

SARVA SHIKSHA ABHIYAN

(SSA)
KERALA

DISTRICT ELEMENTARY EDUCATION PLAN

Annual Work Plan & Budget 2003-04

Kannur District

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Chapter - I

INTRODUCTION

India has a glorious Educational heritage with renowned universities like Nalanda, Takshashila that attracted scholars even from abroad in ancient times. Knowledge was considered to be the sacred possession of a few and it was denied to the majority. The long coastal areas and in accessible hilly terrains curtailed the spread of education in the country. The presence of multitudes of people speaking various languages made this disparity still worse. However with the advent of English education, windows opened to the venues of modern education to mass with out any discrimination of caste and creed. With the social awakening and national movement spread almost all over the country, the concept of education has basically changed. Eversince the nation realised the significance of education empowering people and liberating themselves from misery, degradation and social evils.

A constitutional commitment was made to ensure free and compulsory education to all children up to the age of 14. Various commissions and committees were constituted for restructuring and renovating the system of education. The Kothari commission, National Policy on Education (NPE 86) and the Programme of action (POA 1992), stressed the necessity of universalisation of elementary education. Various schemes and programmes like OBB, NFE, MLL and DPEP etc. were launched. Consequent to the efforts like these, India has made impressive achievements in elementary education sector. Still there are problems related to dropouts, low level achievement in learning and lower participation of girls, tribals, and other disadvantaged groups, in sufficient infrastructure and insufficiency of funds.

To achieve the long cherished goal of universalisation of elementary education with quality Govt. of India has introduced Sarva Siksha Abhiyan.

Long heritage of Modern Education Kerala has thanks to the attempts of Western missionaries, social reformers, certain benevolent rulers, institution and individuals. It stands in forefront among other states in literacy status. The literacy rate is 89.57%. The state has high rate of enrolment and retention of children in schools. Still the remote hilly tribal areas and lengthy coastal areas failed to attain 100% enrolments. Moreover it is noted that out of 100 students enrolled in standard I only 70 children reach standard 10 and out of this only an average of 55% get through the S.S.L.C. examination.

Kannur district has also an ancient deep rooted history of education UOE, E was introduced on Thalassery in 1922. The first girls school in Kerala was started in Thalassery in 1875. Development of the educational system was accelerated by the freedom movement and movements against social evils like caste system and other social barriers.

"Akshara Pulari", Gurukulam etc were special projects implemented by DIET in co-ordination with Panchayath to improve the educational achievements of students. Panchayath level school complex programme was successfully conducted in the district. This enabled to improve the competence of teachers and academic achievement of students. Even this it is revealed from recent studies that the achievement level of students is not satisfactory.

Systematically formulated Sarva Siksha Abhiyan programme can do lot to address this problem. S.S.A. is an effort to recognise the need for improving the performance of the school system and provide community owned quality education in the mission mode. It also envisages bridging of social and gender gaps.

Kannur District with a vast area comprising of 15 educational sub districts faces problem of non enrollment and dropouts, among SC/ST children and those living in coastal area.

Main objectives of S.S.A.

All children in schools, educational guarantee centre, alternate schools 'back to school camp' by 2003.

All Children complete 8 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 at primary stage by 2007 and at elementary education level by 2010.

Universal retention by 2010.

Chapter II

DISTRICT PROFILE

1.i) Introduction

Kannur District came into existence as an administrative unit on 1st January 1957. It derived its name from the location, at its headquarters, at Kannur town. The old name "Cannanore" is the anglicized form of the Malayalam Word, 'Kannur'. According to the opinion 'Kannur' is a derivation from 'Kanathur', an ancient village, which services even today in one of the wards of the Kannur Municipality. Another version is that Kannur have assumed its name from one of the deities of the Hindu 'Pantheon', a compound of two words, "Kannan" (Lord Krishna) and "Ur" (place of Lord Krishna). The Kolathiri Kingdom deserves special mention with regard to the cultural heritage of the district.

A large number of folks plays and folk dances are prevalent among the population. Kannur district is designated as the city of looms and lores.

"Theyyam", the highly ritualistic dance, well preserved with its rare and charming make-up and costume, lovely foot work and gymnastic fervor represents a glorious period of the folk life at Malabar especially at Kannur in Kerala. The rudiments of the dance music later developed and evolved into the classic art of Kathakali can be clearly found in 'Thottam' (Theyyam music).

The language spoken by the people of the district is Malayalam. But Tamil, Hindi, Marathi, Gujarathi and Konkani are also spoken by the minorities. Kannur district lies between the latitudes 11° 40" to 12° 48" North and longitudes 79° 52" to 76° 07" East. The district is bound by the western ghats in the East (coorg district of Karnataka State) Kozhikode and Waynad districts in South. Arabian sea in the West and Kasaragod in the North.

ii) Demography

The population of Kannur district as per 2001 census is 24,12,365. Out of this 11,54,144 are males and 12,58,221 are females. The sex ratio is 1090 females to 1000 males and ranks 8th among all other districts of the state.

Table 2.1
Distribution of population - Rural and Urban

Locality	Total population				Child population (06)			
	Male	Female	Total	%	Male	Female	Total	%
Rural	578017	617185	1195202	49.54	70517	67503	138020	51
Urban	576127	641036	1217163	50.45	67652	64528	132180	49

Source : Census Report 2001

In terms of total population Kannur ranks ninth place in the state (Density of population 813 persons per 59 sq.km). The Density of population is highest in Kannur Taluk (1627) followed by Thalassery Taluk (714) and Thaliparamba Taluk (502). The district is predominantly rural in nature, by only 49.13% of the population inhabit in villages. The growth rate of the district is 16.63% which is above the growth rate of the state (14.32). The percentage of urban population to rural population is highest in Kannur District. i.e., 50.14. Kannur District has the largest number of towns. As compared to other district in Kerala. The district takes the second position in respect of percentage of urban population (14.72)

Analysis of the age-wise population data obtained from House to House Surveys. Revealed that Iritty Educational Block holds the highest population i.e., 208013. The sex ratio of Kannur district is 1090 Females to 1000 males. But the male population of 0-14 age group is considerably lower as compared to the female population for that age group. For all other age groups, general trend of Kerala is observed i.e., female population is more than male population is observed. This factor may be due to the effort of some parents to avoid female birth. This indicates a very dangerous social evil and demands a high voltage programme for creating awareness among the society to end cruelty and discriminations to girl child.

Taliparamba block occupies the highest population among the group ie 31,07,56. Payyannur (269604) stand / second just behind and Edakkad (235106) as the third. In all developmental blocks except Iritty, female population is higher than male population. Another observation is that there is no similarity with two adjacent blocks in population. Very high distance between the population among blocks are observed. Example Thaliparamba and Kannur. This is the same case with geographical area, number of panchayaths etc.

Table 2.2
Distribution of Population - Development Blockwise

Sl. No	Name of Development Block	Total Population		
		Male	Female	Total
1.	Payyannur	130694	138910	269604
2.	Thaliparamba	152613	158143	310756
3.	Kannur	72185	74600	146752
4.	Edakkad	113255	121851	235106
5.	Thalassery	94722	106054	200776
6.	Kuthuparamba	106723	117251	223974
7.	Peravoor	621121	62467	124588
8.	Iritty	80433	79844	160277
9.	Irikkur	106413	104140	212553
	Total	919159	965260	1884386

Source : Economic Review 2000

Among the municipalities of Kannur district. Thalasseri has the highest population. All municipalities, except the small area of 'Kannur Cantonment' occupy high female population as compared to male population.

Table 2.3
Distribution of Population (Municipality wise)

Sl. No.	Name of Municipality	Male	Female	Total
1.	Kannur	32043	33195	65238
2.	Cantonment	3024	1796	4820
3.	Thalassery 49879	53700	103579	
4.	Kuthuparamba	13806	15101	28907
5.	Mattannur	20162	20344	40506
6.	Thaliparamba	29794	30432	60226
7.	Payyannur	30971	33061	64032
	Total	179679	187629	367308

Source : Economic review 2000

The Hindu Community forms the major group, Muslims the second and Christians the third. The population of Scheduled Caste and Scheduled Tribe is 1,09,466. (4.86% of the total population of the district) Among them 91223 are scheduled castes and 18243 scheduled tribes.

Majority of scheduled castes belongs to Cheruman. The prominent among scheduled tribe is Paniya. Other major scheduled tribes are Kurichya, Kurumba, Malayalar, Mavilan, Karimpalan, Kattu Naikan, Nayadi, Urali etc.

There are 36 scheduled castes colonies and 182 scheduled tribes colonies in the district. Generally scheduled tribes population is spread among the eastern areas of the district. They live in forests or near by areas across the western ghat region. Most of the colonies are isolated from the outer world due to lack of proper roads, vehicles and absence of proper bridges across the rivers etc.

Table 2.4
Details of SC/ST Colonies and Households
(Block wise / Municipality)

Sl. No	Name of the Block / Municipality	SC		ST	
		Colonies	Households	Colonies	Households
1.	Payyannur	79	1402	-	-
2.	Thaliparamba	135	2992	-	-
3.	Irikkur	58	1075	15	280
4.	Kannur	20	445	-	-
5.	Edakkad	16	418	-	-
6.	Thalassery	2	58	-	-
7.	Kuthuparamba	2	26	19	431
8.	Iritty	14	177	56	723
9.	Preavoor	2	27	92	1550
10.	All Municipalities (6nos.)	33	572	-	-
	Total	361	7192	182	2984

Source : District Plan 2000 Dist. Planning Board Kannur

There are 7192 scheduled castes households and 2984 scheduled tribes house holds. Taliparamba Block possesses the highest number of SC colonies and households. Peravoor Block possesses the highest number of scheduled tribes colonies and households.

Table 2.5
Kannur District - Area, Population, SC/ST Population and % of Literacy
(Development Block)

Sl. No	Block	Are (Sq. kms)	Populati on	Density of Populati on	No. of SC	No. of ST	% of SC/ST	% of Literacy	
1.	Payyannur	471.90	269604	571	15743	48	15791	5.8	89.0
2.	Taliparam ba	555.17	310756	560	2335	101	23436	7.5	70.1
3.	Irikkur	433.62	212553	490	11166	625	12791	60	89.8
4.	Kannur	47.72	146785	3076	8943	46	8989	6.1	94.2
5.	Edakkad	142.43	235106	1657	6687	72	6759	2.9	93.0
6.	Thalassery	99.03	200779	2027	3452	60	3512	1.7	94.1
7.	Kuthupara mba	214.34	223974	1045	2912	2519	5431	2.4	91.4
8.	Iritty	372.94	160277	430	3065	4359	72\424	4.6	904
9.	Peravoor	425.42	124588	293	1737	9090	10827	8.7	90.8
	Total	2962.57	1834419	636	77040	17920	94960	5.0	901

Source : Panchayat level statistics 2000 - Kannur Dist.

Taliparamba Block has the highest geographical area among the blocks (555.17 Sq. Kms.) Payyannur (471.90 Sq.Kms) and Irikkur (433.62 Sq. Kms) stand just behind. Peravoor has the highest SC/ST population (90.90) and Payyannur has the SC Population (15743).

Among the Blocks, Kannur has the highest density of population (2027 per sq. kms) and the highest literacy rate (94.26%)

Table 2.6
Kannur District - Area, Population Density
SC/ST Population and Literacy Rate (Municipality Wise)

Sl. No	Municipality	Area (Sq.km)	Population	Density	No. of SC.	No. of ST	Total	% of SC/ST	% of Literacy
1.	Payyannur	54.63	64032	1172	3616	1	3617	5.6	91.48
2.	Taliparamba	43.08	30226	1398	2557	170	2727	4.5	90.00
3.	Irikkur	11.03	65238	5915	4415	23	4438	6.8	92.66
4.	Kannur	1.70	4820	2693	283	5	288	5.9	96.77
5.	Kannur Cantonment	23.96	103579	4324	963	21	984	0.9	80.77
6.	Thalassery	16.76	28907	1725	353	41	394	1.3	94.08
7.	Mattannur	54.15	40506	748	1996	62	2058	5.1	88.80
	Total	205.40	397308	1788	14183	323	14506	4.1	92.35

Source : Panchayath level statistic 2000 - Kannur Dist.

Considering the Municipalities of Kannur district, Payyannur ranks first in area (54.63 Sq. km) Kannur has the highest population (65238) and the highest density of population (5915 per sq. kms) Highest Scheduled Caste population is in Kannur and Scheduled tribe in Taliparamba Municipality. Kannur Cantonment has achieved the highest literacy rate ie. (96.77) with a very high SC/ST population when compared to others. Thalassery Municipality has the lowest literacy rate (80.77) even though the SC/ST population is at the lowest (0.9%) here. It shows that literacy rate or any other development indicator depends not only the social strata, but also the awareness, continuous efforts and voluntarism among the people. More over, the will of the leadership and people play crucial role in achieving developmental goals.

An attempt to collect slum demography has been initiated for the first time in 2001 census.

Table 2.7
1. Castewise population of major scheduled tribes of Kannur District

Sl. No	Name of the tribe	No. of colonies	No. of householdes	Population	Remarks
1.	Paniyar	134	2167	9557	
2.	Adiya	3	44	207	
3.	Kurichya	52	1681	8944	

Source : Annual Report of SC/ST Department 2002

Table 2.8
Details of Slum Population - Kannur Municipality

Sl. No	Details	Population	Remarks
1.	Total Population of Kannur Municipality	63795	
2.	Slum Population	3255	5.1% of total population. This is equipment to 7.18%. The state slum population
3.	0.6 total population	7377	
4.	0-6 slum population	421	5.7% of the total population which is 7.64% of the state slum population
5.	Total literate population	53264	
6.	Slum literate population	2500	(4.6% of the total population which and 7.45% of the state slum literacy)

Source : Census Report 2001

iii Geographic features

The district has an area of 2966 Sq. Kms. It can be divided into three geographical regions highlands, midlands and low lands. A major part of the district come under midland region with numerous hills and lakes and it represents undulating surface gradually ascending and merging into the slope of western ghats. The districts has a humid climate with an oppressive hot season from March to the end of May, during which the temperature rises to about 36o Celsius. The annual average rainfall is 3488 mm and more than 80% of its occurs from June to September.

Table 2.9
General Informations (2001) Kannur District.

Sl. No	Item	Kannur	Kerala	India
1.	Geographical Area (Sq. K.M.)	2966	38863	3.2 Lakhs
2.	Population (Nos)	24,12,365	3,18,38,619	1,02,70,15,247
3.	Literacy rate - Male (%)	96.38	94.2	64.13
4.	Literacy rate - Female (%)	89.57	87.86	39.3
5.	Literacy Rate - General (%)	92.98	90.92	52.2
6.	Population growth (%)	7.13	9.42	21.34
7.	SC-Population (%)	4.05	9.95	16.5
8.	ST-Population (%)	0.81	1.10	8.1
9.	Sex-ration (Number females per 100 males)	1090	1058	933
10.	Population density per sq.kms	813	819	324

Source : Census report 2001, Dist. Plan. Kannur 2000.

Literacy rate of Kannur district, both sex wise and general, stands ahead of the state average (Table 2.8) The growth rate of population is (7.13%) lower than the state average

(9.42%). These achievements are some of the main indicators of people's awareness on social development.

iii Literacy Rate

Table 2.10
Status of Literacy 2001

S.N	Sex	Literacy rate	
		Kannur	State
1.	Male	96.38	94.2
2.	Female	89.57	87.86
	Total persons	92.8	90.92

Effort has been begun to make the people of Kannur District literate very earlier - Kannur District, being a part of British Malabar got the opportunity to spread school education even before 1900. The first non formal centre in Kerala was started in Kannur District namely Kavumbayi during 1970's Trade union movements, Peasant movements Independence struggle movement, Local Literary movement, Political movement etc. together played an important role in providing literacy and awareness among people. Late, total literacy movement was well accepted by the people of Kannur. As part of the programme, Kannur district achieved total literacy in 1990.

The literacy rate of Kannur District is 92.8% and is above the state average of 90.02%.

2. Educational Profile 2002-2003

Kannur has an ancient, deep rooted history of Education. In old days the main source of education to ordinary people were "Kudippallikkoodam" situated in the village. It was a multi-graded class room lead by 'Ezhuthassan'. It was the duty of the 'Monitors' to help the new learners. Curriculum included literacy, numeracy and some folk or ritual songs. Grammar, Sanskrit language, preliminary Arithmetic etc. were included in higher grades. Those who interested continued their studies according to their taste is Sanskrit, Jyothisha, Vaidya etc.

Influence of 'Budhism' in Kannur district was predominant. Place names such as Pallikkunnu, Pallikkulam, Pallipparamba, Pallichal, Palliyal, Pallimoola, Pallimukku, Palleri etc indicates the relationship between educational institutions and places.

During the British period, present Kannur District came under Madras Province. The first school in Kerala was established in 1856 at Thalassery. In 1861 Sir. Edward Brennen started Brennen's High School. Modern Education of the district has its foundation in Thalassery.

This brought out drastic changes in the content, structure, teacher etc of education. Secular education, English teaching, teaching in Modern science subjects, class wise enrolment, age restriction for enrolment, grading, grade promotion on the basis examinations, Curriculum, text books, inspection, etc. were introduced.

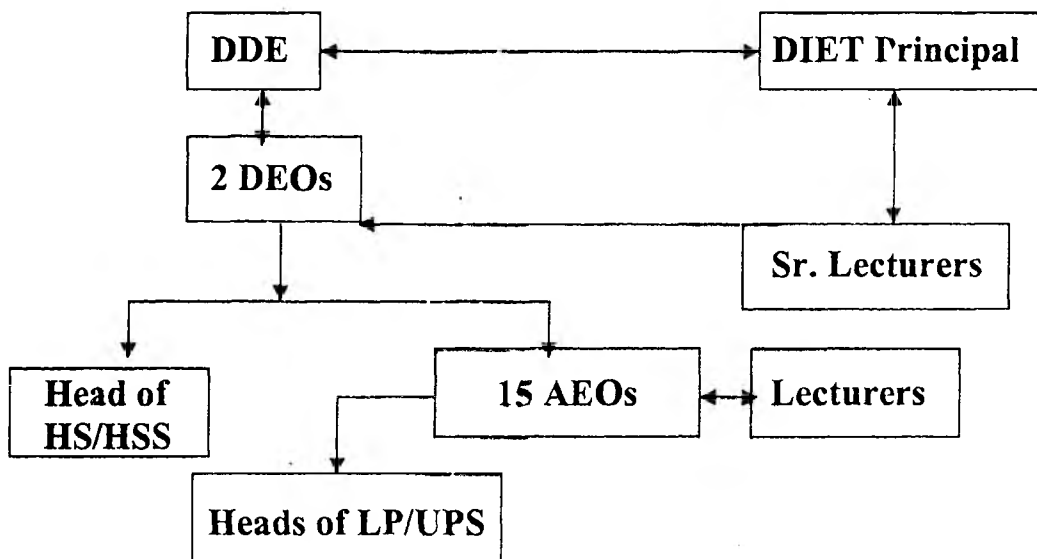
Universal and compulsory primary Education was introduced in Thalassery on 1922 Nov. 1. During 1946-47 ie before independence, 97% and 86% girls of school going age group are enrolled in schools. The first Girl's School was established Thalassery in 1875.

