.	Media and Documentation	--	--	--	3.780	3.780	
12.	Civil works	346.35	175.60	170.75	322.00	492.75	
	<b>Total</b>				<b>1226.309</b>	<b>1774.859</b>	

\* Proposal for 2003 - 04 - Civil works % 26.25

" Management cost % 5.89

**SHARING DETAILS**

(Rs. in Lakhs)

Central Share	State Share	Total
1331.14	443.71	1774.85



## Girls' Education

Schools, formal and non-formal, its curriculum and teachers have a premier role to play in developing materials and learning experiences that would foster the spirit of equality and harmony between girls and boys in the early years and prepare them for equal partnership and shared roles for a common future. School has strong contenders in traditional family and male centers social, religious, economic and political institution that assign an inferior status to female and do everything to erode their self-confidence and initiatives. Unwelcome at birth, a girl receives a negative.

### Situational overview of Girls in Kerala.

SSA's commitment to universalize primary education necessarily implies equal and universal participation of all children regardless of religion caste, creed, sex etc. Thus special attention to certain disadvantaged groups of children would be imperative if the goal of UPE is to be achieved. Girls who comprise one half of the eligible child population fall into this category of children requiring special attention to their participation in primary education has been far from the desirable. In this context it must be recognized that their participation levels tend to decline in the case of particular social groups such as SCs, STs, Minorities, OBCs etc. Data has clearly indicated that girls enrolment and retention have been low as compared to boys and this has widened the gender gap which SSA seeks to reduce.

Given this overall situation and SSA's thrust on area specific contextual planning, the deterrents to girls education in general and in particular (among social groups and in geographic locations) must be addressed. These deterrents are rooted in their homes and society. Educating girls is commonly perceived as unnecessary mainly on account of the role they have been assigned in running the house (which often has economic implications for the family) and also because they will eventually leave their parental homes after marriage where their skills in household chores will hold them in better stead. Girls who reach the schools are likely face non-supportive

environment in the classroom and schools as these are mere extensions of their social moorings serviced and managed by those who are a part of the very social order which they belong.

The specific situations of girls may vary across districts, blocks and clusters, there is a need to focus on special problems in specific areas, which could vary considerably. These variations will have to be taken into account while planning in order to duly address them through different strategies. Thus, while there would be a generic strategy applicable to all girls in the district there would have to be certain specific strategies to counter the acute situations faced by girls in certain pockets.

#### Objectives

1. Accessing quality education to all, especially women and girls in the framework of equal opportunity.
2. making education a strong vehicle of women's equality and empowerment/

#### Target group

125781 girls students in this district from class I to VIII.

#### Programmes:

- Teacher Training Programme and H.M's training,  
Module development (district level) DRG Equipping (district level)
- Training programme for resource person.
- MPTA VEC/NGOs Awareness programme.
- Counseling centres for parents and children  
District level/panchayat level[school level]
- Training for teachers about counseling.
- Women empowerment programmes for Adolescent girls through schools.
- Co-living camps(2 days).
- ▲ Community mobilization programmes.
- Educational incentives for girls cash awards for the girls who score high Mark in Mathematics and Science.
- Financial aids to girls from poor families, irrespective of caste and religion
- NCC training for girls/cycling.
- Yoga/Karate/Physical training.
- Media campaign - Aware public about the equality of both sex child.

GIRLS EDUCATION

Table:A

Progress Overview

Activity	Approve Budget 2002-03	Expenditure	Remarks
Girls Education	14.49	Nil	

Table: 8

Spill Over plan 2003-04

Activity	WPB 200203	Expenditure Spill over	Remarks
Girls education	14.49	Nil	

Table : C ANNUAL WORK PLAN AND BUDGET - 2003 -2004.

