

**SOCIAL SAFETY NET
IMPROVEMENT OF PRIMARY EDUCATION
IN
KASARGODE DISTRICT
OF
KERALA STATE**

DRAFT PROJECT REPORT

NIEPA DC



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**DEPARTMENT OF GENERAL EDUCATION
GOVERNMENT OF KERALA
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Synopsis

The Project for the development of Primary Education under Social Safety Net Scheme in Kasargod District is prepared on the basis of guidelines issued by Government of India on 18.1.1993. Universalisation of Elementary Education by 2000 A.D. and achievement of M.L.L. in Primary education are the goals of this project, as envisaged in N.P.E. 1986. The different issues and problems existing in the Primary Education have been identified and the interventions to tackle them are elaborated in this project. The total cost to implement the programme is Rs. 454.589/- million. The period of implementation of this project is 7 years starting from 1994. 1,33,906 children are expected to be benefited by the project, of which 8,029 belong to the scheduled caste and 3,020 scheduled tribes. 65,000 are girls. Investment cost of the project per child is Rs. 499/- per year.

The implementation of the project will be mooted through a District level CORE Group, which is a part of the autonomous society Registered at the State level. There will be Advisory Groups, one at the District level and another at Panchayat level to manage the implementation of the project.

CHAPTER - 1

INTRODUCTION

- I. 1. The district of Kasargod has its own identity and significance among the 14 revenue districts of Kerala, in respect of geographical historical and cultural backgrounds. It was formed by bifurcating the former Kannur District. It consists of two Taluks - Kasargod and Hosdurg. Kasargod district came into existence on 24th May 1984 as the 14th District of Kerala. Kasargode district, having (2. 1) an area of 1,963 Sq. Kms., lies between Northern latitudes 11-1 and 12-4 and between 74.5 and 75.26 Eastern longitudes. The Western Ghats in the East, the Arabian Sea in the West, the Dakshina Kannada district in the North and Kannur district towards South form the four boundaries of the district. The three well marked natural regions are the low land of the Coastal stretch, the midland which consists of hill rocks of hard laterite soils and the high land along the Western Ghats. The district has 12 main rivers which originate from the Western Ghats and flow towards the Arabian Sea, the longest being 'Chandragiri' with 105 Km length, next Karyamkode river with 65 Kms. and Shria river with 62 Kms length. The average annual rainfall is 343.8 Cm.
- I. 2. Kasargode town is the Head Quarters of the district. The district consists of 4 Community Development Blocks with 2 municipalities, 37 Panchayats, 8 towns and 75 revenue villages. As per 1991 census, the total population of this district is 10,70,629 out of which 5,28,094 are males and 5,42,535 females. The rate of population growth in the district is 23%. Among the population 80,297 are scheduled castes, 30,084 are scheduled tribes, and 84,941 are other minorities. Table I. 1 72% of the people speak Malayalam and the rest Kannada, Tulu, Marathe, Konkani, or Hindustani. The medium of instruction followed in schools and colleges is either Malayalam or Kannada, and so it is generally said that the district is bilingual.
- I. 3. Due to historical, geographical, political, and Social reasons, the district is backward in educational facilities. Before independence, this area was under Malabar District, in the Madras province of British India. Malabar area was almost neglected in the field of education when compared to the former princely states of Travancore and Cochin. The social systems prevailed during that period were also caused for this backwardness. The educational facilities were reserved only for a set of people who were in the higher strata of the society. The majority of the people, the down-trodden were deprived of getting the benefits of education. Through a series of social movements, in the later half of 19th Century, a tremendous changes were taking place in the educational system of the southern region of the State. The works of foreign missionaries also contributed much for the educational development of that area. The Northern region of the state was kept away from the waves of these social movements, hence Kasargode District. The nature of Bilingualism was also a dominant factor for this backwardness. Only after the formation of Kerala State, have conscious efforts for improvement been made in the field of education. Still the achievement is below the target.