Development of the educational system was accelerated by freedom movement and movements against social evil like caste system, feudalism and other social barriers. At present educational system is well flourished with almost full accessibility and enrollment. Our present problem is to up lift the quality of education.

I Educational Administration

Deputy Director of Education (DDE) is the administrative head of schools in the district. For administrative convenience, the revenue district is divided into two educational districts. Thalassery and Kannur educational district is headed by District Educational Officer (DEO). Educational District is again sub-divided into sub districts which are headed by Assistant Educational Officers (AEO). There are 8 sub districts in Kannur educational district and 7 in Thalassery educational district. All high schools and higher secondary schools come under the DEO's, Assistant Educational Officers are the administrative heads of LP and UP schools. District Institute of Education and Tanning (DIET) is situated in Thalassery. Principal is the administrative head of the DIET. Senior Lecturers and Lecturers from the DIET faculty. DIET is the academic head of the District especially in primary sector. One DIET faculty each is attached to each educational sub district, who continually monitors the educational institutions and guide in the academic field. DIET as a whole provides an efficient academic leadership and support to the institutions.

Structure of Educational functionaries at various level



Flow chart of educational functionaries in Kannur Dist.

Number of Schools during 2000-01 in Kannur district is 1254 with a strength of 312480 students. Out of them 872% of students has Lower Primary School accessibility and 83.2% of students has Upper Primary School accessibility, within 3 km.

In certain tribal areas like Iritty, enrollment persists because of the lack of accessibility of schools.

There are 1075 Anganawadi centres, 729 LP schools, 366 UP schools and 93 high school in the district. The number of higher secondary schools in the district is 78. There are 3 Kendriya Vidyaayas, one each at Kannur, Payyannur and Mangattuparamba. In higher education field, there are 12 Arts and Science Colleges, 4 Technical High Schools, 4 Teacher Training Institutions 4 B.Ed centres and 3 Polytechnics. The district has a Government Engineering College at Mangattuparamba and a Medical College and an Ayurveda College at Pariyaram and DIET at Thalassery.

Table 2.11
Details of Educational Sub-Districts (Educational District wise)

Educational District	Subdistrict
1. Kannur	1. Thaliparamba (S) 2. Irikkur 3. Thaliparamba (N) 3. Payyannur 4. Madayi 5. Pappinissery 6. Kannur North 8. Kannur South
2. Thalassery	1. Chokli 2. Thalassery South 3. Pannor 4. Kuthuparamba 5. Thalassery North 6. Iritty 7. Mattannur

Source : District Plan, Kannur, 2000

Iritty educational sub-district of Thalassery Educational District is the largest sub-district in Kannur. It overs 100 primary schools and a wide geographical area. It consists of two development blocks viz. Peravoor and Iritty. Population of Iritty Educational Sub-district is 208013 which is the highest of all other educational sub-districts. Most of the scheduled tribe colonies are situated in this sub-districts. Out of 182 ST colonies of the district, 148 colonies are in this sub-district. There are 16 SC colonies also in this sub - district.

Irikkur sub-district is the second largest educational sub-district in Kannur. It is the Kannur Educational District.

A portion of Payyannur, Taliparamba North, Kuthuparamba, Pannoor, Educational Sub-districts and the major parts of Irikkur-Iritty sub-district are situated in high range area where scheduled tribe population is distributed.

Inaccessibility of schools, poor economic status, poor educational back ground of the family, lack of food, dress, support etc, are major issues connected with the education of tribal children.

Payyannur, Madayi, Kannur North, Kannur South and Thalassery South sub-districts shares 82 Kms coastal belt. Children coming from fishermen families lack facilities in the house and parental support due to poor economic status, ignorance of parents, etc. Both the students from hilly and coastal areas have to support their families for daily earnings either directly or indirectly. Educational opportunity of these children is always hindered. So they can't bring out progress in their educational or even they can't successfully complete the elementary education. A significant portion of the society still continues their suffering due to economic and social backwardness.

ii) Educational Facilities in the District

Before starting a programme there should be proper planning. For effective planning of the programme in the educational field, we should analyse the situation in this connection. Details of the educational institutions were collected and provided in this following table

Table 2.12
Educational facilities in the District

Sl. No	Category	Govt	Aided	Unaided	Total
1.	LP Schools I to IV / I to V	114	610	5	724
2.	U.P Schools I to VII / V to VII	77	277	12	366
3	High Schools I to V to VIII	31	52	10	93
4	Higher Secondary I to XII / V to XII / VIII to XII	50	28	-	78
5	Teachers training institutions	3	0	1	4
6	DIET	1	-	-	1
7.	Arts & Science College	2	9	-	11
8.	Professional College (Med./ Engg./ Para Medical/ B.Ed)	4	3	3	10
9.	Technical institutions (Poly, JTS, ITI)	8	-	-	8
10.	Special schools	-	-1	1	
11	Parallel colleges	-	-	58	58
12.	ICDS Centres	1705	-	-	1705

Source : District Plan, Kannur 2000

Table 2.13
Areawise Distribution of Schools in Kannur District

DISTRICT	AREA	HS				UP				LP				TOTAL			
		G	PA	PUA	TOTAL	G	PA	PUA	TOTAL	G	PA	PUA	TOTAL	G	PA	PUA	TOTAL
KANNUR	URBAN	15	15	4	34	16	52	1	69	18	78	2	98	49	145	7	201
	RURAL	66	62	6	134	61	235	11	307	96	537	7	640	223	834	24	1081
TOTAL		81	77	10	168	77	287	12	376	114	615	9	738	272	979	31	1282

Source : Economic Review 2000- State Planning Board, Trivandrum

Due to the lack of students 5 aided LP School Closed.

G-Government : PA - Private Aided : PUA - Private Unaided

Majority of the schools are situated in rural area. All Municipal areas are considered a Urban and Gramapanchayat areas as rural. The table invites our attention towards the presence of private unaided schools in the rural areas also. There are 6 LP Schools, 11 UP Schools and 7 secondary schools under private unaided sector in the rural area. There are 4 LP Schools, 1 UP School and 2 Higher Secondary Schools of the same category in urban area. Functioning of these schools and their growth in the district can cause many problems to our public education system in the coming years. Hence we have to strengthen our quality of elementary education through SSA to prevent the growth of private, unaided sector.

DESCRIPTION OF VARIOUS SCHEMES IMPLEMENTED

In Kannur District the following schemes were implemented in schools through the department of education

- Operation Black Board Scheme(OBB)
- Adult Education (A.E)
- District Institute Of Education and Training (DIET)
- Servasiksha Abhiyan (SSI)

OPERATION BLACK BOARD SCHEME

The object is of OBB were to provide minimum infrastructure facilities to all primary schools and also to providing teaching learning materials to these schools. In addition, sports kit and music kit were also supplied. In the first phase it targeted LP school and in the second phase it covered UP schools as well. In Kannur district the kit was supplied to all schools. A special orientation to teachers to make use of the kit materials in teaching learning process was also given as per the guide lines of state department. Furniture was also supplied to 277 schools. A total of Rs. 9141000/- was utilised under this scheme.

NFE/Adult Education.

Adult Education programme was implemented to promote the quality of life through achieving literacy. Target group was the population in the age group 15 to 60. The attempts made under the leadership of national literacy Mission to accelerate the process of non formal education resulted in achieving under person literacy Rs. 5,50,000/- was utilised through PRIs and about Rs. 20,00,000/- through saksharatha mission. The whole

programme was implemented by DLM through PRIs with co-ordination of Panchayath level committees and with the help of prerak's appointed for this purpose. At present 297 prerak's are in the field. Then NFE centers in the name of Jana Vidya Kendra's has been established in each Panchayath. 314 such kendra's are functioning in the district. Literacy classes are being held in these centers. In addition to this equivalency programme, income generating programmes and training classes are also being held. This enables the participants to seek self employment activities on their own

DIET

The objective of establishing Diet is to steer and monitor elementary education activities in the district. The target group includes educational functionaries in the districts, head masters teachers of elementary schools and personals working in the field formal and non formal education and teacher trainees in the district a sum of Rs. 16137539 was spend in the district through diet during the period of 1990-2001. 60233 teachers attended varies training course conducted by different faculties during 1990-1999. 11000 teachers were trained in 1999-2000;9812 teachers attended the course in 2000-2001,6900 teachers were given training on reversed curriculum 2001-2002. All 7 faculties including pre service teacher training(PSTE) are functional in DIET Kannur all the faculty members are in position. The details with regard to the above scheme is given in the form of table below

Programme	Objective	Target Group	Details of investment	Implimentation procedure	Achievement in terms of sustainable component
O.B.B	To provide minimum infrastructure facility to primery school To make class room teaching more interesting and effective	Primary school children	Rs. 41,41,000/- through Department	Construction of class room under the leadership of PTA and Panchayat Special training to teachers in the use of T.L.M. kits	School facility is improved. Learning become enjoyable Achievement Level increased
NFE/Adult Edn.	To promote quality of life of un-educated people To find out some means for earning to livelihood.	Illiterate/un-educated population on the age group of 15 to 60	Rs. 25,50000/- through department	Volunteers handled literacy classes. Preraks worked in continuing Education centres	Achieved 100% literac Quality of lif improved. Earning by workin habit developed.

				Special training on income generating programme.	
DIET	<p>To steer the academic activities of primary education system in the district</p> <p>To monitor the academic programmes in the district.</p> <p>To supplement the work of NFE department</p> <p>To generate high quality teachers in the primary sector</p>	<p>AEOs/DEOs in the districts</p> <p>Headmasters of Primary Schools</p> <p>Teacher of primary schools.</p> <p>Teacher trainees in PSTE faculty</p> <p>New literates in the district.</p>	Rs. 1,50,00000/-	<p>Meeting</p> <p>Training on educational planning and administration</p> <p>Training on curriculum transaction of methodology and content.</p> <p>Indepth classes discussion work in content, block teaching practice in lab schools, internal assessment programme.</p> <p>In Co-ordination with the work of Saksharatha Mission</p>	<p>Better Co-ordination among educational functionaries</p> <p>Better educational management in schools</p> <p>More effective learning among learners</p> <p>Out put of capable. an efficient teachers in the district.</p> <p>Generating capable an better trained pre-ak in the district.</p>

SSA Sarva Siksha Abhiyan is launched in 2001-2002 and activities are in progress.

Table 2.14
School Profile
Details of Schools according to the Sub District-wise, Section-wise, Management-
wise, Medium of instruction-wise etc.

Sl No	Sub-district	Section wise					Management wise				Schools having preprimary	Medium of instruction		
		LP	UP	H S	HSS	TOTAL	GOVT.	Pvt. Aided	Pvt. Unaided	Total		Mal	Eng	Others
1.	Payyannur	43	31	13	8	95	43	50	2	95	44	94	1	-
2.	Madayi	50	24	5	6	85	33	51	1	85	11	85	-	-
3.	Thaliparamba(N)	45	30	10	6	91	37	50	4	91	1	89	1	1
4.	Thaliparamba(S)	42	14	3	2	61	10	51	-	61	-	61	-	-
5.	Pappinissery	48	24	7	4	83	21	62	-	83	-	83	-	-
6.	Kannur (N)	52	36	3	11	102	18	84	-	102	-	96	4	2
7.	Kannur (S)	56	17	1	5	84	4	75	-	79	5	78	1	-
8.	Thalassery (N)	54	19	2	5	80	7	73	-	80	2	79	1	-
9.	Thalassery (S)	40	24	5	7	76	17	59	-	76	7	68	8	-
10.	Chokli	52	15	4	2	72	3	69	-	72	-	74	2	-
11.	Panoor	48	20	1	4	73	7	66	-	73	-	73	-	-
12.	Kuthuparamba	54	18	4	3	79	12	67	-	79	-	79	-	-
13.	Mattannur	52	23	5	4	84	13	70	1	84	1	83	1	-
14.	Iritty	47	35	10	8	100	29	69	2	100	-	98	2	-
15.	Irikkur	41	32	11	5	89	23	65	1	89	2	89	-	-
	Total	724	361	84	80	1254	277	961	11	1254	143	1230	21	3

Source : SDR

Table 2.15
Block wise details of school accessibility
Number of students on the basis of distance from house to school
(LP Schools)

Sl.No.	Name of Subdistrict	Distance in KMS					
		0-1	1-2	2-3	3-4	4-5	Above 5
1.	Payyannur	19540	13355	4343	1041	260	46
2.	Madayi	17116	11634	5042	1216	195	35
3.	Taliparamba (N)	13050	11081	7063	3555	1140	374
4.	Taliparamba (S)	10203	6326	933	51	13	-
5.	Pappinissery	15235	9298	957	450	191	29
6.	Kannur (N)	10866	3556	1466	219	-	-
7.	Kannur (S)	14709	3511	2534	324	1097	-
8.	Thalassery (N)	16998	2381	107	60	-	-
9.	Thalassery (S)	15427	2823	267	-	-	-
10.	Chokli	8129	5573	788	44	-	-
11.	Panoor	14697	1925	443	76	27	20
12.	Kuthuparamba	14256	8612	796	712	75	-
13.	Mattannur	15163	7556	1287	600	30	-
14.	Iritty	16844	12545	5700	1530	624	404
15.	Irikkur	11514	11637	6132	1866	460	147

Table 2.16
Blockwise details of School accessibility (Number of students on the basis of distance from house to school) UP Schools

Sl.No	Name of Sub- district	Distance in KMs					
		0-1	1-2	2-3	3-4	4-5	Above5
1.	Payyannur	14478	14208	5537	2808	819	425
2.	Madayi	13258	12718	6213	3005	715	216
3.	Taliparamba (N)	9832	10510	8806	5375	2111	1151
4.	Taliparamba (S)	5867	5829	3673	1149	527	535
5.	Pappinissery	15401	5646	7994	3417	569	-
6.	Kannur (N)	7421	3285	2565	492	272	99
7.	Kannur (S)	8366	8752	2326	833	858	-
8.	Thalassery (N)	12559	6095	771	102	-	-
9.	Thalassery (S)	14164	4176	177	-	-	-
10.	Chokli	6316	4749	1587	14	-	-
11.	Panoor	10141	5514	902	210	77	244
12.	Kuthuparamba	8113	1016	3917	1112	231	15
13.	Mattannur	8734	9664	4927	1022	262	27
14.	Iritty	1088	13528	3882	3389	1316	2627
15.	Irikkur	7299	9113	6658	5099	2098	1489

Table 2.17
Details of ICDS Centres in Kannur District

Sl.No.	Name of ICDS Block	No. of Anganwadies Sanctioned	No of Anganwadies functioning	No. of Anganwadi	
				Workers	Helpers
1.	Kannur Rural	158	140	140	140
2.	Kannur Arban	37	34	34	34
3.	Kuthuparamba	138	138	138	138
4.	Peravoor	136	136	136	136
5.	Payyannur	342	327	327	327
6.	Irikkur	214	214	214	214
7.	Edakkad	143	143	143	143
8.	Iritty	163	163	163	163
9.	Thaliparamba	171	171	171	171
10.	Thalassery	247	239	239	239
	Total	1749	1705	1705	1705

Table 2.18
Blockwise Details of Tribal and Coastal Habitations

Sl. No.	Name of Block and Municipality	ST		Coastal	
		Colony	Household	Colony	Household
1.	Payyannur	-	-	-	-
2.	Thaliparamba	-	-	-	-
3.	Irikkur	15	280	-	-
4.	Kannur	-	-	4	300
5.	Edakkad	-	-	1	25
6.	Thalassery	-	-	5	280
7.	Kuthuparamba	19	431	-	-
8.	Iritty	56	723	-	-
9.	Peravoor	92	1550	-	-
10.	All Municipalities 6 Nos				

Table 2.19
Educational Sub-district wise sex wise, reason wise details of Un-enrolled

Sl.No.	Name of Sub Dist.	SEX	C1	C2	C3	C4	C5	C6	C7	C8	C9	TOTAL
1.	Payyannur	M	1	-	0	21	-	1	-	2	-	25
		F	3	-	1	12	-	2	-	3	-	21
		T	4	-	1	33	-	3	-	5	-	46
2.	Madayi	M	2	-	1	26	-	0	-	4	-	31
		F	3	-	1	24	-	1	-	6	-	35
		T	5	-	2	50	-	1	-	10	-	68
3.	Taliparamba (N)	M	-	-	1	30	-	2	-	1	-	34
		F	-	-	1	26	-	2	-	-	-	29
		T	-	-	1	56	-	4	-	1	-	63
4.	Taliparamba (S)	M	1	-	-	32	-	-	-	1	-	34
		F	3	-	-	21	-	-	1	0	-	25
		T	4	-	-	53	-	-	1	1	-	59
5.	Pappinissery	M	-	-	-	24	-	-	-	-	-	24
		F	-	-	-	10	-	-	-	-	-	10
		T	-	-	-	34	-	-	-	-	-	34
6.	Kannur (N)	M	-	-	-	4	-	-	-	-	-	4
		F	-	-	-	3	-	-	-	-	-	3
		T	-	-	-	7	-	-	-	-	-	7
7.	Kannur (S)	M	-	-	-	4	-	-	-	3	-	7
		F	-	-	-	3	-	-	-	2	-	5
		T	-	-	-	7	-	-	-	5	-	12
8.	Thalassery (N)	M	-	-	-	2	-	1	-	6	-	9
		F	-	-	-	2	-	-	-	3	-	5
		T	-	-	-	4	-	1	-	9	-	14
9.	Thalassery (S)	M	-	-	-	11	-	-	-	-	-	11
		F	-	-	-	6	-	-	-	-	-	6
		T	-	-	-	17	-	-	-	-	-	17
10.	Chockli	M	-	-	-	6	-	-	-	2	-	8
		F	-	-	-	5	-	-	-	-	-	5
		T	-	-	-	11	-	-	-	2	-	13
11.	Pannur	M	-	-	-	4	-	-	-	1	-	5
		F	-	-	-	4	-	-	1	-	-	5
		T	-	-	-	8	-	-	1	1	-	10