GIRLS EDUCATION

Sl. No.	Major Activities	Physical Target	Period	Financial Outlay	Remarks
1.	Teacher Training , counselling including experts honorium.	1,25,781 Girls students	2003-2004	3.85	
2.	Parental education			.44	
3.	Preparation of students pamphlets and brochures.			.5	
4.	Co-living camps (2 days)			5.18	
5.	Adolescent Education for Girls			2.84	
6,	Yoga Training			1.61	
	TOTAL			14.42	

Annexure-II  
SC/ST Education.

The Education of SC/ST students should be dealt with great concern when we think of the learning achievement of them on comparison to other categories. The number of drop outs from SC/ST category is for greater than that of others. So the educational achievement of SC/ST is very poor as compared to other categories. So we have to make special focus on the education of SC/ST in our district as envisaged in the SS.A. Project.

The Eastern part of our district is considered as tribal area. Most of them live in forest areas. They are not able to mingle with the rest of the community. Their socio-economic status is very low as they are not able to enjoy the modern amenities like radio, TV, telephone etc. Moreover tribal children stand unique as they lead drastically different way of life, culture etc. In some tribal areas, children do not have accessibility towards primary education due to lack of schools. There are 2,57,625 school children in our district from classes I to VIII. There are . . . children who have not enrolled yet due to various reasons.

Objectives.

1. To study various issues and problems related to the quality education of SC/ST, coastal area and urban deprived children.
2. To conduct orientation programmes to community leaders and parents.
3. To organise special camps and bridge courses.
4. To set up special models of alternative schools.
5. To conduct community mobilisation programmes.
6. To provide special monitoring system.
7. To develop institutional materials for remedial/coaching classes.
8. To provide a congenial learning environment inside and outside of schools.
9. To provide job oriented education.

### Target Groups.

There are 40876 SC/ST children in the district from class I to VIII. These children are the target group of the project and their details are given below.

(Table )

### Implementation strategies.

1. Community awareness programmes to sensitise them about the need of children.
2. A base line assessment study to probe the issues related to quality elementary education of the SC/ST children.
3. Special training programme for non-tribal teachers to work in tribal areas including knowledge of tribal dialect.
4. Special mainstreaming camps and bridge courses conduct at the vacation time related to quality of formal education.
5. Remedial and learner support activities for SC/ST children of all classes.
6. Enrichment programmes for gifted SC/ST student of all classes.
7. Development of learning materials to make it suitable for supplementing the text books.
8. Community based monitoring partnership with research and resource institutions and periodic feed back on interventions.

### Monitoring and Evaluation.

1. To form convergence committees with the various agencies related to SC/ST activities (Tribal Development, Social Welfare and Education department, PRI's etc.)
2. Periodical assessment adopting suitable timely measures to implement the schemes.
3. Formulation of habitation level beneficiary committees.

TABLE. A.

SC/ST Education

Progress Overview

Item No.	Major Activities	Approved Budget		Expenditure	Target Achieved	Remarks
		2001-02	2002-03			
	SC/ST Education	15.0	9.995	.020		
	Total	24.995				



TABLE. B

SC/ST Education

Spill over plan 2002-03

Item No.	Major Activities	Approval Budget 2001--02 & 2002-03	Expenditure-Spill over 2003-04	Remarks
	SC/ST Education	24.995 Lakhs	24.975	

TABLE: C

## SC/ST Education

Item No.	Description/Activities	Unit Cost	Physical Target	Period(day)	Financial Outlay Proposed (lakhs)	Remarks
1.	Studies on issues and problems related to SC/ST	0.01000	71	1	.71	
2.	Special training program to Teachers	0.00070	900	2	1.26	
3.	Special mainstreaming camps and bridge course	0.00100	600	5	3.00	
4.	Enrichment program for gifted children	0.00200	300	5	3.00	
	TOTAL Rs.				9.57	

## ANNEXURE - 3

### Early Child Care and Education (ECCE)

The Govt. of India launched a lot of programmes for attainment of universal elementary education. The most important among them is the integrated child development scheme which was started in 1974 (ICDS). Early childhood care and education stands for care and education of a child between the age limit of 3 to 5 in its broad of the term. This period marked very important in each and every individual. For this the time when the foundations are laid for motor, sensory, cognitive, language and personality development.