12.	Kuthuparamba	M	2	-	0	13	-	12	-	3	-	20
		F	4	-	4	11	-	3	1	2	-	25
		T	6	-	4	24	-	15	1	5	-	45
13.	Mattannur	M	-	-	-	13	-	3	1	2	-	19
		F	1	-	1	11	-	3	1	1	-	18
		T	1	-	1	24	-	6	2	3	-	37
14.	Iritty	M	33	-	3	25	-	36	4	10	-	111
		F	25	-	2	22	1	35	3	9	-	97
		T	58	-	5	47	1	71	7	19	-	208
15.	Irikkur	M	-	29	1	14	-	-	1	2	-	47
		F	1	20	-	13	-	-	-	-	-	34
		T	1	49	1	27	-	-	1	2	-	81
	TOTAL	M	39	29	6	229	-	45	6	37	-	391
		F	40	20	10	173	1	46	7	28	-	325
		T	79	49	16	402	1	91	13	65	-	716

C1 Economic C2 Social C3 Baby sitting C4 Disability
C5 lack of interest C6. In accessibility C7 Reluctance of parents
C8 Others C9 No response

Table 2.20
Educational Block/Reason wise/ Sex wise Details of Drop outs

Sl.No.	Name of Sub Dist.	SEX	C1	C2	C3	C4	C5	C6	C7	C8	C9	TOTAL
1.	Payyannur	M	0			7		8	5	5		25
		F	2			3		1	2	6		14
		T	2			10		9	7	11		39
2.	Madayi	M	5			8		4		1		18
		F	1			4		2		1		8
		T	6			12		6		2		26
3.	Thaliparamba (N)	M	74		0	24	19	34		96		247
		F	28		1	24	1	24		37		115
		T	102		1	48	20	58		133		362
4.	Thaliparamba (S)	M	3		1	5		6	1			16
		F	6		5			2	1	1		15
		T	9		6	5		8	2	1		31
4.	Pappinissery	M	5			8		4		1		18
		F	1			4		2		1		8
		T	6			12		6		2		26
5.	Kannur (N)	M	3					10				13
		F	0			2		5		1		8
		T	3			2		15		1		21
6.	Kannur (S)	M	1	2		2		5		5		15
		F	2	0		1		3				6
		T	3	2		3		8		5		21
7.	Thalassery (N)	M	3			1		9		4		17
		F	3			4		2		1		10
		T	6			5		11		5		27
8.	Thalassery (S)	M	4			4		4				12
		F	2			7		4		1		14
		T	6			11		8		1		26
9.	Chokli	M	3		1	6		3		1		14
		F	3			5		1				9
		T	6		1	11		4		1		23
10	Pannur	M	4	1		6		9				20
		F	1	0	1	4		1				7
		T	5	1	1	10		10				27

11.	Kuthuparamba	M	62	10	3	25	10	70	14	9		203
		F	53	4	6	15	7	42	9	4		140
		T	115	14	9	40	14	112	23	13		343
12	Mattannur	M	6	3		5		17		4		35
		F	4	0		9		6		4		23
		T	10	3		14		23		8		58
13.	Iritty	M	73	12	3	28	11	27	15	10		227
		F	68	5	7	17	7	48	10	4		166
		T	139	17	10	45	18	125	25	14		393
14.	Irikkur	M	23	10		13	1	19		3		69
		F	21	6	1	8	4	4	1	3		48
		T	44	16	1	21	5	23	1	6		117
	TOTAL	M	267	38	8	142	41	279	35	139		959
		F	195	15	21	107	19	147	23	64		581
		T	462	53	29	249	60	426	58	263		1540

Table 2.21
Details of Blockwise special school

Sl. No.	Name of Block	Visual Impairment	Mental Retardation	Hearing impairment	speech impairment	Others
1.	Payyannur					
2.	Madayi					
3.	Thaliparamba(N)		1			
4.	Thaliparamba(S)					
5.	Pappinissery					
6.	Kannur (N)				1	
7.	Kannur (S)					
8.	Thalassery (N)					
9.	Thalassery (S)	1	1			
10.	Chokli					
11.	Panoor					
12.	Kuthuparamba					
13.	Mattannur					
14.	Iritty			1		
15.	Irikkur					

Table 2.22
Details of Training Institutions

TTI	PPTTI	BEd College	DIET
3	-	4	1

Distribution of Text books

For this smooth conduct of text book distribution all most all school setup co-operative societies in schools. There are two textbook depot in each educational district, they supplies textbooks to respective co-operative societies.

Table 2.23
Blockwise no of Teachers Primary and VIIIth standard 2002-2003

Sl. No	Sub Dist.	Trained			Untrained			Total			SC			ST			Total
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
1.	Payyannur	300	480	780				300	480	780	6	2	8				780
2.	Madayi	401	551	952	1		1	402	551	953	20	17	37	1		1	953
3.	Thaliparamba (N)	290	441	731				290	441	731	5	4	9				731
4.	Thaliparamba (S)	430	612	1042	4	2	6	434	614	1048	10	14	24	2	1	3	1040
5.	Pappinisseri	368	653	1021	1		1	369	653	1022	20	10	30	2	3	5	1022
6.	Kannur (N)	388	654	1042		1	1	388	655	1043	4	4	8				1043
7.	Kannur (S)	298	442	740				298	442	740	3	1	4				740
8.	Thalassery (N)	299	453	752		1	1	299	454	753	1		1				753
9.	Thalassery (S)	190	492	682				190	492	682	2	1	3				682
10.	Pannur	215	674	889				215	674	889	4	3	7				889
11.	Chokli	235	539	774		2	2	235	541	776	4	1	5				776
12.	Kuthuparamba	264	532	796				264	532	796	3	1	4	2		2	796
13.	Mattannur	310	613	923				310	613	923	5	4	9				923
14.	Iritty	409	700	1109				409	700	1109	10	9	19	2		2	1109
15.	Irikkur	321	626	947				321	626	947	10	5	15	1		1	947
	Total	4718	8462	13180	6	6	12	4724	8468	13192	107	76	183	10	4	14	13192

Source : SDB 2002-2003

Table 2.24
Details of Teacher Pupil Ratio for 2000-2003

Sl. No.	Year	LP	UP	HS
1.	2000-2001	1:17.83	1:25.69	1:24.90
2.	2001-2002	1:17.30	1:24.11	1:24.20
3.	2002-2003	1:17.10	1:23.64	1:24.35

Source : SDB

Table 2.25
No of Posts and Vacant Posts and No of protected teachers
2002-2003

No. of Posts		No. of Vacant Posts	No. of protected teachers
Primary		NIL	295
HS		Nil	70

Vacancies arised due to retirement on 31st March 2003 is not included in the data. The service of these protected Teacher can be utilized in EGS / AIS Centres and in BRC's.

Table 2.26
Profile of Enrolled Students - Classwise And Sex wise

Name of Block (Edl. Sub. Dist.)	I			II			III			IV			V			VI			VII			VIII			TOTAL
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	
Payyannur	1305	1223	2528	1322	1231	2453	1270	1210	2480	1354	1247	2601	1236	1174	2410	1312	1200	2512	1450	1354	2804	1754	1376	3130	20918
Madayi	1363	1314	2677	1402	1291	2693	1333	1352	2715	1456	1305	2761	1503	1394	2897	1625	1488	3113	1842	1644	3486	1660	1587	3247	23589
Taliparamba N	1560	1483	3043	1608	1492	3100	1677	1560	3237	1700	1609	3309	1651	1560	3211	1757	1622	3379	1920	1724	3644	2017	1967	3984	26907
Taliparamba S	938	943	1884	1083	928	2011	978	965	1943	1007	1079	2086	1066	1044	2110	1046	922	2018	1228	1086	2314	1042	1143	2185	16551
Pappimissery	1546	1567	3113	1683	1525	3205	1724	1520	3244	1766	1587	3353	1775	1728	3503	1750	1476	3226	1899	1715	3614	1971	1819	3790	27048
Kannur N	1316	1298	2614	1279	1205	2484	1356	1280	2636	1409	1228	2637	1534	1380	2914	1647	1436	3083	1797	1600	3397	1878	1548	3426	23191
Kannur S	830	773	1613	887	725	1612	868	859	1727	901	831	1732	1038	1027	2065	932	815	1747	1047	962	2009	1008	1150	2158	14663
Thalassery N	913	763	1676	887	762	1549	873	841	1714	867	917	1784	938	918	1856	1101	1000	2101	1333	1180	2513	1117	1109	2226	15419
Thalassery S	625	707	1332	676	668	1344	723	733	1456	755	797	1552	775	702	1477	803	725	1528	941	851	1792	1584	1338	2922	13403
Chokli	918	822	1740	941	845	1786	1010	909	1919	1086	1017	2103	976	1007	1983	1051	945	1996	1175	1104	2279	1105	958	2063	15869
Panoor	1096	998	2094	1090	969	2059	1178	1032	2210	1236	1101	2337	1456	1307	2763	1629	1446	3075	1739	1572	3311	1403	1251	2654	20503
Kuthuparamba	1044	929	1973	1019	930	1949	1032	927	1959	1112	1001	2113	1048	1136	2184	1026	990	2016	1169	1076	2245	1060	1014	2074	16513
Mattannur	1193	1210	2403	1381	1203	2590	1281	1160	2441	1391	1281	2672	1381	1345	2726	1491	1309	2800	1635	1503	3138	1794	1604	3398	22168
Iritty	1919	1852	3771	2012	1911	3923	2017	1948	3965	2021	1962	3983	1975	1984	3959	2014	1908	3922	2294	2116	4410	2322	2248	4570	32503
Irikkur	1476	1509	2985	1620	1798	3418	1474	1518	2997	1571	1533	3104	1427	1493	2920	1623	1537	3160	1900	1629	3529	1722	1663	3385	25498
Total	18042	17404	35446	18893	18058	36951	18394	17743	36137	19593	18177	37768	20379	19198	39577	20707	18879	39586	23369	21146	44515	23437	21775	45212	314743

Source : SDB

The total number of Girls students attending school from Std. I to Std. VIII is 1,52,380 and this amount 48.41% of the total students population in this section. In all classes the number of boys is greater than this number of Girls. But the difference is marginal. In Irikkur Girls dominate in the lower classes.. Thalassery South sub. Dist. Has the lowest number of students and the highest being at Iritty Edl. Sub. Distr.

Table 2.27
Profile of enrolled students (SC)

Sl. No	Number of Edl. Block	I			II			III			IV			V			VI			VII			VIII			TOTAL
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
1.	Payyannur	109	107	116	96	110	206	99	96	195	109	91	198	101	97	198	124	103	227	116	107	213	140	125	265	1618
2.	Madayi	71	69	140	71	66	137	73	56	129	78	74	152	87	74	161	71	75	146	87	88	175	102	91	193	1233
3.	Taliparamab N	106	104	210	140	117	257	97	102	199	129	116	245	117	95	212	130	102	232	158	137	295	162	153	315	1965
4.	Taliparamba S	49	44	93	38	31	69	52	41	93	46	48	94	48	45	93	58	46	104	87	72	159	103	81	184	889
5.	Pappinissery	137	98	235	137	88	225	99	96	229	115	97	212	112	96	208	111	108	219	107	121	228	137	92	229	1783
6.	Kannur N	63	60	123	71	60	131	34	47	81	63	45	108	61	77	138	62	71	133	73	73	146	72	62	134	856
7.	Kannur S	20	11	31	13	29	42	19	19	38	18	12	30	10	16	26	17	22	39	19	17	36	20	17	37	279
8.	Thalassery N	12	10	22	10	14	24	18	13	31	12	11	23	15	14	29	23	13	36	20	16	36	26	22	48	249
9.	Thalassery S	47	40	87	26	22	48	25	20	45	32	35	67	34	32	66	40	21	61	43	41	84	28	23	51	509
10.	Chokli	10	9	19	8	12	20	13	10	23	15	10	25	11	7	18	20	11	31	10	11	21	22	26	48	205
11.	Panoor	10	9	19	9	6	15	6	10	16	10	6	16	11	10	21	6	14	20	13	11	24	16	19	35	166
12.	Kuthuparamba	13	14	27	23	8	31	14	8	22	12	7	19	6	7	13	25	7	32	20	12	32	13	13	26	202
13.	Mattannur	21	22	43	22	23	45	15	22	37	21	19	40	19	19	38	33	27	60	33	26	59	51	25	76	308
14.	Iriity	86	72	158	67	50	117	73	72	145	70	55	125	53	50	103	55	63	118	52	54	106	59	58	117	1387
15.	Irikkur	129	87	216	95	90	185	95	99	194	88	71	159	93	92	195	94	88	182	106	93	199	112	79	191	1521
	Total	883	756	1639	795	726	1522	732	713	1445	816	697	1523	788	731	1519	869	771	1640	980	879	1513	973	830	1859	13260

Thaliparamba North Sub. Dist. has the highest number of SC students (1965) and the lowest (166) at Panoor there is very little difference in the number of boys and girls enrolled in Schools

Table 2.29
Details of Student who need free supply of Text Books
2003-2004

Section	Class	Girs	SC Boys	ST Boys	Total	Sectionwise Total
LP	II	17404	883	207	18494	55258
	III	18058	795	231	19084	
	IV	17743	732	205	18680	
UP	V	18177	816	212	19205	59337
	VI	19198	788	204	20190	
	VII	18879	869	194	19942	
HS	VIII	21146	980	204	22330	22330

Table 2.30
Stagewise comparison of Gross Enrolment Ratio

Sl. No.	Stage	National (India)			State (Kerala)			District (Kannur)		
		General	SC	ST	General	SC	ST	General	SC	ST
1.	I-V	89.70	87.60	90.70	90.00	88.20	107.50	94.63	96.00	109.00
2.	VI-VIII	58.50	62.10	43.20	95.40	97.20	84.50	110.90	102.00	98.00

Table 2.31
Grade wise Dropout rate 2001-2002

Sl. No.	Stage	GER	NER	Retention Rate (%)
1.	I-V	94.63	92.36	99.92
2.	VI-VIII	110.90	123.25	99.82

Table 2.28
Profile of Enrolled Students (ST)

Sl. No	Number of Edl. Block	I			II			III			IV			V			VI			VII			VIII			TOTAL
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
1.	Payyannur	1		1							1		1										2	2	4	6
2.	Madayi	2		2		1	1		1	1	1	1	?							1		1				7
3.	Taliparamab N					1	1		2	2		12	12	3	4	7	2	1	3	3	3	6	2		2	23
4.	Taliparamba S								1	1								2	2							3
5.	Pappinissery	1	1	2	1		1				1		1													4
6.	Kannur N	1	1	2	1		1	1	2	3	9	6	15				1	1	2				1	1	2	25
7.	Kannur S	1		1		1	1											1	1							3
8.	Thalassery N										1	1	2					1	1	1		1	1		1	5
9.	Thalassery S	3	5	8	1	1	2	3	4	7	7	4	11	1	1	2	1	1	2	5	1	6		5	5	43
10.	Chokli								1	1																1
11.	Panoor	5	2	7	2	1	3	4	2	6	1	6	7	2	3	5	9	4	13	1		1	1		1	43
12.	Kuthuparamba	45	44	89	56	50	106	56	56	117	41	46	87	66	40	106	62	37	99	72	65	137	109	67	176	912
13.	Mattannur	1	3	4	4	1	5	3	4	7	1	4	5	3	3	6	2	5	7	2	3	5	1		1	40
14.	Iritty	126	140	266	151	133	283	123	113	236	136	122	258	111	116	227	98	111	209	109	118	227	56	81	137	1843
15.	Irikkur	21	16	37	15	11	26	15	21	36	13	15	28	18	15	33	19	19	38	10	12	22	4	3	7	227
	Total	207	212	419	231	199	430	205	207	412	212	217	429	204	182	386	194	183	377	204	202	406	177	159	336	

Iritty has the largest number of SC students (1843) and Chokli has only one ST student. The data shows a difference in the number of Boys and Girls enrolled in Schools.

Status of Enrolment, repetition, completion and dropout rates.

It is good achievement that as a result of national literacy movement, library movement and the voluntary work of other organisation, almost all children of school going age are enrolled in schools. But the house to house survey data proves that in many areas like Muslim populated area coastal belts, fisherman colonies and tribal pockets and problem of non enrollment still persists. Education is free up to primary classes. Noon meals is provided upto VIIth standard. Many incentives like lump sum grant, scholarship, etc is given to SC/ST categories, Muslim girls, etc. In spite of all these attempts, it is understood that dropouts are there at many schools.

Category wise analysis enrollment data will helps us to identify the problems pertaining to individual categories. Enrolment data for total students SC/ST, OBC, other communities, etc are provided in the following tables.

Table 2.33
Grade wise Dropout rate 2001-2002

Sl. No.	Grade	Dropout rate (%)
1	I	0.25
2.	II	0.18
3	III	0.13
4	IV	0.11
5	V	0.12
6	VI	0.20
7	VII	0.23
8	VIII	0.60
IX	1-VIII	0.22

Source : SDB

Table 2.34
Details of Dropout rates - National, State and District (I-VIII)

Sl. No	Stage	National			State			District		
		General	SC	ST	General	SC	ST	General	SC	ST
1.	I-VIII	52.8	66.6	77.7	0.9	3.1	31.4	0.22	2.6	21.2

School Infrastructure Facilities

Harmonious union of good physical facilities and academic atmosphere makes any school a perfect institution. Well spaced class rooms, comfortable and convenient seats for children to occupy in the class, drinking water facility and its distribution system,

separate urinal, toilet for boys and girls, compound walls, permanent and well constructed school building etc. are major factors for creating an attraction towards school by parents and children. Children love such school and an ownership towards it. School data survey conducted in the district reveals that the general infrastructural facilities of our school in the districts is far from satisfactory condition. Some Government schools are working in rental building. Govt. owned buildings are not being repaired and maintained in time. Many school do not have separate urinals/toilets for girls. Majority of schools having drinking water facility, but many do not have proper distribution system. 7 schools do not have their own well. Many class rooms have no separation walls. Lack of compound walls makes the schools and premises unsafe. 35 schools are not electrified. There are schools which do not have sufficient class rooms. 40 schools don't have a leveled play ground to the pupil to play and do physical exercises. This state of affairs has to be changed. Detailed block-wise requirements of physical facilities of schools in the district is shown in the table.

Table 2.35
Details of physical facilities-Block wise

Sl No	Name of the Sub district	Building			Nature of building			Nature of class room			Nature of other rooms		
		Govt.	Rented	Private	Permanent	Semi-permanent	Temporary	Usable	Minor repair	Major repair	Usable	Minor repair	Major repair
1.	Payyannur	236	9	50	116	17	7	520	367	353	153	102	27
2.	Madayi	17	16	52	66	16	1	361	279	96	88	55	25
3.	Taliparamba N	31	6	54	60	27	6	499	312	125	48	71	11
4.	Taliparamba S	7	4	50	24	6	3	277	236	81	51	30	9
5.	Pappinissery	13	8	62	49	73	0	500	360	75	67	57	12
6.	Kannur N	16	2	84	53	10	1	616	244	51	170	53	13
7.	Kannur S	4	-	80	11	3	2	345	338	35	49	37	15
8.	Thalassery N	6	1	71	23	8	3	427	252	16	61	53	21
9.	Thalassery S	17	1	58	17	3	-	305	149	38	63	68	29
10.	Chokli	2	1	69	4	-	-	325	219	10	25	17	7
11.	Panoor	3	3	67	9	-	-	296	166	22	141	14	8
12.	Kuthuparamba	10	2	67	29	12	12	215	259	217	69	35	48
13.	Mattannur	12	1	71	24	8	7	387	363	41	89	70	29
14.	Iritty	31	5	80	51	18	17	776	370	102	198	109	17
15.	Irikkur	22	1	66	42	48	13	412	358	117	102	64	5

Table 2.32
Details of Children with Special needs

Sl N	Academic/phy sical problems	I			II			III			IV			V			VI			VII			VIII			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	
1.	Visual impairment	15	9	24	26	19	45	32	41	73	25	64	89	40	27	67	60	48	108	43	52	95	29	36	65	566
2.	Hearing	16	14	30	26	26	52	37	40	77	40	37	77	51	43	94	25	38	63	64	49	113	28	60	88	594
3.	Speech	2	5	7	8	4	12	6	8	14	7	5	12	6	3	9	8	7	15	11	9	20	8	4	12	101
4.	Mental	6	12	18	11	21	32	12	9	21	10	16	26	25	13	38	26	21	47	33	25	58	28	27	55	295
5.	Ortho..	18	24	42	24	32	56	26	18	44	40	31	71	27	24	51	18	36	54	40	27	67	25	31	56	441
6.	Others	630	648	1278	695	689	1384	688	709	1397	685	701	1386	693	708	1401	705	668	1373	704	618	1322	706	685	1391	10932
	Total	687	712	1399	790	791	1581	801	825	1626	807	854	1661	842	818	1660	842	818	1660	895	780	1675	824	843	1667	12929

The table shows a higher number of hearing impaired pupils in all classes. Students with speech impairment is comparatively minimum. Nearly 4.1% of the enrolled students needs special attention.

Table 2.36
Blockwise requirements of infrastructure facilities.

Sl. No	Name of Block	Library	Laboratory	Reading corner	Activity corner	Equipments for PE	Apparatus for Music & Arts	Black Board	Computer room	class room & other rooms	separation walls	Electricity	Drinking water	Toilet/Urinals for girls	Toilet/Urinal for boys	Playground	component wall	Remarks
1.	Payyannur	95	52	74	74	95	95	74	95	175	61	31	60	43	19	40	64	
2.	Madayi	100	53	82	82	100	100	82	100	109	76	26	77	45	14	36	88	
3.	Taliparamab N	87	45	71	71	87	87	71	81	125	57	22	50	43	12	34	72	
4.	Taliparamba S	61	19	56	56	61	61	56	61	86	45	20	53	40	8	30	43	
5.	Pappinissery	83	35	72	72	83	83	72	83	85	70	27	73	51	26	54	61	
6.	Kannur N	102	50	88	88	102	102	88	102	60	81	56	69	70	33	60	69	
7.	Kannur S	84	23	78	78	84	84	78	84	47	78	58	75	66	42	57	75	
8.	Thalassery N	80	26	73	73	86	80	73	80	77	71	40	62	48	20	41	65	
9.	Thalassery S	76	36	64	64	76	76	64	76	65	62	34	45	46	37	40	45	
10.	Chokli	73	75	68	68	73	73	68	73	63	59	63	63	37	17	39	57	
11.	Panoor	73	75	68	68	73	73	68	73	25	64	36	63	38	17	39	57	
12.	Kuthuparamba	79	25	72	72	79	79	72	79	259	65	46	67	44	27	53	71	
13.	Mattannur	83	82	75	75	83	83	75	83	67	72	43	69	63	34	44	72	
14.	Iritty	100	53	82	82	100	100	82	100	107	82	28	77	40	14	36	88	
15.	Irikkur	89	48	73	73	89	89	73	89	112	62	27	81	54	30	43	78	
	Total	1265	697	1096	1096	1265	1265	1096	1265	1462	1005	566	984	728	350	646	1005	

Issues and problems identified

Quality

While initiating attempts to promote quality in the elementary education sector, Kannur district faces the following problems in the field.

Cluster Resource Centres

Certain Panchayath where CRCs are to set up, do not have Govt. schools and construction of facilities for CRCs became a problem here. Though management schools are ready to provide space for centres. we could not use except offer as civil works are not permitted in private property. Civil construction may be allowed in aided schools also.

Qualified Trainers

The trainers are selected through a secrete process to ensure quality in the personnel But as many of those turned up for selection didn't have the expected quality. We could not appoint. Sufficient number of trainers. Those shortage is grave in the case of selection from the protected high school staff.

These vacancies can be filled from the list of Govt. Teachers.

Table 2. 37

Improving infrastructural facilities - Reasons and Remedial practices proposed

<i>Category</i>	<i>Issues identified</i>	<i>Reason located</i>	<i>Remedial practices suggested</i>
1. Institutionalization	In convenience and hindrance to students for joyful learning.	Congested and dilapidated classroom.	Construction of additional classroom.
	Non-availability of drinking water.	Non availability of well/pipeline.	Provision of wells/water distribution to those school.
	Parents are reluctant to sent their children to schools.	Thatched/dilapidated condition of school building.	Provision for replacing thatched school buildings.
	Disturbance from neighboring classes badly affects the concentration in learning.	Feeling of insecurity of parents about their wards.	Provision of compound walls to those schools.
	Girls students either move to neighbouring houses for want of urinals, or remain throughout the day without passing urine.	No separation wall between classes.	Provision of separate urinals/toilets for girls and boys.
		Lack of separate urinals/toilets for girls.	Provision is given for leveling and making proper play ground, provided adequate land is available.
		No leveled play ground is available for physical exercises.	Provision for electrification included.
		Un-electrified school	Enhance govt. grant for Pvt. Aided schools.
			Provided at least movable items, to help the teachers and students and the

	<p>Pupils are not active and energetic.</p> <p>Advanced educational technology could not be put into class room activities.</p> <p>Unscientific and unhealthy atmosphere. No proper light or air passage/dusty floor/no proper furniture for keeping books/bags and even for sitting according to the correct posture. Lack of desks for writing. No black boards. No space for discussion. group works.</p>	<p>Most of the private aided school managers are not in a position to invest in schools. Govt. grant is totally insufficient, and it is not properly provided.</p>	<p>society eg. Lab/furniture. Computer items etc.</p>
2. Total enrolment	<p>Enrolment of children in certain areas like tribal pockets, hilly areas</p>	<p>Non availability of schools in locality. Parents are still unaware of the importance of education.</p>	<p>Starting alternate schools/education guarantee centres in those area. Arranging awareness programme to parents.</p>
3. Drop out free attempts	<p>Some pupil do not find interest in attending schools</p>	<p>They don't find ways and means for improving their genuine talents like music, sports, arts etc.</p>	<p>Provisions for instruments for learning music, sports, arts etc</p>
4. Capacity development	<p>Teachers are not conversant with the new pedagogy</p> <p>Teachers are not competent enough to sort out class room academic issues</p> <p>Long delay in clearing the doubts of teachers arising in the classroom</p> <p>Teaching learning aids are not being used in the class</p> <p>Pupils are not properly evaluated</p> <p>Pupils do not get concepts or information beyond that is available in the text book.</p>	<p>Lack of adequate training</p> <p>Sharing of class room experience among fellow teachers in different schools is lacking</p> <p>No academic on site support is available to the teachers</p> <p>The teachers are not competent enough to prepare and make use of improvised teaching learning aids.</p> <p>Even, those who are willing are hesitating for want of funds</p> <p>Teachers are not familiar and accustomed to modern evaluation practices and tools</p> <p>Lack of exposure of teachers</p>	<p>Provision for teacher training for all teacher including newly recruited teachers and untrained teachers</p> <p>Provision for setting up of CRCs and for conduction monthly meeting</p> <p>Provision for on site support to teacher through expert teacher training</p> <p>Teacher grant is provided</p> <p>Provision of workshop for preparation of evaluation tool and its application among students</p> <p>Provision for arranging programmes such as demonstration, field trips etc.</p>

5. Learner achievement	<p>Pupils do not exhibit creativity</p> <p>Social relationship is lacking</p> <p>Reading habits is lacking</p> <p>Lack of scientific outlook and readiness to take part in experimentations.</p> <p>In capable of participating to conduct festivals.</p>	<p>Non availability of opportunities to exhibit and develop the talents</p> <p>In equality of standard of living and development of nuclear facilities</p> <p>Non availability of child friendly literature in schools</p> <p>Lack of opportunities and equipments experiments</p> <p>Lack of opportunities</p>	<p>Establishment of pedagogic park in panchayats, sub district level, and district level.</p> <p>Sahavasa camps at school level panchayath and district levels provided</p> <p>Provision of extra reading books in schools</p> <p>Provision of necessary laboratory equipments</p> <p>Panchayath level teams can be constituted and visit to school proposed</p>
6. SC/ST Education	<p>Many SC/ST students are un-enrolled in schools</p> <p>Pupils are not interested to studies</p> <p>Educational backwardness among SC/ST pupils</p>	<p>Parents are un aware of the importance of education</p> <p>Teacher pupil relationship is poor.</p> <p>Formal language used in calls in unfamiliar</p>	<p>Awareness programme among Sc/ST volunteers and parents proposed and provision of TV in SC/ST colonies.</p> <p>Opening of AS Centres Sepcial training to teachers working in SC/ST area.</p> <p>Appointing teachers /RP's from Sc/ST Community.</p> <p>Preparation and use of bride material</p>
7. EGS	<p>Un-enrolled children in homes</p>	<p>School are not accessible</p>	<p>Opening of education guarantees scheme centres.</p> <p>Awareness programme among paren</p> <p>Spceial training to teahcers in EGSC</p> <p>Preparing and distribution of learnin material to EGS Centres</p>
8. Documentation	<p>Lack of proper reference document about programmes and activity already conducted in the past years</p>	<p>No systematic attempts for documentation done so far</p>	<p>Provision for documentation of all activities under SSA is included.</p>

Chapter - III

PLANNING EXERCISE

Environment Creation Activities

Planning is the process of arrangement for carrying out some future activity with the effective utilisation of all resources available to achieve the objective up to the maximum level within the time limit minimising wastage of money, time and man power.

As 'Sarva Shiksha Abhiyan' is a time bound programme for 10 years, Microplanning is inevitable for its successful implementation. Active involvement of the users and beneficiaries must be ensured in the microplanning process.

As a part of planning exercise, a core planning team was constituted in each panchayath, including ward members, selected community leaders, NGO representatives, Headmasters, selected parents etc, to ensure habitation level planning.

For planning to be need based, a house to house survey was conducted in the previous year. A school survey was conducted this year by the Headmasters to identify the issues and requirements of each and every school. This survey was consolidated at Panchayath level, subdistrict level and district level.

Participatory Exercise & Trainings

All DEOs, AEOs and Headmasters were oriented regarding the implementation of the programme. The Headmasters were instructed to formulate the school level plan with the participation of PTA/MPTA, SSG and PRI members based on the need of the schools. These plans were consolidated at Panchayath, block and district level. A meeting of the representatives of Grama/Block Panchayath presidents and Municipal chairman were conducted at District Panchayath to discuss details of Annual work plan. A district level core team consisting of DIET faculty members, AEOs, BPO, NGOs, Trainers and teachers verified the plans and finalised the Annual work plan for 2003-04 in a 5 day workshop at district level. Major activities suggested in the various interventions are given below.

Quality Improvement

1. Curriculum change and preparation of teaching learning materials. Teacher training Monitoring Supply of free text books Teacher grant & School grant Construction of BRCs, CRCs

Community Mobilisation

1. Training of community leaders at school level, Developing materials for orientation Sahavasa Camp

EGS & Tribal Education

Awareness campaign in selected areas, convergence meetings of PRIs, ITDP, Social welfare Dept and voluntary agencies. Formation of tribal resource group and coastal resource group, construction of thatched shed for EGS centres and provision of slates/pencils, books to EGS children.

Management Information System (MIS)

Setting up of MIS, setting up of DISE and training to field staff/

ECCE

Teacher training programmes, training for Panchayath members and base line studies about the status of Pre-school education.

Management Structure & Institutional Capacity Building.

Capacity building of DIET/DRG/BRG/BRC, VEC. FAX Telephone, Photocopiers, Vehicle hiring hiring, of experts.

Girls Education

Study about the status of child, counselling centres for parents and children, women empowerment programmes, two wheeler training etc.

Research, Evaluation, Monitoring and Supervision

Setting up of Research advisory committee, orientatin programmes, arrangement of consultancy services conducting various types of research studies and publication of periodical research bulletin.

Computer Education

Setting up of district level computer training centre in DIET and in Kannur Educational district respectively setting up compute labs in selected Govt. UP Schools, training teachers for impacting computer based institution and computer assisted institution.

SC/ST Education

Bringing the community to the main stream of society eliminating drop outs and ensuring retentions upto VIII std. Achieging gender equity.

IEDC

Conducting detecting camps for identification of childrens of special needs and supplying the Aids and appliances.

Chapter IV

PROGRESS OVERVIEW

The outlay recommended for the district for 2001-02 was Rs. 3.01 crores. The proposal for Rs. 10.06 crore was also approved for implementation for the year 2002-03

The implementation of S.S.A. activities in the district started with establishing SSA Project office attached to the office of Deputy Director (Education) Kannur.

- Meeting of D.D.E. , DIET Principal and Zilla Oanchayat President and Education Standing Committee Chairman was conducted and a plan for implementation was discussed.
- DIET faculty designed a module for orientation for Educational Officers and an Orientation to AEOs and DEOs in the district was conducted.
- Press conference was conducted in the Collectors chamber. This was followed by a one day orientation to all Grama Panchayat / Block Panchayat Presidents and Municipal Chairman in the district which was presided by Zill Panchayat President
- One day orientation of Headmasters of High Schools and Primary schools in the district was given
- DPC meeting held in the Collectors Conference hall approved the time schedule of activities and constituted a working committee and entrusted it to steer the Implementation activities of SSA in the District.

I QUALITY IMPROVEMENT

Teacher Training

This was the year in which the curriculum in VIII Std. got revised. New textbooks in the different subjects were introduced. So the teachers handling VIII Std had to be oriented. This task was taken up, and a set of resource persons were got trained and with the help of these R. { 's a 5 day in service training was conducted in the district. 3813 High School Teacher participated in the course. This year government decided to introduce English as a subject of study in III Standard. Hence teachers handling III Std had to be given an orientation in communicative English. The require module was prepared in DIET and training was imparted to all the teachers handling English in primary class.

Teacher Grant

Teacher Grant @ 500/- per Teacher per year was distributed to schools. District level orientation was given to Panchayat conveners in which instructions for utilizing the different grants to schools was given. They in turn conducted Panchayat level meetings and oriented the Head masters and PTA members as to the nature of utilization of teacher grant, school grant and maintenance grant.

Teacher listed out the learning aids they want to prepare or purchase and purchased the same/prepared and started using the items in the class. Certain Panchayats took

up the task of conducting workshops in which teachers were given training for preparation of teaching learning aids.

School Grant

School grant @ Rs. 2000/- was released to all Govt. and aided Schools. This was utilized properly as per instruction given by providing items, which promote academic atmosphere of the class and school.

II. COMMUNITY MOBILISATION

- Meeting of the Headmasters and P.T.A. Presidents of concerned schools were conducted for each civil work component and given proper instructions regarding the norm, nature of construction, funding details etc. and also reminded them of ensuring the involvement of people and P.T.A. representatives. All construction work are being monitored by A.E.Oso district office and Panchayat representatives.
- All Grama / Block Panchayat Presidents and VEC Conveners were oriented regarding the implementation of SSA project.

III. INTEGRATED EDUCATION FOR DISABLED

An initial orientation at district level for all educational officers and DIET faculty members was given with regard to identification of disabled children in schools. The familiarization of checklist was also done. The orientation to HMs in the sub district level was also conducted.

Copies of checklist were distributed to teachers. Teachers identified the children and consolidated category wise list and sent it to sub district.

Medical detection camp in sub district level is being held. Three camps are over Remaining camps will be held this month.

IV. RESEARCH AND EVALUATION

In order to update the school data, the prescribed Proforma for DISE was familiarised to all educational officers and block Programme officers. They in turn oriented all Headmasters in sub district level. The format was filled up by the concerned headmasters and brought to the Asst. Educational Officers.

V. MANAGEMENT STRUCTURE

By October 2002 District Project Officer and Programme Officer were in position in the S.S.A. Office. As mentioned in quality improvement component, teacher trainers in B.R.Cs have to be selected and posted. 10 trainers in each B.R.C. were selected through a selection procedure conducted by DIET faculty and they got interviewed by an expert team headed by D.D.(E). The trainers were appointed by the state office. They were given a three day orientation by DIET faculty. A Proforma was prepared and they were instructed to hold school visit and to interact with the teachers to assess the teacher training needs which can be taken up for planning teacher training during the next academic year. They were also supplied with an observation tool and asked to visit schools to observe the evaluation procedure going on in schools, so as that proper modification can be incorporated in the module of evaluation course next year.

VI. CIVIL WORKS

Civil work component was taken up soon. Conference of Educational officers was held and instructed them to convene the meeting of Headmasters and prepare a priority list of schools where different Civil Work allotted under SSA are to be started. The list was prepared in consultation with the people representatives in the concerned Panchayat and consolidated in sub district level. As such, the following civil works was sanctioned during the year.

BRCs

The district has 15 sub districts and hence 15 BRCs are to be constructed attached to Govt. U.P. Schools. 2 were sanctioned during the last year and 5 during this year locations were identified and steps taken for releasing the mobilizing advance to the HMs. The fund should be operated in joint account of HMs and Block Presidents.

CRC

88 cluster Resource Centres were identified in the district out of which 8 CRCS were allotted for the year. Mobilistaion advance was released to 4 CRCs.

To promote the Physical facility in schools, 85 additional classrooms were sanctioned. Fund was released to 82 additional rooms.

Drinking Water

37 schools were identified for the year to provide drinking water facility 29 schools were given mobilization advance

Toilets

90 Schools were identified funds was released to 80 schools work has started.

Separation walls.

206 Separation walls was approved and out of this fund for 89 Separation walls was released, construction started,

Electrification

54 Govt. L.P./U.P schools which are not electrified schools were identified and fund was released to 31 schools as per norms. The initial work was started.

Maintenance grant

All Govt. UP and Higher Schools in the district were provided with Rs. 5000/- each as maintenance grant, this being utilized.