A good quality of ECCE programme is one of the most effective way of addressing both socio-economic and gender inequalities, besides, preparing the young child for entry into the primary school. But the programme, is going on in Kerala State by giving importance in teaching the preliminary things ( 3 Rs.) in the entries. This carried out by the Anganwadi workers they are neither professionally competent for teaching nor childhood care. In addition to that there are a few primary centres in certain schools which function under the auspices of Parent Teachers Associations. These centers are the synonym of the above mentioned centres. The so-called teachers do not possess the professional expertise of dealing with the children of early child hood.

In Sarva Shiksha Abhiyan programme ECCE has given great importance. This has to ensure that 79815 children between the ages 3 to 5 get the proper and scientific care and suitable to their developments in the district. This can be brought about by integrating the on going ICDS programme with the newly designed ECCE interventions.

### Objectives

1. To evolve a healthy ECCE set up in the district.
2. To aware the community on the scientific need of Primary education and its seriousness between the ages 3 to 5.
3. To train the ICDS personnel and Pre-primary Teachers for effective child care.
4. To educate mothers of the community on proper child care.
5. To distribute suitable toys and furniture to the centers.
6. To develop suitable materials for pre-primary child development.
7. To bring about proper conveyance of various departments for the purpose.

### Target Group

All the infants from 3 to 5 years of age range are the beneficiaries of the programme together with the girls and the mothers of the in and around Anganwadi centers of the district.

### Major Activities.

1. Constructing district level organizing body conspiring DDE, DIET, faculty members SC/ST officers, District officers of Social Welfare Department and PRI representatives.
2. Constructing block level organizing committee comprising block level officers of Education, ICDS, PRI Members.
3. Restriction of age limit to admit children in the centers.
4. Training programmes for Anganwadi Teacher.
5. Training programmes for Anganwadi helpers.
6. District level training for teacher education.
7. Training for supervisory staffs of ICDS Project (Kudumba yogam, and Grama sat...
8. Habitation level community education programmes on a compulsory basis.
9. Development of Teachers support materials.
10. Development of infant education materials for various areas.

11. Setting up of resources centers at Panchayath and Block levels.
12. Development of audio materials for ECCE.
13. Distribution of infant friendly furniture.
14. Distribution of toys.
15. Formation of Mother forum associated habitation.
16. Preparation of mothers hand book of on childcare.
17. Sensitization of future mother on child care and health.
18. Providing infrastructure facilities in anganwadi centers.
19. Preparation of Video clippings
20. Workshops for the development of Tvm.
21. Development and distribution of Adhyapaka-sahngam.
22. Training of PRI members about ECCE.

#### Implementation strategies

1. Panchayathwise, blockwise, districtwise training programmes may be conduct for the teachers, helpers, parents, and members of local bodies, social workers and supervisors.

#### Duration of the training programme.

1. 20 days training for teachers of Anganwadi.
2. 10 days training for Anganwadi helpers.
3. 2 days awareness programme for parents.
4. 2 days awareness programme for the public.
5. Training for supervisors - five days.

#### Continuass programmes.

1. Panchayathwise, blockwise, district wise seminars discussion, Reviews etc. should be conducted.
2. Posture and sticker related to the ECCE should be prepared and published.

3. Film show, slide projection related to the ECCE should be conducted.

#### Monitoring and Evaluation

1. Various implementations committees and beneficiaries committees are to be constituted at various level.
2. All the concerned departments official and PRI should form convergent in committees to monitor the successive implementation of SSA schemes.
3. All the schemes are to be subjected to through evaluation in due course and remedial measure are to be taken in order to aware that the programmes produce the desired effect.