VII. REPAIR AND MAINTENANCE

Maintenance grant

Maintenance grant @ Rs. 5000/- was released to all Govt. UP and High Schools. The money was utilized for proper maintenance of class rooms and maintenance of school premises.

Chapter V

PLAN FOR SPILL OVER ACTIVITIES

Some of the activities AWP&B for 2001-02 and 2002-03 has not been completed due to various reasons. Interventions of ongoing activities are spilled over. Such activities are detailed below;

1. Computer education
2. Education for the disabled
3. Furniture grant for BRC
4. Furniture grant for CRC
5. Construction of BRC
6. Construction Of CRC
7. Additional classroom
8. Drinking water
9. Toilets
10. Separation wall
11. Electrification
12. Research and Evaluation
13. New school building
14. Teacher Training

Intervention wise status and justification of spilled over activities

COMPUTER EDUCATION

Computer Education can be made use of in School Children for learning the concept correctly and effectively. This will certainly increase the confidence in learning. Pupils today must be given an awareness and readiness to adopt and respond positively to the development in the field of information technology.

Initiation for imparting computer Education is already started. Construction work has just begun. Proper steps are being taken for the selection of schools. Setting up of rooms is in progress. As the work is to be done in stage by stage, it will take time for the completion. Installation of computer in selected schools has already initiated. Sufficient time is necessary for its completion. The amount allocated for computer education is detailed below;

2001-02	-	4,44,000.00
2002-03	-	24,84,000.00

These amount may be placed as spill over

EDUCATION FOR THE DISABLED

The school children comes under this category are mainly of four such as physically handicapped, visually impaired, hearing impaired and mentally retarded have different needs. The first and foremost step towards achieving the objective of identifying those children has already been done. The medical detection camps are

being conducted. Lay screening is already over. The amount allocated for the education for the disabled is detailed below:

2002-03 144.7002 lakh

As the programme is conducted stage by stage, it will take more time for the completion. Adequate time is necessary. So the work is not yet completed. The amount allocated for the previous year has to be spilled over. Hence an amount of Rs. 67.50 lakh for the previous year may be spilled over.

FURNITURE GRANT FOR BRC

All the 15 BRCS are in need of furniture for smooth functioning. Furniture grant is not yet given to the BRCS. During 2001-02 2 BRCS are sanctioned and 4 numbers are sanctioned in the year 2002-03. Office functioning and teachers training are to be started. Hence an amount of Rs. 15 lakh is spilled over.

FURNITURE GRANT FOR CRC

CRC's in different locations requires furniture. The construction of CRC's is already started. The remaining CRCS have to be started. Steps are being taken for this. The location of the CRCS is identified. An amount of Rs. 10000/- to each CRC is spilled over and hence a total amount of Rs. 8.8 lakh is spilled over for the construction of the remaining CRCS.

CONSTRUCTION OF BRC

15 BRCs are to be constructed. All the 15 centres are identified. For this the usual procedures and norms are followed. It is in a time frame. Transparency is to be maintained. To ensure this community involvement is very essential. It will take adequate time for its completion. Hence an amount of Rs. 32.4 lakh is spilled over.

CRC CONSTRUCTION

Construction of Eight numbers of CRC is already started. Identification of centers are over. A common platform of teachers for sharing their experiences at the local level is necessary. Procedure has to be maintained and hence construction work is under pending. It is because of these reasons that an amount of Rs. 12 lakh is spilled over.

ADDITIONAL CLASSROOM

For the proper and effective transactions of the curriculum conducive atmosphere has to be created. Additional classroom is very essential for this. Construction of 85

numbers of additional classrooms are already started. Construction under pending is spilled over. It will take more time to fulfill the existing procedures and norms. Hence an amount of Rs. 77.1 lakh is spilled over.

DRINKING WATER

Schools lacking proper water distribution system is to be given due consideration. Communities involvement is very essential for its effective implementation. In order to ensure their involvement and also to maintain step-by-step formalities adequate time is necessary. Hence an amount of Rs. 3.66 lakh is spilled over.

TOILETS

Already started the construction of 90 numbers. Construction of the remaining numbers is being started. Speedy measures are being taken for this. Involvement of the community is to be ensured. An awareness programme is being chalked out for this purpose. Various committees are formed. Sufficient time is required for this. The amount allowed for the previous year is to be spilled over. Hence an amount of Rs. 11.44 lakh may be spilled over.

SEPARATION WALL

Construction of 206 numbers is already started. Measures are being taken for the construction of the remaining numbers. PTA and Similar other organizations are to be involved in this. Committees at different levels are being organised. This work is also in progress. So enough time is essential for all these. The amount allocated for the previous year has to be spilled over. So an amount of Rs. 17.040 lakh may be spilled over

ELECTRIFICATION

Electrification of 54 school is in progress . Steps are being taken to begin the same in the remaining schools. Community's involvement is to be ensured. Some sorts of awareness programme are being conducted. Various committees are also to be formed. This has also started. Adequate time is needed to fulfill the requirements in connection with electrification. The amount allocated for the previous year has to be spilled over. Amount of Rs. 4.16 lakh allocated for the previous year may be spilled over.

RESEARCH AND EVALUATION

Proper and reliable data are to be collected. Baseline study has to be conducted for this purpose. The collected data is to be compiled and analysed. It has to go through certain process. Baseline study and data collection are already started. Follow-up study and orientation at different levels have to be initiated. It will take more time for its completion. The MIS unit has to be set up here with all modern facilities to help

processing the information collected. The amount allocated for the year 2002-03 is detailed below

2002-03 - 17.626 lakh

As all these works are time consuming the amount allocated for the year 2002-03 has to be spilled over. Hence an amount of 11.720 for the previous year may be spilled over

NEW SCHOOL BUILDINGS

Many formalities are to be followed with regard to the construction of new school buildings. Identification of proper and sufficient land is the prime most important thing. Acquisition of suitable land has to be done. This has to be done with great caution so that transparency is to be maintained. This is a time consuming process. Agreement will have to be executed. Proper measures are being taken for the fulfillment of all these requirements. The amount allocated for the year 2002-03 is detailed below:

2002-03 - 15 x 3.5 lakh
52.5 lakh

Hence an amount of Rs. 52.5 lakh may be spilled over.

TEACHER TRAINING

Fresh recruits coming every year needs to have oriented in new trends of the field. The amount placed in the budget for this activity is spilled over to Rs. 2.142 lakh and there are untrained teachers also in the field handling subjects and minority languages. The proposal for a 10 day training amounting Rs. 5.740 is placed as Spillover.

TABLE . 38
ITEM WISE DESCRIPTION OF ACTIVITIES
(SPILL OVER)

Item No.	Description of Activities	Unit cost	Physical			Period	Financial			Remarks
			Target	Completed	Balance		Outlay	Spent	Balance	
1	Purchase of Computer	0.400	5	-	5	2001-02	2.000	-	2.000	
	Printer	0.150	1	-	1	"	0.150	-	0.150	
	12 Port hub	0.090	1	-	1	"	0.090	-	0.090	
	Furnishing					"	0.500	-	0.500	
	Stationery, Book & Periodicals					"	0.200	-	0.200	
	UPS	0.300	1	-	1	"	0.300	-	0.300	
	Telephone, Electricity, Internet					"	0.200	-	0.200	
	Educational software					"	1.000	-	1.000	
	Su b Total						4.440		4.440	
	Purchase of computer	0.400	10 x 3	-	10 x 3	2002-03	12.000	-	12.000	

TABLE : 39

ITEM WISE DESCRIPTION OF ACTIVITIES

Item No.	Description of Activities	Unit cost	Physical			Period	Financial			Remarks
			Target	Completed	Balance		Outlay	Spent	Balance	
	Printer	0.150	10	-	10	2002-03	1.500	-	1.500	
	8 Port hub	0.090	10	-	10	"	0.900	-	0.900	
	UPS	0.150	10	-	10	"	1.500	-	1.500	
	Furnishing	0.250	10	-	10	"	2.500	-	2.500	
	Stationery		10		10	"	2.500	-	2.500	
	Educational Software		10	-	10	"	5.000	-	5.000	
	Brochure, preparation, printing & distribution					"	0.500	-	0.500	
	Sub total						24.400		24.400	
3	Furniture grant for CRC (Tables, chairs, Almirah etc)	0.100	88		88	"	8.800	-	8.800	
4	Furniture grant for BRC (Tables, chairs, Almirah etc)	1.000	15	-	15	2002-03	15.000	-	15.000	
5	Teacher training for untrained teachers & fresh recruits	.0007	880		880	2002-03	7.882	-	7.882	

TABLE : 40

ITEM WISE DESCRIPTION OF ACTIVITIES (SPILL OVER)

Item No.	Description of Activities	Unit cost	Physical			Period	Financial			Remarks
			Target	Completed	Balance		Outlay	Spent	Balance	
5	BRC Construction	6.000	2	-	2	2001-02	12.00	4.800	7.200	
			5	-	5	2002-03	30.000	4.800	25.200	
6	CRC Construction	2.000	8	-	8	2002-03	16.000		12.000	
7	Construction of additional classrooms.	1.500	85		85	2002-03	127.500	50.400	77.100	
8	Providing drinking water facility	0.150	37	1	36	2002-03	5.550	1.890	3.660	
9	Construction of toilets	0.200	90	-	90	2002-03		6.560	11.440	
10	Separation walls	0.100	206		206	2002-03		3.560	17.040	
11	Electrification of School building	0.100	54		54	2002-03		1.240	4.160	
12	Research and evaluation									
	1. Consolidation workshop in Block level	0.0007 0.003 0.014	1300 1300 1259			2002-03 2002-03 2002-03			1.820 3.900 17.5504	
	2. Data entry of DISE & MIS						17.626	0.0756		Only Rs. 11.720 Lakhs proposed
13	Construction of New School building	3.500	15	-	15	2002-03	52.500	-	52.500	
IED	Detection camp Block level 50x3 days	.500	15			2002-03				
	Supply of Aids & appliances	.010 .012	6000 12112			2002-03 2002-03				
							145.344	.6732	144.6708	Only Rs.67.500 Lakh is proposed
	Total								433.0432	350.642 is proposed

CHAPTER VI

Component Wise Planning for 2003-04

INTERVENTIONS

Planning refers to working out the interventions to meet the felt needs with available internal and external resources. The major interventions suggested in the plan along with the justification for each are detailed below.

I. QUALITY IMPROVEMENT

Improving the quality and efficiency at the school class room levels is a thrust area, since SSA categorically highlights the need to provide education of a satisfactory quality in achieving the goal for education for all. Mere focus on access, enrolment and retention without resulting in betterment in learning level becomes wastage of resources. Hence the efforts towards achievement of quality need to go hand in hand with efforts directed towards increasing access, enrolment and retention.

1. FREE SUPPLY OF TEXT BOOKS FOR GIRLS AND SC/ST STUDENTS

It is understood that poverty is the main reason which prevents the parents of SC/ST group from sending their children to schools regularly. As a result, those children become drop out of school. Further it is also found that among those children who become drop outs, a good number is girls. Girls education is a must as they are back bone of the family. Hence, free text books can be supplied to all SC/ST and girls to address the problem. It is estimated that unit cost for LP class text book is Rs. 50 for a UP class is Rs. 100 and for std. VIII is Rs. 150 We have 552588 LP students 59337 UP students and 22330 in std. VIII students. An amount of Rs. 27.629 lakhs for LP Rs.59.337 lakhs for UP as Rs. 33.495 lakhs for VIII std is set apart for free supply of text books during this year.

2. SCHOOL GRANT

Teaching Learning Materials is the actual vehicle that help delivering curriculum to the child in the class room. Replacement of the damaged TLMs and its repair have to be done yearly in all schools. School grant is given with a view to meet the expenditure towards these items. So an amount of Rs. 2000/- per annum per school is proposed in this head. For 1243 schools, Rs. 2,48,6000 is proposed in the annual work plan for 2003-04

3. TEACHER GRANT

Curriculum Transaction is carried out by the teachers after detailed planning of leaning strategies and preparation of materials. The teacher requires reference materials and books for class room instruction. Moreover they have to spend money for preparing learning materials. So a grant @ Rs. 500/- per teacher per annum is proposed in the plan for 13192 teacher up to std. VIII. The total amount proposed in the plan is Rs. 198.212 lakhs.

4. TEACHER TRAINING

Quality of education depends on the quality of the teacher. There should be periodical training for teachers for the capacity development. It should be from induction level. This will help them in sharing their experiences, removing doubts on content matters and equipping themselves to become a professional. So every year 20 days regular training for all teachers up to std. VIII is proposed. As a preparation for this SRG and DRG has to be quipped well with modules for training and planning for conducting it. A 5 day rtraining for DRG at District level is proposed the amount costed towards this purpose is 2.142 The total amount proposed in the annual plan is Rs 198.212 lakhs. An amount of 7.882 lakhs is placed as spillover.

5. PROGRAMME FOR CURRICULUM RENOVATION

In order to make the curriculum local specific and child friendly, periodical revision and adaptation are necessary at local level. On the basis of the actual feed back from the class room, schools have to make adaptation on the materials prescribed and supplied by state. The proposal works out to Rs. 5,00,000 for this year.

6. HONORARIUM TO TRAINERS

Imparting training to teachers at district level is not feasible as their number is very high. Moreover, training at sub-district level is more convenient to them. The formulation of BRC at sub-district level is inevitable to improve the quality of the teacher training programmes. Further, the strategies for improving the quality of education with in the class room entails on-site support and monitoring. So we need training personel at BRC, to take up these responsibilities. They have to be given Honorarium @ Rs. 10,000 per month. Total out lay will be Rs. 3 crores.

7. TLM GRANT TO BRC

The BRC has to function as a resource center at the sub district level. The training programmes conducted there help directly to improve the quality of teachers. BRCs require grant for making TL materials. Towards this an amount of Rs 5000/- per annum per BRC is costed in the plan and it works out to Rs. 75,000 in the annual work plan.

8. TLM GRANT TO CRCs

To make the training programmes at CRC level more effective and successful, a grant of Rs. 1000/- per annum for 140 CRCs are proposed in the plan. The amount costed is Rs. 1,40,000.

9. FURNITURE GRANT TO CRCs

The opening of CRCs in different location requires furnishing. As those centers are also used as class rooms, the furniture must suit the class rooms as well. An amount of Rs. 10,000/- to each CRC is costed in the plan Rs. 5,20,000 is required for 52 CRCs and Rs. 8,800 is placed as spillover.

10. CONTINGENCY GRANT TO BRCs

The day of functioning of BRCs require allocation of funds for expenditure towards electricity charges, phone, purchase of office stationary, postage etc. So for contingency to BRC an amount of Rs. 12,500 per annum is proposed in the plan. This amount comes to Rs. 187500.

11. CONTINGENCY GRANT TO CRCs

During the CRC meetings and for official purposes contingent expenditure is required. So an amount of Rs. 2500/- per annum for all CRC is included in the proposal for this expenditure. Total out lay comes to Rs. 3,50,000.

12. FURNITURE GRAND TO BRCs

The opening up of 15 BRCS require furniture (tables, Chairs, Alamaras etc.) An amount of Rs. 15,0000 is allocated for the year 2001-02. The amount is seta part as spillover.

II SPECIAL FOCUS GROUPS & INNOVATIVE ACTIVITIES

(A) Education for the children with special needs: One of the main hindrances to fulfill the aim of achieving EFA is the education of children with special needs. It is understood that 6-8% of total school going children falls under this category either hearing impaired, or visually impaired, or orthopeadically handicapped, or mentally retarded or learning disabled. All these categories of children have different needs. Sending these children to special school is not advisable as it gives mental strain to them. It is not possible for the parent to afford the cost as it is expensive. So many parents do not send them to school. Those who reach schools becomes drop out due to lack of assistance or consideration from fellow pupils and teachers. In short. Their needs are not met. The teachers in general school

should be given special orientation to handle these children in general schools with due care and consideration. Teaching learning material and technical devices like hearing aids, spectacles, wheel chairs, etc. can be provided as per requirement. The identification of such children is the first step towards it. Teachers will be given special training to identify the children. An amount of Rs. 1200 for 12870 pupil can be expended to meet the needs of these children. An amount of Rs. 154.44 lakhs is proposed for these activity. Rs. 67.50 lakhs is brought forward as spillover.

(B) GIRLS EDUCATION: Though female literacy rate is commentably high in Kerala, girls belonging to certain religion and deprived groups form a major part of drop put from schools. The un-enrollment among these group is noticeably high. So a special campaign for promotion of girls education becomes a component of SSA . Confidence has to be built up in girls to acquire gender equity in the society. They face certain problems relating to growth and development. Most women are not aware of their rights and duties. Through proper and effective implementation of activities related to girls education, women empowerment is to be accomplished. Separate project proposal in this area is appended. An amount of 9.998 lakhs per year is proposed for this intervention.

(C) SC/ST Education : The upliftment of the SC/ST people is still a genuine problem that invites immediate attention. Many SC/ST children of 6-14 age group do not reach school yet. Those who reach, fail to complete the course. The illiterate parents isolation from general public, aversion of these people to education, exploitation by the society, colony system, health problems, poor economic status, dwelling in hilly areas, mis-utilization of Govt. funds and grants, poor conditions of pre-metric hostels, lack of transport facilities, etc. are the reasons of educational backwardness among these people. A separate project is appended in this regard. An amount of Rs. 9.98775 lakhs is proposed for this intervention.

(D) ECE: It is assumed priority in the SSA Early Childhood is the most significant period in the life of human being. This is the period when the foundations are laid for motor, sensory and cognitive language, social and personality development. This is a time when even small positive inputs results in long term social benefits. Children below 5 years is the target group. Separate project is prepared in this area. An amount of Rs. 15 lakhs is proposed in this year.

(E) Computer Education : Computer has become one of the most important tool of our day-to-day life to cope up with the development of Information technology. Our children also should be given computer education. Teachers must be skilled in the use of computers, so that they can help to provide computer literacy to the students. Computer education has become part of Primary curriculum Separate project is prepared and appended. An amount of Rs. 15 lakhs is set apart for this intervention. Rs. 28.840 is placed as spillover.

III. EDUCATION GUARANTEE SCHEME/ ALTERNATIVE AND INNOVATIVE EDUCATION

Main objectives of SSA is to ensure the enrolment of all children in Schools. In case in certain areas normal LP Schools are inaccessible to habitations due to geographical conditions, Alternate School/ Education Guarantee Centre is to be

provided. House to house survey result show that there are areas in different sub-districts where EGS is needed. 20 such locations are identified. The local Gramapanchayat will provide land and physical facility to start the centres. Volunteer instructors will be selected and trained from among the residents of the colony. provided by SSA, one in each centre. Special training will be provided to these volunteer teachers for 4 days in two spells each. Remuneration of Rs. 3000/- per month will be given to them. Besides teacher grant @Rs.500/- and school grant @ Rs.2000/- will be provided per year. Per centre. Special learning materials will be prepared and supplied to the learners. Total out lay for the above activities will be Rs. 8.319 lakhs.