## E.C.C.E

PROGRESS OVER VIEW

Table -A

Sl.NO.	Major Activities	Approved Budget (in Lakhs)	Expenditure	Target Achievement	Remarks
	E.CCE	9.795	0.500		The initial works like collection of data related to Agnawadi workers helpers etc. are done within the time. Organised the public awareness campaign at blockwise, panchayat level and also. Visited the centres of ECCE and collected the infrastructure facilities and the requirements that they needed for their effective functioning.

E.C.C.E

SPILL OVER.2002-03

Table -b

Sl.NO.	Major Activities	Approved Budget (in Lakhs)	Expenditure Spillover	Remarks
	E.C.C.E	9.795	9.295	



Table C. Annual Work Plan & Budget 2003 - 2004

ECCE. ( Rs. In Lakhs)

SI. NO.	Activity	Unit cost	Physical Target	Period	Financial outlay	Remarks
1.	Community awareness programme	.00030	6,000	1 day	1.80	
2.	Studies on ECCE	.01000	71	1 day	0.71	
3.	Special training to teachers	.00070	900	2 days	1.20	
4.	Camps and decoration work	.00100	600	5 days	3.00	
5.	Workshop for making Toys	.00200	1500	1 day	3.00	
6.	Enrolment drives and Monitoring	.10000	12	1 day	.28	
	TOTAL				9.99	

## Annexure:IV.

### Computer Education.

Computer has its own significance in every field. That itself stress the need and importance of computer education. Computer informs and reforms a person and hence it plays a crucial role in education. To have a reach in the super highways of information technology computer knowledge is inevitable.

#### Objectives:

- 1) To sensitise the community in computer education.
- 2) To empower the learners through computer education.
- 3) To ensure that computer education is accessible to every child.

#### Target Group

All the School children from Std. V to VIII in this district are the target group of this programme.

#### Issue and problems

- 1) Adequate facilities are not available in most of the schools for computer installation.
- 2) Teachers are not trained to make use of this facility.
- 3) DIET has to be equipped with computer system for training.
- 4) Society perceives computer education necessary for the progress of children.
- 5) Lack of software in regional language which is suited to the need of the student.

#### Strategies of implementation.

- 1) Furnishing and installation of computer system in schools.
- 2) Training for all H.S. & U.P. School teachers in a phased manner.
- 3) Development of suitable software.

- 4) Distribution of advanced software and access to internet.
- 5) Periodical checking and maintenance of the computer system in each school.

Monitoring and evaluation.

Convergence of various agencies are necessary for the effective monitoring of computer education. Frequent visits and suggestion are expected from these agencies.

Justification:

The world is changing into a global village under the influence of information technology. In this scenario computer awareness is necessary to keep pace with this phenomenon. Otherwise one will be outdated in the modern world. So computer education is inevitable in schools.

Computer education.

Table:A

Sl. No	Major activities	Approved Budget	Expenditure	Target achieved	Remarks
1.	Setting up of district Training center	6,46,500	Rs. 50,000/-	Furnishing	
2.	Setting up of Computer Centre in selected schools	Rs.21,01,200	Rs.1,20,000/-	Furnishing	

Table B. Spill over plan - 2002-2003

Sl. No	Major activities	Approved Budget 2002-2003	Expenditure	
1.	Setting up of district training center	Rs. 6,46,500/-	Rs. 5,96,500/-	
2.	Setting up of computer centre in selected schools	Rs. 21,01,200/-	Rs. 19,81,200/-	

Table C. Annual work plan & Budget for 2003-2004.

Sl. No.	Description Activities	Unit cost	Physical Target	Period	Financial out lay	Remarks
1.	Distribution of computers	0.4	$0.4 \times 29 = 11.6$	2003-2004	11.6 Lakhs	
2.	Distribution of printer	0.15	$0.15 \times 15 = 2.25$	"	2.25 Lakhs	
3.	Teachers training (One teacher from one school)	0.00 070	208 Teachers x 5 days	"	0.72800	
4.	Repairs & Maintenance	-	-	"	0.1 Lakhs	
5.	Distribution of advanced software	-	-	"	0.3 Lakhs	
				Total:	14.97 Lakhs	