IV. RESEARCH, EVALUATION, MONITORING, SUPERVISION & MIS

To bring about innovative ideas and make reformation on any field, prompting research work becomes inevitable. Hence inclusion of this component will result in continuous betterment of the programme. This aims at creating innovative thinking among educational practitioners and motivating them in doing action research in their fields. This enables to modify evaluation strategies in accordance with the changing views and approaches of pedagogy. Creative thinking and field tryout are essential in this area. Capacity building and research oriented ness will be developed in teachers. Action research studies will help to solve their class room academic problems and builds competency of teachers. Social assessment study (mass study, pilot study, depth study etc) also can be included for building up a favourable attitude among society for the successful implementation of the progress. School teachers; BRC trainers and DIET faculty members can take up research evaluation studies. Rs.1400 per school per year is the unit cost. Rs. 29.1109 is set apart for this. An amount of Rs. 11.720 is placed as spillover.

MONITORING AND MIS

A well arranged management information system is highly essential for managing the implementation of SSA programme effectively in the district. The scope of MIS in SSA in terms of collection, compilation, analysis, dissemination and integration of data in the planning and implementation process. Management of the programme has to be done in various levels from bottom to top. Computerisation is essential from the very beginning. MIS will primarily assist the agencies implementing SSA by providing information on schools and infrastructural facilities; access retention, and quality related issues; intervention wise progress, Teachers Data base, etc. MIS would also act as a decision support system for the agencies and intervention centres implementing SSA. Hence setting up of a computer room with computers and printers, necessary furniture, scanner, UPS, hub and necessary software is no doubt a must for the district. An amount of Rs. 1000000 is proposed for setting up of MIS and capacity development. The expenses for necessary contingency and stationary up gradation and maintenance of the system also will be from this fund.

V. MANAGEMENT STRUCTURE AND INSTITUTION CAPACITY BUILDING

1. Setting up of DPO

Proper management of the implementation of SSA in the district is of utmost importance. A well structures district office headed by District project officer assisted by 5 Programme officers, one Account officer one administrating assistant five clerks and other supporting staff is o be set up at district level Rs. 70.128 lakh is proposed in the budget towards their salary. The office has to be adequately furnished withal modern amenities. An amount of Rs. 79.366 Lakhs is costed towards this purpose.

2. TA/DA

The District officials have to visit schools, conferenccce centres, BRCs, CRCs etc. They have to attend state level conferences also. To meet these expenses Rs. 1 lakh is costed in the annual work plan.

3. Office expenses and contingency

To meet the office expenses and contingency charges total out lay of Rs. 3,00,000 is costed in the plan.

4. Remuneration to Resource persons

On certain occasions during orientation programmes seminars teacher training etc. suitable and capable resource person from various levels are to be invited and their expenses are to be met in the district office. An amount of Rs. 10,000 is costed in the annual plan.

5. Setting up of BRCs

15 BRCs are to be set up. Salary of Block programme officer and supporting staff is costed under this activity. Rs. 7560000 is set apart in the annual plan.

VI. COMMUNITY MOBILISATION

1. Two day training for community leaders : Programme launching in the district should be preceded by maximum publicity among the community, especially parents of school children, local community leaders and people representatives. For this, two days training for all community leaders in the district will be highly helpful. 2064 community leaders will be trained. Concept of universalization of education, quality education, objectives of SSA, implementation mechanism, role and functions of community leaders and others involved in the educational field etc. will be discussed, so as to get the full support of the participants for the successful implementation. To meet their refreshment and contingent expenses and amount of Rs. 30/- per person per day is estimated. Rs. .1548 lakh is proposed as total cost and an orientation to PTA/MPTA/SSG representatives is also proposed. For this an additional amount of Rs. 3.5952 lakhs is set apart.

VII. MEDIA AND DOCUMENTATION

What is done in the field of education under SSA programme is to be disseminate among the public to create adequate awareness. Media helps in conveying the message of any mission to the public. Enough awareness about SSA has to be generated among people to gain public acceptance of the programme. SSA being a new programme, adequate publicity has to be ensured through media. This will help in maintaining transparency in all interventions. Similarly all the programmes are to be readily documented for future use, reference and modification of similar programmes in future. Hence media and documentation is considered to be a separate intervention. Pamphlets and brochures relating to SSA in general and special intervention in particular shall be prepared and published. News letter has to be published at least twice in year. This will reach all schools, in the hand of educational functionaries and all the educational experts. They can also respond to the structure, content, presentation and style of the news letter to help refining the news letter. Press conference has to be held at least twice in a year. Reports have to be prepared and published annually. Media seminars will be conducted in each block. Exhibition floats about the achievement of SSA programme can be prepared and presented during occasion of State or National level exhibitions or educational fairs. An amount of Rs. 5.04750 is set apart for this intervention.

VIII. CIVIL WORKS

1. BRC Construction : At present in- service courses are being conducted mainly at DIET. This creates a lot of difficulties to teachers, as they have to spend a lot of time and money to travel long distances. If suitable location are identified in sub-district, and established BRC in each sub-district, this problem can be solved. Moreover, teacher training programme can be conducted simultaneously in all sub-districts. All teachers can be covered two times within a year. Hence construction of 4 BRCs are proposed. The unit cost is Rs. 6 lakhs. An amount of Rs. 24.000 lakh is proposed in the annual work plan. Rs. 32.400 is placed as spill over.

2. CRC Construction : At present teachers do not get opportunity to share their experiences, class room problems, and achievements in the class room. Hence, it would be beneficial if we establish a common platform to have a get together by teachers. Teachers from 6 to 10 neighbouring schools can group together to form a cluster. They can have meeting once in a month. Rs. 2 lakhs per CRC, the total outlay is Rs. 18.00 lakh and Rs. 12.000 lakhs is placed as spill over.

3. Additional class room : As many class room are congested, teachers are not able to conduct activities relating to curriculum transactions in an effective manner. Many class rooms are Pre-KER class rooms. Hence is decided to construct 105 additional class room in the district at a cost of Rs. 157.500 lakhs and an amount of Rs. 77.100 lakhs is placed as spill over.

4. Maintenance and repair of school building : 277 Govt. schools in the district need minor repair works so that it can be used properly. They do not get assistance from the Govt. regularly for proper maintenance. Hence an amount Rs.

5000 per school per year can be provided to get it maintained and repaired annually. An amount of Rs. 1385300 is proposed for this.

5. Toilet for Girls : Many children have to depend on the neighbouring houses when they need toilet facility. Though in many schools, there is a toilet, it is only intended for common use. 90 Govt. schools need separate toilet for girls. Unit cost is Rs. 20000 and an amount of Rs. 18.00 lakh is proposed and Rs. 11.44 lakh as spill over.

6. Drinking water facilities: In most of the schools there are well and proper water distribution system. But in some schools there is no well even. They depend on the neighbouring houses to get pure water. In other schools even though there is well they don't have proper water distribution system, so the children are in great difficulty especially during the time of noon meals. In 37 schools we have to provide drinking water facilities. Unit cost is estimated as Rs. 15,000. An amount of Rs. 5,55,000 lakh is proposed for this, and Rs. 3.660 is set apart as spill over.

7. Compound wall: Many Govt. schools are not having compound walls. Children feel unsafe in such schools. Parents are reluctant to send their children to such school. Provision for compound wall to these schools will solve this problem and this will create the feeling of security among parents about their wards. The school property will be secured with the construction of compound walls. Unit cost is Rs. 40,000 and amount of Rs. 20,00,000 proposed.

8. Separation Wall : In many schools classes are not separated by walls. They function in single hall. This creates great disturbances for smooth conduct of the class and badly affects discipline. The provision is for building 6 separation walls in Govt. schools. Unit cost is Rs. 10000/- and an amount of Rs. 0.600 lakh is set apart for this. An amount of Rs. 17.040 is placed as spill over.

9. Electrifications of LP/UP Schools : Use of Audio visual aids and appliances has become inevitable in classes for the effective teaching learning programmes during these days. Hence Electrification is essential in LP/UP Schools. 54 Govt. Schools in the district are not electrified. Provision is given to get them electrified. Unit cost is Rs. 10,000 An amount of Rs. 5,40 is set apart for this and Rs. 4.160 lakh as spill over.

INNOVATIVE PROJECT

I. SC/ST EDUCATION

Introduction

Indian society, even after 55 years of independence failed to achieve equity. Sociological and economical reason push back many of them toward backwardness. SC/ST population of our district has to compete with other middle class and upper class people in all fields of life. When we aim to achieve the national development goals, uplifting and main streaming of these groups have to be given due consideration.

The population of scheduled castes and Schedules tribes is 1,09,466. (4.86% of the total population of the district) Among them 91223 are scheduled castes and 18243 are scheduled tribes. The major scheduled Castes are Cheruman and the prominent scheduled tribe is Kurichya. Other major scheduled Tribes are Paniya, Kurmba, Malayalar, Mavilan, Karimpalan, Kattu Naikan, Nayadi and Urali.

There are 36 scheduled caste colonies and 182 scheduled tribe colonies in the district. Generally scheduled tribes population is spread among the eastern areas of the district. They live in forests or near by areas across the western ghat region. Most of the colonies are isolated from the outer world. Lack of proper roads vehicles, absence of proper bridges across the rivers etc. makes these colonies isolated.

There are 7192 scheduled caste house holds and 2984 scheduled tribe house holds. Taliparamba Block possess the highest number of S.C. colonies and households. Peravoor Block possess the highest number of scheduled tribes colonies and households.

Taliparamba block has the highest geographical area among the block (555.17) Payyannur (471.959 km) and Irikkur (433.62 59 km) stands just behind Peravoor has the highest SC/ST population. Taliparamba stand just behind with very high number of S.C. colonies (363) Yet Peravoor Iritty and Taliparamba has achieved significantly high position in literacy (90.82, 90.44 and 90.19 respectively)

Among the block, Kannur has the highest Density of population (2027 per sq.km) and the highest literacy rate (94.26%)

Considering the Municipalities of Kannur district, Payyannur ranks first in area (54.63 sq. km) Kannur has the highest population (65238) and the highest density of population (5915 per sq. km) Highest scheduled caste population is in Kannur and Scheduled Tribes in Taliparamba Municipality Kannur Cantonment has achieved the highest literacy rate ie. (96.77) with very high SC/ST population when compared to others. Thalassery Municipality has the lowest literacy rate (80.77) even though the SC/ST population is at the lowest (0.9%) here. It shows that literacy rate or any other development indicator depends not only the social strata, but also the awareness, continuous efforts, voluntarism among the people, more over the will of the leadership and people etc. play crucial role in achieving developmental goals. An attempt to collect slum demography has been initiated for the first time in 2001 census.

Objectives

1. To bring the community to the main stream of the society.
2. To provide Educational facilities at school
3. To eliminate Drop out and non enrolment among these groups.
4. To ensure community participation while implementing various programmes.
5. To achieve gender equity
6. To build the attitude of parents and teachers.

Target Group : All SC/ST students

Problem identified

The Education development among SC/ST resulted from many intertwined reasons. Some of them are scanned out of the data collection through the school survey and House to House survey. Further the consultant meeting with the PRIs NGOs, VEOS, Preraks and ITDP volunteers helped us to go deep in to the problems that hinder the educational development of SC/ST community. They are listed below.

- ❖ Non Enrolment
- ❖ High rate of dropouts
- ❖ Irregular attendance
- ❖ Low achievement in education
- ❖ Socio-economic backwardness
- ❖ Child labour
- ❖ Unfavourable home atmosphere
- ❖ Lack of nutrition

- ❖ Lack of child friendly, local specific curriculum
- ❖ Language / Dialect problems
- ❖ Unscientific method of teaching
- ❖ Lack of awareness among the parents.

Remedies for these problem have to be found out to bring SC/ST up from their underdeveloped position in Education.

Remedial activities suggested

1. *Awareness campaign*
Awareness creating camps must be conducted at the tribal belts to orient them about the significance of school education
2. *Establishment of School/EGS Centre*
EGS Centres will be established at remote colonies where a minimum of 10 students are found not attending schools. A teacher will be posted here to look after it and all facilities allowable for schools will be allotted to this centre also.
3. *School beautification and creation of better learning atmosphere*
To overcome the problems of drop outs and to make schools a child friendly place, it has to be beautified and made attractive. A free and joyful learning atmosphere must be created at this centres.
4. *Special training for teachers*
Teachers/ volunteers have to be specially trained to teach these freedom loving innocent first generation learners. Special learning materials in their dialect has to be prepared.
5. *Drop out free colonies*
An all out attempt to eliminate dropouts in this deprived group has to be undertaken with mass campaign and allowing concessions and grants to these people.

Monitoring & Evaluation

For the Success of every programme proper monitoring is essential. For this, Panchayat Block and district level monitoring cells should be formed. They have to provide advice and extend onsite support whenever and wherever needed. Periodical review of the programme must be conducted. Periodical review meeting is a must to assess the progress and out come of the programme. It enables us to rectify the errors and move forward with increased confidence and great expectation.

Table No. 41

BUDGET 2003-04 (SC/ST Education)

Item No.	Description of Activities	Unit cost	Physical target	Financial Outlay	Spilled over Amount	Total	Remarks
1	District level convergence meeting of official, PRI representatives etc – one day (30x70)	70	30	0.021	-	0.021	
2	Block level convergence meeting of official, PRI representatives etc – One day (50x15x30)	30	750	0.225	-	0.225	
3	Colony level awareness cam paign and formation 'Jagrathi Samithi' - Banners, posters, refreshment etc.	600	543	3.528	-	3.528	
4	Orientation of 'Jagrathi Samithi' at Panchayath level – 10 members from each colony	30	5430	1.629	-	1.629	
5	Review meeting at Panchayath level – 5 meeting	10	5430	2.715	-	2.715	
6	Setting up and equipping study center - one in each Panchayath (87x1225)	1875	87	1.06575	-	1.06575	
7	Parent awareness programme - one in each colony	200	543	1.086	-	1.086	
	Total					9.98775	

INNOVATIVE PROJECT

II Computer Education

Introduction

Information Technology can be made use of in school children for learning the concept correctly and effectively through computer assisted instruction. This increases their independence and confidence in learning. Students today must be given an awareness and readiness to adopt and respond to technological changes.

Teaching through multimedia offers an interactive environment for all subject and skills. Young children respond quickly and naturally to appropriate technologies. Use of technology enhances effectiveness of learning experience. Even though, electronic media has developed tremendously in this decade, its development and use in this field of education is comparatively less. Hence, we should concentrate more on how to use the electronic media, particularly for instruction in primary education to make learning more comprehensive and productive.

Upper primary children are aged from 10 to 13 years. As maturity occurs interest may be developed to enhance skills in key-boarding, general application like word processing, database, multimedia authoring, programming and interest. The main focus may be on how computers can be used as a resource to accomplish different kinds of tasks.

Computer enabled education can be planned by including subject related computer exercise in curriculum and providing opportunity for the students to practice such exercise in school computer labs. This can also be planned by making available multimedia presentation of 'Hard spots' of subjects and languages on CDs and encouraging teacher to use such presentation for teaching

OBJECTIVES

- To set up district level computer training centres in DIET and Kannur Educational District respectively with 5 computers each.
- To impart basic computer training to all Upper Primary Schools.
- To set up computer labs with minimum 3 computers in selected Upper Primary School in a phased manner.
- To develop and provide software materials such as books on IT and content CDs.
- To train the teachers and equip them to operate the school computer labs.

PHASING OF IMPLEMENTATION

Phase I 2001-03

- Setting up of district level training centres

A district level training centre will be set up in DIET. The district centre will be provided with 5 computers and all its accessories with internet facility.

- Selection of School for pilot study

Ten UP School will be selected in the district. They are Govt. Schools, and they should have a pucca electrified room for the safe custody of the computers and at least 3 teachers should willingly participate in the training and take charge of the computers for use in the school. These schools will preferably be neighbouring schools of the district centre, one school each Panchayat.

- Setting up of computer lab

The selected 10 schools will be provided with 3 computers and accessories and computer labs will be set up in all these schools.

- Development and supply of brochures relating to the SSA Computer education programmes to all UP Schools in the district.

Phase II 2003-04

- Setting up district level sub-centre in Kannur Educational District

- Equipping district personnels.

10 day intensive training will be provided to the 4 district level resource persons. (2 from district centre and 2 from district sub centre).

- Training to teachers in the selected schools

District Resource persons will impart training for 10 days to 3 teachers each from selected UP Schools. The training will be from district training centre.

- Development / Purchase of educational CDs for Computer assisted instructions

CDs suitable for CAI will be purchased and supplied to the UP school centres.

- Programme implementation in schools.

The trained teacher in the selected schools will start the programme in their schools. Provision will also be given to extend the services to other UP School having their own computers. The teachers from these schools can be trained with the help of district level RPs.

- Conducting Pachayat level computer education camps during the last term.
- Monitoring-District level monitoring Committee will conduct periodical visit to the schools and monitor the work.
- Selection of new schools and setting of computer labs.
- 10 UP schools will be additionally selected to implement the scheme and expand the computer education facility gradually to all schools.

Phase III 2004-05

- Initial teacher training to teachers in newly selected schools.
- 10 days training will be given to these teachers from district training centres.
- Refresher training for 5 days for all teachers and DRGs.
- Monitoring and assessment of the Programme. District monitoring will continue and performance assessment study will be got done by an external agency.
- More schools who volunteer setting up of computer labs of their own will be joining the team of schools. More schools also will be selected and C.A.I. will be expanded to these schools as well.

Table - 42
BUDGET 2003-04 (Computer Education)

Item No.	Description of Activities	Unit cost	Physical target	Financial Outlay	Spilled over Amount	Total (in Lakhs)	Remarks
1	Setting District level computer center and sub center			5.805	4.440	10.245	
2	Setting up of computer lab in selected school		12 + 10	4.800	24.400	29.200	
3	District level training for DRGs - 10 days (10x4x70)	70	4	0.028	-	0.028	
4	Initial training for selected teachers - 10 days (10x45x70)	70	45	0.315	-	0.315	
5	Refresher training for for DRGs and teachers - 5 days (5x49x70)	70	49	0.1715	-	0.1715	
6	Monthly review meting for teachers - One day- 7 months (7x45x70)	70	45	0.2205	-	0.2205	
7	Honorarium for computer expert	20,000	1	0.200	-	0.200	
8	Purchase of Learning materials	70,000	1	0.700	-	0.700	
9	12 port hub	9,000	4	0.360	-	0.360	
10	Printer	15,000	4	0.600	-	0.600	
11	UPS 1 KV	20,000	4	0.800	-	0.800	
12	Furniture	25,000	4	1.000	-	1.000	
	Total			28.840		43.840	

INNOVATIVE PROJECT

III. Education for Special needs

INTRODUCTION

According to the House to House Survey, the main reason for non-enrolment was cited as disability (56%) 16% of the drop outs cited were due to disability. According to the data 1540 students were identified as children with special needs. Actually there should be a programme for detecting disabled children usually we blame students, for their poor achievement. But this may be due to some learning disabilities. Proper guidance and treatment will help the child to regain his life. But unknowingly teachers punish them tease them and throw him to the street or field or some times to the dark corner of the house. To avoid this teachers and parents should be well oriented Children with special needs should be identified and helped to meet his needs. Provisions should be given to overcome the disability by any means and to continue the study. An allowance for conveyance may be given if necessary. An amount for each students should be given for purchasing related equipments, conveyance etc.

Objectives

1. To make the Community aware of the problems faced by the disabled children.
2. To overcome the difficulties by providing adequate and suitable equipments.
3. To orient the teachers to create a positive attitude towards children with disabilities
4. To give proper guidance to the co-learners to give due consideration to those having disabilities.
5. To develop confidence among the disabled children.
6. To main streams the disabled children through inclusive education
7. To make them available the service of skilled resource Teachers.

Issues

1. Non- Enrolment
2. Dropout in the absence of due care and consideration
3. Incompetent and unskilled teachers

4. Lack of proper awareness on the part of the parents
5. Aversion and negligence on the part of the community.
6. Ignorance of the parents

Programmes:

1. Orientation to NGOS, representatives of local bodies, parents, teachers etc.
Orientation classes have to be conducted to help NGOs, parents and teachers identify children with special needs and how to deal with them. Specialists in their field have to be invited to give orientation talks.
2. Providing ample equipments of as per the requirements. Children with special needs have to be clinically identified and they have to be supplied with equipments, to help them overcome their handicap
3. Organizing medical camps at different levels for medical administration
Medical camp must be conducted at Block level and District level when cases need medical administration. Specialist doctors are to be invited to the camp and medicines will have to be disbursed to the needful cases.
4. Teacher Training programmes in the district and block levels. Teacher in schools has to be specially trained to identify and deal with children of special needs. For this teacher training should be conducted at block level.
5. Seminars, symposium etc.
Seminars, Symposium etc. must be conducted to familiarize public with the problem of the disabled children
6. Development of learning Aids & Supporting materials
These children need special learning materials and supporting equipments which must be prepared at workshop conducted at Block level.
6. Resource support to teachers
Resource Teachers must be appointed at Block level to assist other teachers in schools.
8. Co-education camps for developing confidence and self esteem
Camps must be conducted to uplift the confidence and self-esteem of the disabled children.

Table No. 43

BUDGET 2003-04 (Education for Special needs)

Item No.	Description of Activities	Unit cost	Physical target	Financial Outlay	Spilled over Amount	Total	Remarks
1	Detection Camp	500 .50	14	4.350	7.500	11.850	
2	Supply of aids /appliances	0.010	600 2900	11.400	60.000	71.400	
3	Community Awareness programme	-	-	5.26	-	5.26	
4	Parent Education Programme	-	-	6.4855	-	6.4855	
5	Teacher Empowerment	-	13192	49.3545	-	49.3545	
6	Facility Improvement programme	-	1243	81.066	-	81.066	
7	Share of State			51.716	-	51.716	
	Total			155.148	67.500	222.648	

INNOVATIVE PROJECT

IV .Girls Education

Introduction

Sex ratio in our district is 1050 females to 1000 males. But when educational enrolment is considered, Enrolment in lower levels of education ie. LP/UP/HS and upto HSS we can see girls enrolled almost equal to the number of boys. But when we examine the higher education sector, participation of girls declines. At PG level etc. number of target achieved girls are too less than that of boys.

As far as Kerala is concerned, Girls are quiet safe. Every indicators like literacy, infant mortality rate, Birth rate, life expectancy etc confirms this view. But recently slight changes are seen in this scenario-discrimination, sex abuse, etc are increasing-Women are severely drawn to the work field due to the problems related with od and other side, cruelty and bare exploitation of their weakness is increasing. Even in Kerala a peasant worker or Kooli, gets wages @Rs. 175-200 for men and only 80-90 for woman. The woman worker has to work hard by all means equal or more than the male worker.

While analysing the 0-14 age group, sex wise and year wise, it is observed that, at present, for around 5 years population of girls is less than that of boys. ie the sex ratio is just opposite. Sometimes, this may be due to the efforts to avoid the birth of girl child

Confidence also has to be built up in girls to acquire gender equality in the society. Most women are not aware of their rights and duties. Awareness of legal literacy is very essential. Seminars and classes by experts in the field is needed. At least one lady teacher from each school should get training to take care of the matters of girl students and students are made confident to take up any jobs in any field which in turn make them economically independent. Guide troupes and bull bull flocks are to be encouraged and free uniform and training programmes are recommended.

An amount of Rs. 10 lakhs is recommended

Objectives

- To increase the participation in Higher education
- To overcome gender discrimination
- To empower girl children
- To eradicate the misconcepts prevailing in the society
- To make aware of legal literacy.
- To build confidence in girl child to be economically independant

- To ensure total enrolment and to eradicate dropouts in socio economic backwardness.

- To overcome the adjustment problems

- To build self confidence & self esteem among girl children

Activities

Planning workshops to empower women may be conducted at the district level to train teachers at Block Level. Special orientation programme for women representatives of Panchayat Raj Institution is recommended

Seminars and exhibitions regarding the problems and issues of woman folk may be conducted at the Block Level.

Issues

- Non enrolment in socio economic backward segments of the society

- declining the number of girl students at the higher education sector.

- underachievement of the girl children

- Adjustment problems

- Misconcepts prevailing in the society regarding girls Edn.

Table : 44

BUDGET 2003-04 (Girls Education)

Item No.	Description of Activities	Unit cost	Physical target	Financial Outlay	Spilled over Amount	Total	Remarks
1	District level planning workshop on women empowerment – 2 days	70	30	0.042	-	0.042	
2	District level Trainers training on Women empowerment – 2 days 150x2x70	70	150	0.210	-	0.210	
3	Special orientation for women representative in PRIs and NGOs BRC level – 2 days (50x15x2x3)	30	750	0.450	-	0.450	
4	Purchase of bicycle in selected 150 school	1800	150	2.700	-	2.700	
5	District level workshop for equipping resource persons as counselors– 5 days 30x5x70	70	30	0.105	-	0.105	
6	District level training for equipment RPs as counselors – 5 days 150 x 5 x 70	70	150	0.525	-	0.525	
7	Training for selected women teachers for becoming counselors – 5 days (1276 x 5x70)	70	1276	4.466	-	4.466	
8	Seminar and Exhibition on the problem of women folk at BRC level	10,000	15	1.500	-	1.500	
	Total			9.998		9.998	

INNOVATIVE PROJECT

V. Early childhood Education (ECE)

Introduction

Children below 5 are addressed by ECE. It should be noted that this is the significant period in human life as 80% of the development of human brain take place during this period. Children should get serious attention as foundation for sensory, motor, cognitive, language social and personality development are laid at this stage. Whatever input the child get will be of long term social benefit in future. The atmosphere in the ECE centres should be conducive to promote proper development and childrens should be nourished with good physical, mental and psychological approach.

There are 5 preprimary schools in the district in Govt. sector and 1705 ICDs Centres . Besides these there are a number of institutions working as LKG /UKG centres.

Objectives

- To ensure preliminary facility for all children of the respective age group
- To provide adequate facilities
- To provide necessary Toys and play materials
- To train the Anganvadi Teachers/ pre- primary teachers so as to make them aware of the scientific methodology
- To ensure the supply of Nutritious food to the children
- To build up possible attitude among parents for helping the children.

Problems Identified

- Socio economic backwardness of the parents among deprived groups
- Lack of facilities and atmosphere
- Unscientific methodology
- Lack of necessary play way learning materials.
- Lack of awareness among parents

Remedial Activities Suggested

To realise the need of Early childhood Education an awareness campaign is necessary. It can be done in collaboration with the ICDs programmes with the help of educational experts and psychologists. A district level planning workshop is needed to train the workers to make them aware of scientific methodology. Workshops for toy making also is proposed. Activity kits Which can be done under the supervision of DIET should be supplied to supplement the pre-schooling activities. Nutritious programme may be strengthened and monitored.

Table : 45**BUDGET 2003-04 (ECE)**

Item No.	Description of Activities	Unit cost	Physical target	Financial Outlay	Spilled over Amount	Total in lakhs	Remarks
1	Conveyance 50 x 70	70	50	0.035		0.035	
2	District resource group training (45x5x70)	70	45	0.1575		0.1575	
3	BRC – 4 days Training (1800x4x70)	70	1800	5.04		5.04	
4	Trainers Training Material Preparation DRG – 3 days (45x3x70)	70	45	0.0945		0.0945	
5	BRC 3 days training 1800x3x70	70	1800	3.78		3.78	
6	Parent Awareness Programme DRG- Training 45x2x70	70	45	0.063		0.063	
7	BRC Training 50x30x70	70	30	0.315		0.315	
8	Cluster Level Training 2 times 0 Parents awareness (42100x2x5)	5	42100	4.21		4.21	
9	Hand Book Preparation District Level workshop- (5 days x 30 x 70)	70	30	0.105		0.105	
10	Printing and distribution	60	2000	1.20		1.20	
	Total			15,00		15,00	

CHAPTER – VII COSTING TABLES

SARVA SHIKSHA ABHIYAN, KANNUR AWP & B Abstract of Annual Budget (2003 – 04)

<i>Sl.No.</i>	<i>Major Activities</i>	<i>Budget (in Lakhs)</i>
1.	Quality Improvement	524.970
2.	Special Focus Groups	301.47375
3	EGS & AIE	8.319
4.	Research, Evaluation, Monitoring, Supervision & MIS	29.1109
5.	Management Structure & Institutional Capacity Building	79.3666
6.	Community Mobilisation	3.570
7.	Civil Works	579.350
7(i).	Maintenance and Repair grant	13.850
8.	Media & Documentation	5.0475
	Total	1545.05715

SARVA SHIKSHA ABHIYAN, KANNUR
AWP & B
Abstract of Annual Budget with Spill over (2003 – 04)

Sl.No.	Description and Activities	Financial Outlay (lakhs)	Spill Over	Total
1.	Quality Improvement	493.288	31.682	524.970
2.	Special Focus Groups	205.13375	96.340	301.47375
3.	EGS & AIE	8.319	-	8.319
4.	Research, Evaluation, Monitoring, Supervision, MIS	17.3909	11.720	29.1109
5.	Management Structure & Institutional Capacity Building	79.366	-	79.366
6.	Community Mobilisation	3.570	-	3.570
7.	Civil Works	369.050	210.300	579.350
7(i).	Maintenance and repair grant	13.850	-	13.850
8.	Media & Documentation	5.0475	-	5.0475
	Total	1195.01515	350.042	1545.05715

**SARVA SHIKSHA ABHIYAN, KANNUR
AWP & B**

Table – A PROGRESS OVERVIEW 2002-2003

Sl. No.	Majr Act	Sub Act.	Activity Description	Unit in Rs.	Physical Target	Amt. Sanctioned	Expnd.	Saving.	Remarks
1	PFE +UP		Primary + Upper primary						
		1.1	School grant	2000	1244	24.880	Nil	24.880	
		1.2	Teacher grant	500	11882	59.410	Nil	59.410	
		1.3	TLE grant	10000	15	1.500	Nil	1.500	
2	AIE	2.1	EGS Centre (Ps)	845	415	3.507	Nil	3.507	
		2.2	EGS Centre (Ups)	1200	401	4.812	Nil	4.812	
3.	IED	3.1	Education of disabled	1200	12112	145.344	.50820	144.8358	
4	CRC	4.1	Workshop and meetings	200	88	2.112	Nil	2.112	
		4.2	Furniture	10000	0	000	Nil	-	
		4.3	Contingency grant	2500	88	2.200	Nil	2.200	
		4.4	TLM grant	1000	88	0.880	Nil	0.880	
5	BRC	5.1	Furniture	100000	0	0.00	Nil	Nil	
		5.2	Contingency grant	12500	15	1.875	Nil	1.875	
		5.3	Workshop & meeting	500	15	0.900	Nil	0.900	
		5.4	TLM grant	5000	15	0.750	Nil	0.750	
		5.5	Honorarium to trainers	1500	150	41.250	Nil	41.250	
6.	R&E	6.1	Research & Evln.	1400	1259	17.626	0.0756	17.5504	
7.	CCW	7.1	Construction of BRC	600000	5	30.000	9.600	20.400	
		7.2	Construction of CRC	200000	8	16.000	4.000	12.000	

		7.3	New School buildings	350000	15	52.500	Nil	52.500	
		7.4	Addl. Class room	150000	85	127.500	50.400	77.100	
		7.5	Drinking water	150000	37	5.500	1.890	3.610	
		7.6	Toilets	20000	90	18.000	6.560	11.440	
		7.7	Compound walls	40000	0	0	0	Nil	
		7.8	Separation walls	10000	206	20.600	3.560	17.040	
		7.9	Electrification (LP & UP)	10000	54	5.400	1.240	4.160	
8	CCR	8.1	Maintenance and repair grant	5000	272	13.600	13.400	0.200	Rs. 45000 utilise from : over a
9	NGP	9.1	Management cost			32.420	0.1696	31.6504	
10	TRG	10.1	Training of trained Teachers	70	110.62	184.868	16.6145	138.2455	
		10.2	Training for fresh recruits	70	612	12.852	Nil	12.852	
		10.3	Training for un-trained teachers	70	820	34.440	Nil	34.440	
11	VEC	11.1	Training for VEC members	30	2064	0.619	.3936	.2254	
12	INO	12.1	Computer education		1	15.000	Nil	15.000	
		12.2	Education for girls		1	10.000	Nil	10.000	
		12.3	Education for SC/ST		1	10.000	Nil	10.000	
		12.4	ECE		1	15.000	Nil	15.000	
13	TXT	13.1	Std. II to IV	50	57425	28.173	17.39449		
		13.2	Std. V to VII	100	63143	63.143	41.58211		
		13.3	Std. VIII	150	21822	32.733	16.45850		
			Total			124.589	75.43510	49.1539	
			Grand Total			1005.983	184.47666	821.5064	

SARVA SHIKSHA ABHIYAN, KANNUR

APW & B 2003-2004

Table – B SPILL OVER PLAN

SL No.	Major activities	Approved Budget(2002-03) Including spill over (2001-02)	Expenditure	spill over from 2002-03 (in lakhs)	Remarks
1	TRG	7.882	-	7.882	
2	IED	144.700	0.6732	144.0268	67.500 is proposed
3	CRC(Furniture)	8.800	-	8.800	
4	BRC(Furniture)	15.000	-	15.000	
5	R&E	17.626	0.0756	17.5504	The work for DISF is on going – Expenditure for the same is to be met from R&E Head as directed. 11.720 is proposed.
6	CCW				
	a. BRC (Construction)	42.000	9.600	32.400	
	b. CRC (Construction)	16.000	4.000	12.000	
	c. New School building	52.500	-	52.500	
	d. Additional class rooms	127.500	50.400	77.100	
	e. Drinking water	5.550	1.890	3.660	
	f. Toilets	18.000	6.560	11.440	
	g. Separation wall	20.600	3.560	17.040	
	h. Electrification	5.400	1.240	4.160	
7	INO-Computer education	28.840	-	28.840	
	Total	510.3980	77.9988	432.3992	350.042 is proposed for 2003-2004

SARVA SHIKSHA ABHIYAN, KANNUR
APW & B 2003-2004
Table – C QUALITY IMPROVEMENT

Item No.	Description of Activities	Unit cost (Rs.)	Physical Target	Period	Financial Outlay (lakhs)	Spill over (lakhs)	Total (lakhs)	Remarks
1.1	Curriculum Revision for IV and V Standards	5,00,000	1	2003 – 04	5.000		5.000	
1.2	SRG and DRG Training for various purposes – 5 days (60 x 4 x 2000)	2,000	60	“	4.800		4.800	
1.3	Training to teacher trainees for initial training for 6 days (150 x 6 x 70)	70	150	“	0.630		0.630	
1.4	Initial training for trained teachers (13192 x 5 x 70)	70	13,192	“	46.172		46.172	
1.5	Training to teacher trainers for refresher training – 6 days (150 x 6 x 70)	70	150	“	0.630		0.630	
1.6	Refresher training for 13192 trained teachers – 5 days (13192 x 5 x 70)	70	13192	“	46.172		46.172	

1.7	Training for untrained teachers at Dist. Level – 10 days (820 x 10 x 70)	70	820	“	-	5.740	5.740	
1.8	Training for newly recruited teachers at Dist. Level. (612 x 5 x 70)	70	612	“	-	2.142	2.142	
1.9	Cluster workshop for teachers at CRC level – 10 times (13192 x 10 x 70)	70	13192	“	91.966		91.966	
1.10	Free text books for all girls and SC / ST boys for standard II to VIII	LP – 50 UP– 100 HS-150	LP-55258 UP-59337 HS-22330	2003-04	27.629 59.337 33.495		27.629 59.337 33.495	
1.11	Teacher grant (13192x 500)	500	13192	”	65.960		65.960	
1.12	School grant (1243x2000)	2000	1243	”	24.860		24.860	
1.13	Development of Teacher support materials	5,00000	1	”	5.000		5.000	
1.14	BRC-contingency grant (15x12500)	12500	15	”	1.875		1.875	
1.15	BRC workshops and meeting (15 x 12x 500)	500	15	”	0.900		0.900	
1.16	BRC Teaching learning material grants (15x5000)	5000	15	”	0.750		0.750	

1.17	BRC honorarium to trainers (150x12x10000)	10000	150	”	18.000		18.000	10,000 is recommended as per latest guidelines
1.18	CRC – Contingency grant (88x2500)	2500	88	”	2.200		2.200	
1.19	CRC Meeting and traveling allowance (88x12x200)	200	88	”	2.112		2.112	
1.20	CRC Teaching learning material grant (88x1000)	1000	88	”	0.880		0.880	
1.21	Community living camp for students of IV & VIII stds. 3 days – total 100 students (88x20,000)	20000	88	”	17.600		17.600	Additional Activity
1.22	Exposure trip (1243x1000)	1000	1243	”	12.460		12.460	Addl. Activity
1.23	Library grant (1243 x 2000)	2000	1243	”	24.860		24.860	Addl. Activity
1.24	Furniture grant for BRC	100000	15	”		15.000	15.000	
1.25	Furniture grant for CRC	10000	88	”		8.800	8.8000	
	Total				493.288	31.682	524.970	

SARVA SHIKSHA ABHIYAN, KANNUR
APW & B 2003-2004
Table – C SPECIAL FOCUS GROUP - IEDC

Item No.	Description of Activities	Unit cost (Rs.)	Physical Target	Period	Financial Outlay (lakhs)	Spill over (lakhs)	Total (lakhs)	Remarks
1	COMMUNITY AWARENESS PROGRAMME							
1.1	District level seminar 2 times	5000	2	2003-04	0.1000		0.1000	Identified No. is 12929
1.2	Sub-Dist. level seminar – 2 times	2000	30	"	0.6000		0.6000	
1.3	Material preparation workshop – 5 days for community Awareness	40000	1	"	0.4000		0.4000	
1.4	Printing of posters	8	2000	"	0.160		0.160	
1.5	Printing of all material related to IEDC for community awareness	20	20000	"	4.000		4.000	
2	PARENT EDUCATION PROGRAMME							
2.1	District level planning workshop Module preparation (10x2x70)	5000	1	"	0.050		0.050	

2.2	District level planning workshop for resource Teachers (45x2x70)	70	45	”	0.063		0.063	
2.3	BRC level parental awareness programme 1 day (15x200x15)	15	3000	”	0.450		0.450	
2.4	Module preparation workshop for special learning camp 5 day 25 participants	33200	1	”	0.332		0.332	
2.5	District planning workshop for special learning cam. Module preparation – 5 day 3 batch (45x3 x 5 x 70)	70	135	”	0.4725		0.4725	
2.6	BRC level learning camp 5 days, 3 camps in each BRC	10000	45	”	4.500		4.500	
2.7	District level planning workshop Module preparation for guidance & Counselling 5 day – 40 part.	25000	1	”	0.250		0.250	
2.8	BRC level programme on guidance and counseling	2000	15	”	0.300		0.300	
3	TEACHER EMPOWRMENT PROGRAMME							
3.1	5 day dist. level workshop for resource teachers (45x5x70)	70	45	”	0.1575		0.1575	

3.2	4 day dist. level workshop for BRC trainers (150x4x70)	70	150	"	0.420		0.420	
3.3	3 day CRC level teacher training (13,192x3x70)	70	13192	"	27.7032		27.7032	
3.4	Preparation of special learning material dist. level in 5 areas	75000	1	"	0.75		0.75	
3.5	Try out for finalization for 10 days and consolidation (15x10x70)	70	150	"	1.050		1.050	
3.6	Finalisation of special learning material 5 days (30x5x70)	70	30	"	0.105		0.105	
3.7	Printing	50	1.400	"	0.700		0.700	
3.7	CRC level review meeting for all teachers (13192x2x70)	70	13192	"	18.4688		18.4688	
4	FACILITY IMPROVEMENT PROGRAMME							
4.1	Panchayat / Municipal level detection camp	5000	87	"	4.350		4.350	
4.2	Supply of Aids and appliances	300	3800	"	8.700		11.400	
4.3	Formation & functioning of Dist. level resource group (10 members)	25000			0.250		0.250	For effective monitoring

								and supervision by experts
4.4	Setting up of resource centre	50000	15	"	7.500		7.500	
5	Posting and Honorarium to Resource teachers – 3 members in each BRC	3500	45	"	18.900		18.900	
	Total				103.432		170.932	
6	Share for the State level activities	400	1229	"	51.716		51.716	
	Total				155.148	67.500	222.648	

SARVA SHIKSHA ABHIYAN, KANNUR

APW & B 2003-2004

Table – C SPECIAL FOCUS GROUP - GIRLS EDUCATION

Item No.	Description of Activities	Unit cost (Rs.)	Physical Target	Period	Financial Outlay (lakhs)	Spill over (lakhs)	Total (lakhs)	Remarks
1	WOMEN EMPOWERMENT							
1.1	Dist. level workshop for 2 days (30x 2x70)	70	30	2003-2004	0.042		0.042	
1.2	Dist. level trainers training 2 days (150x2x70)	70	150	”	0.210		0.210	
1.3	Special orientation for women representatives in PRIs and NGOs in BRC level 2 days (50x15x2x30)	30	750	”	0.450		0.450	
2	PURCHASE OF BICYCLES IN SELCTED 150 SCHOOLS	1800	150	”	2.700		2.700	
3	COUNSELLING							
3.1	Dist. level workshop for equipping resource persons as counselors 5 days (30x5x70)	70	30	”	0.105		0.105	
3.2	Dist. level workshop for equipping resource persons RPs as counselors 5 days (150x5x70)	70	150	”	0.525		0.525	
3.3	Training for selected women teachers for making them becoming counselors 5 days (1276x5x70)	70	1276	”	4.4666		4.466	
4	SEMINAR EXHIBITION ETC. ON THE PROBLMES OF WOMEN FLOK AT BRC LEVEL	10000	15	”	1.500		1.500	
	Total				9.9980		9.9980	

SARVA SHIKSHA ABHIYAN, KANNUR

APW & B 2003-2004

**Table – C SPECIAL FOCUS GROUP
SC/ST EDUCATION**

Item No.	Description of Activities	Unit cost (Rs.)	Physical Target	Period	Financial Outlay (lakhs)	Spill over (lakhs)	Total (lakhs)	Remarks
1	Dist. level convergence meeting of officials PRI rep. etc. one day (30x30)	30	30	2003-04	0.009		0.009	
2	Block level convergence meeting of officials PRI rep. one day (50x30)	30	750	"	0.225		0.225	
3	Colony level awareness campaign and Formation of Jagratha Samithi, Banners Posters, refreshment etc. (543x600)	600	543	"	3.258		3.258	
4	Orientation of Jagratha Samithi at Panchayat level 10 mem. From each colony (543x10x30)	3	5430	"	1.629		1.629	
5.	Review meeting at Panchayat level 5 meeting (5430x10xx5)	10	5430	"	2.715		2.715	
6.	Setting up and equipping study centres one in each panchayat (87x1225)	1225	87	"	1.06575		1.06575	
7	Parents awareness programme one each colony (543x200)	200	543	"	1.086		1.086	
	Total				9.98775		9.98775	

SARVA SHIKSHA ABHIYAN, KANNUR
APW & B 2003-2004
Table – C SPECIAL FOCUS GROUP
EARLY CHILDHOOD EDUCATION

Item No.	Description of Activities	Unit cost (Rs.)	Physical Target	Period	Financial Outlay (lakhs)	Spill over (lakhs)	Total (lakhs)	Remarks
1	CONVERGENCE MEETING							
1.1	Convergence meeting at the Dist. level functionaries (50x70)	70	50	2003-04	0.035		0.035	
2	ANGANWADI WORKERS TRAINING							
2.1	5 days Dist. level resource group training for module reparation and planning (45x5x70)	70	45	"	0.1575		0.1575	
2.2	4 day training for Angan wadi workers and supervisors at BRC level (1800x4x70)	70	1800	"	5.040		5.040	
3	MATERIAL PREPARATION							
3.1	Trainers training material preparation Dist. resource group 3day (45x3x70)	70	45	"	0.0945		0.0945	
3.2	BRC level 3 day training (1800x3x70)	70	1800	"	3.780		3.780	
4	PARENTS AWARENESS PROGRAMME							
4.1	DRG level Training for module	70	45	"	0.063		0.063	

	preparation 2 days (45x2x70)							
4.2	BRC level training for planning (15x30x70)	70	30	”	0.315		0.315	
4.3	Centre level training 2 times parents awareness (42100x2x5)	5	84200	”	4.210		4.120	
5	HANDBOOK PREPARATION							
5.1	Dist. level workshop 5 days (30x50x70)	70	30	”	0.105		0.105	
5.2	Printing and Distribution (2000x60)	60	2000	”	1.200		1.200	
	Total				15.00		15.00	

SSA, KANNUR – TABLE C
COMPUTER EDUCATION

Item No.	Description of Activities	Unit Cost (Rs.)	Physical Target	Period	Financial Outlay (Lakhs)	Spilled over Amount	Total for 2003-04	Remarks
1	District level training for DRGs – 10 days (10 x 4 x 70)	70	4	2003-04	0.028		0.028	
2	Initial Training for selected Teachers – 10 days (10 x 45 x 70)	70	45	„	0.315		0.315	Teachers from a) 10 selected schools & DIET lab school
3.	Refresher Training for DRGs and Teachers- 5 days (5 x 49 x 70)	70	49	„	0.1715		0.1715	
4.	Monthly Review Meeting for Trainers – One day, 7 months (7 x 45 x 70)	70	45	„	0.2205		0.2205	
5.	Honorarium for Computer Experts	20,000	1	„	0.200		0.200	
6.	Purchase of Learning Materials	70,000	1	„	0.700		0.700	
7.	Setting up of Dist. level Sub. Centre	5,80,500	1	„	5.805		5.805	
8	Setting up of Computer lab in selected 4 schools (3 Computer in each school)	40,000	12	„	4.800		4.800	Other facilities are to be ensured by PTA
9.	12 pt Hub	9,000	4	„	0.360		0.360	
10.	Printer	15,000	4	„	0.600		0.600	
11.	UPS – 1 KV	20,000	4	„	0.800		0.800	
12.	Furnishing	25,000	4	„	1.000		1.000	
	Total				15.000	28.840	43.840	

SSA - KANNUR - TABLE C

AIE/EGS

Item No.	Description of Activities	Unit Cost (Rs.)	Physical Target	Period	Financial Outlay (Lakhs)	Spilled over Amount	Total for 2003-04	Remarks
1	Convergence meeting							
1.1.	Convergence meeting (PRIs, ITDP, Social Welfare, Volunatry Organisations etc.) – Dist. Level	30	60	2003-04	0.018		0.018	
1.2	Formation and Orientation of Tribal Resource Group at Different areas (270 x 30)	30	270	„	0.081		0.081	
1.3	Parent's Orientation – Twice (330 x 2 x 30)	30	660	„	0.198		0.198	
1.4	Training to volunteers – 4 days each – two times (20 x 4 x 2 x 70)	70	40	„	0.112		0.112	
2.	Teacher grant	500	20	„	0.100		0.100	
3.	School grant	2,000	20	„	0.400		0.400	
4.	Preparation of self learning materials	2,40,000	-	„	2.400		2.400	
4.1	Cluster Review – monthly (20 x 12 x 70)	70	240	„	0.168		0.168	
4.2	Learning Aids Workshop – 3 times (20 x 3 x 70)	70	60	„	0.042		0.042	
5	Remuneration to Instructors (12 months x 20 x 2,000)	2,000	20	„	4.800		4.800	
	Total			„	8.319		8.319	

SSA - KANNUR – TABLE C

RESEARCH & EVALUATION, MONITORING, SUPERVISION & MIS

Item No.	Description of Activities	Unit Cost (Rs.)	Physical Target	Period	Financial Outlay (Lakhs)	Spilled over Amount	Total for 2003-04	Remarks
1	Action Research							
1.1	Manual Preparation – 2 days Workshop on Action – 20 participants 3 RPs (20 x 2 x 70 + 3 x 300)	70	20	2003-04	0.370		0.370	
1.2	Printing Resource book on Action Research	40	1,250	„	0.500		0.500	
1.3	5 day orientation at BRC (3 teachers from each BRC (70 x 45 x 5)	70	45	„	0.1575		0.1575	
1.4	Mid term Review – One day 2 times (45 x 2 x 70)	70	90	„	0.063		0.063	
1.5	Consolidation workshop – 4 days (45 x 4 x 70)	70	45	„	0.126		0.126	
1.6	Report Printing	100	150	„	0.150		0.150	
1.7	Research Expenses	400	45	„	0.180		0.180	
1.8	District Level dissemination Seminar at Centres 15 BRC's (15 x 25 x 70)	70	375	„	0.2625		0.2625	
2	DEEP Study							
2.1	Field Study on relevant Educational problems by DIET faculty	10,000	1	„	0.100		0.100	
3	Programme Evaluation							
3.1	District Level Workshop for Module and Tool preparation – 3 days – 2times (25 x 6 x 70)	70	50	„	0.105		0.105	

Item No.	Description of Activities	Unit Cost (Rs.)	Physical Target	Period	Financial Outlay (Lakhs)	Spilled over Amount	Total for 2003-04	Remarks
5.7	District and BRC level review – 1 day each in a term (90 x 3 x 70)	70	270	2003-04	0.189		0.189	
6	State level activities and monitoring and supervision	150	1243	„	1.8645		1.8645	There are 1243 schools in the district.
	Sub Total				4.3504	5.720	10.0704	
6.	Setting up of MIS.							
6.1	Setting up of Computer Room	1,00,000	1	„		1.000	1.000	
6.2	Air Conditioner	25,000	1	„	0.250		0.250	
6.3	Furniture	50,000	1	„		0.500	0.500	
6.4	Computer	50,000	4	„		2.000	2.000	
6.5	Printer	25,000	2	„		0.500	0.500	
6.6	Scanner	5,000	1	„	0.050		0.050	
6.7	Upgradation and Maintenance	1,00,000		„	1.000		1.000	
6.8	UPS	50,000	1	„	0.500		0.500	
6.9	Hub	20,000	1	„	0.200		0.200	
6.10	Software	2,00,000		„		2.000	2.000	
6.11	Stationary and Contingency	1,00,000		„	1.000		1.000	
6.12	Capacity Building	1,00,000		„	1.000		1.000	
6.13	State Level Activities	87,010	1	„	0.8701		0.8701	
	Sub Total				4.972	6.000	10.972	
7	State Level Innovative Fund	1,24,200	1	„	1.243		1.243	
8	Support to Resource agencies							
8.1	Seminar – BRC Level convergence with various Educational agencies (15 x 3000)	3000	15	„	0.450		0.450	
8.2	Printing of consolidated seminar papers	40	425	„	0.170		0.170	
	Sub Total			„	0.620		0.620	
	Total				17.3909	11.720	29.1109	

SSA - KANNUR – TABLE C

MANAGEMENT STRUCTURE AND INSTITUTIONAL CAPACITY BUILDING

Item No.	Description of Activities	Unit Cost (Rs.)	Physical Target	Period	Financial Outlay (Lakhs)	Spilled over Amount	Total for 2003-04	Remarks
	DISTRICT LEVEL							
1.	District Project Officer	15,000	1	2003-04	1.800		1.800	
2.	District Programme Officer	14,000	5	..	8.400		8.400	
3.	Administrative Assistant/ Account Officer	14,000	1	..	1.680		1.680	
4.	Computer Programmer	6,000	1	..	0.072		0.072	
5.	Data Entry Operator	3,000	3	..	1.080		1.080	
6.	Clerk	7,500	5	..	4.500		4.500	
7.	Peon	5,200	2	..	1.248		1.248	
8.	Driver	5,500	2	..	1.320		1.320	
9.	Repair and Maintenance of Vehicle	2,00,000	1	..	2.000		2.000	
10.	TA/DA	1,00,000	1	..	1.000		1.000	
11.	OE and Contingency	3,00,000	1	..	3.000		3.000	
12.	Remuneration to RP's	10,000	1	..	0.100		0.100	
13.	Block Programme Officer	12,000	15	..	21.600		21.600	
13.	Block Programme Officer	12,000	15	..	21.600		21.600	
14.	Clerk	7,500	15	..	13.500		13.500	
15.	Peon	5,200	15	..	9.360		9.360	
16.	Vehicle hiring	50,000	1	..	0.500		0.500	
17.	Capacity building – exposure visit	1,00,000	1	..	1.000		1.000	
18.	Furniture	2,00,000	1	..	2.000		2.000	
19.	Consultancy Service (10,000 x 12)	10,000	1	..	1.200		1.200	
20.	Setting up of DPO	3,00,000	1	..	3.000		3.000	
21.	Furniture in DPO	1,00,000	1	..	1.000		1.000	
	Total				79.366		79.366	

SSA - KANNUR - TABLE C

COMMUNITY MOBILISATION

Item No.	Description of Activities	Unit Cost (Rs.)	Physical Target	Period	Financial Outlay (Lakhs)	Spilled over Amount	Total for 2003-04	Remarks
1.	VEC - Orientation							
1.1	District level planning	30	40	2003-04	0.024		0.024	
1.1	District level planning workshop to orient Panchayath/Municipal functionaries - 2 days - 2 times (20 x 2 x 2 x 30)	30	40	2003-04	0.024		0.024	
1.2	Orientation to District level functionaries - One day - 2 times (138 x 2 x 30)	30	276	..	0.0828		0.0828	
1.3	VEC Level Orientation (800 x 2 x 30) - One day - 2 times	30	1600	..	0.480		0.480	
	Sub Total			..	0.5868		0.5868	
2.	School Level Orientation to PTA / MPTA/ SSG Representatives (1243 x 8 x 30)	30	9,944	..	2.9832		2.9832	
	Total			..	3.570		3.570	

SSA - KANNUR - TABLE C

CIVIL WORKS

Item No.	Description of Activities	Unit Cost (Rs.)	Physical Target	Period	Financial Outlay (Lakhs)	Spilled over Amount	Total for 2003-04	Remarks
1.	Construction of BRC Building	6,00,000	4	2003-04	24.000	32.400	56.400	
2.	Construction of CRC Building	2,00,000	9	„	18.000	12.000	30.000	
3.	Additional Class room	1,50,000	05	„	157.500	77.100	234.600	
4.	Toilet for girls	20,000	90	„	18.000	11.440	29.440	
5.	Compound wall	40,000	50	„	20.000		20.000	
6.	Separation wall	10,000	6	„	0.600	17.000	17.640	
7.	Electrification (LP + UP)	10,000	54	„	5.400	4.160	9.560	
8.	Drinking Water	15,000	37	„	5.550	3.660	9.210	
9.	Replacement of Rented School building - School building construction	6,00,000	20	„	120.000		120.000	
10.	Construction of new school building	3,50,000	15	„		52.500	52.500	
	Total			„	369.050	210.300	579.350	
	Maintenance and Repair	5,000	277	„	13.850		13.850	

SSA - KANNUR – TABLE C

MEDIA AND DOCUMENTATION

Item No.	Description of Activities	Unit Cost (Rs.)	Physical Target	Period	Financial Outlay (Lakhs)	Spilled over Amount	Total for 2003-04	Remarks
1.	Publication of News letter (2 issues per year) 1,500 Nos. (1,500 x 2 x 25)	25	3000	2003-04	0.750		0.750	
2.	Pamphlets, Brochures of all interventions	50,000	1	„	0.500		0.500	
3.	Documentation of various interventions (Photo & Print etc)	25,000	1	„	0.250		0.250	
4.	Meetings & Press Conference	10,000	2	„	0.200		0.200	
5.	Preparation of District Level Annual Report Developing and Printing	10,000	1	„	0.100		0.100	
6.	Media Seminars (Dist. level)	10,000	1	„	0.100		0.100	
7.	Portfolio Exhibition (School Level)	250	1,259	„	3.1475		3.1475	
	Total				5.0475		5.0475	