- I. 4. At present the number of Primary schools in the district is 468. () The management of these schools are in three different categories, viz. Government, Private - aided, and Private un-aided recognized. () Government schools are managed by the State Government Teachers are government employees. All educational facilities are provided by the state government. Private aided schools are managed by the Private agencies. Teachers are appointed by the concerned management and paid by the State Exchequer. But the educational facilities are provided by the management. Government give grants-in-aid for the maintenance of the school facilities. No tuition-fee is levied from the students of these schools. Unaided schools are managed either by the charitable organisations or private agencies. Teachers are paid by these agencies or organisations. They levy tuition fees from the students. The Government has regulated the syllabi, year plan and examination in these institutions. Thus, academically it is controlled by the Government. Hence it is known as recognised schools. There are 5 such schools in the district.
- I. 5. Total number of school going children in Stds. I - V in the district, is 1,33,906 of which Boys and Girls are 69,359 and 64,547 respectively (Table I. 3). The schools, in which the students of the Age Group 6-11 are lower Primary schools with Stds. 1 to 4, the schools with Stds V - VII are Upper Primary schools and the schools with Stds VIII - X are High Schools. Nevertheless, certain High Schools have Lower Primary and Upper Primary sections attached with it. In the teacher Education fields, there are 3 Teacher Training Institutes in the District. In DIET, Kasargode a batch of 40 teacher trainees in the Kannada medium is also in admitted.
- I. 6. At present there are 5,328 teachers working in the Primary sector of this district, of whom 2,788 are Males and 2,540 Females. The Deputy Director (Education) is the head of the department of education of the Revenue district. For Academic and Administrative convenience, the revenue district has been sub-divided into Educational district and Educational Sub-District. There is one educational district and 7 sub districts in Kasargode. The number of Primary Schools in each Sub-District is shown in Table (I. 4). District Educational Officer is the head of educational district and Asst. Educational Officer, is the head of sub-districts. The Deputy Director (Education) is in charge of all the Administrative movements of the districts. Heads of Primary Schools are known as Headmasters whose responsibility is to supervise the academic work and manage the routine work of their respective institutions. (Chart - I - 5.)
- I. 7. Under the Director of Public Instruction the District Institute of Education and Training (DIET) is functioning in this District since 1989 which aims at the qualitative improvement of the Primary schools of the district educational innovations, educational research, curriculum material preparation etc. While taking into account the various functions and significant roles in promoting the primary education in the district, the DIET should be strengthened and improved in terms of number of staff, and physical facilities. Financing for education is mainly done by the State Government. School education is free, and compulsory . Noon-meal programme was launched in 1987 inorder to tackle the problem of dropouts in schools. Learning materials are supplied free of cost to the I Std. Pupils. Scholarships are being given to students belonging to

Scheduled castes, Scheduled Tribes and also to Muslim girls. Even though, vigorous efforts were made on the part of the Government, the educational backwardness of the district still persists as a bottleneck towards progress. A large number of children in the school going age are yet to be enrolled. Unique ethnic groups like Koragas and Marattis, are totally aloof from the main stream of education of this district (Table I-6). At the advent of the district, the literacy Rate was 55.08. Among it, male literacy rate was 64-65 and female literacy rate was 46.8%. Though the district achieved a high percentage of literacy rate through total literacy programme, the female literacy rate is still very low. It proves that the programme now running may perhaps be not conducive to meet the challenges of time. Hence, requirement of innovative projects.

PROCESS OF PROJECT PREPARATION :

As the part of the S.S.N. Project preparation two members of the faculty of DIET, attended the workshop organised at Thiruvananthapuram. Experts from NIEPA led the discussions. The members returned from the workshop and conveyed the idea to other members of the faculty of DIET. As per order No. NEP (1)35789/93 of The Director of Public Instruction, the District Core Group was formed as Deputy Director (Education), Patron and the Principal DIET, Kasargode as secretary and convener. All the senior Lecturers in the DIET and Assistant Educational Officer, Kasargode, are the members of the Core Group. The Core Group is assigned with the work of preparation of the project plan for the district. The work progressed as per the following time schedule.

A Preliminary report was prepared by 17.5.93. Consequently a discussion on the Project report was conducted with the Government of India team for two days on 20.5.93 and 21.5.93 respectively. A detailed discussion on the problems and issues in the educational sector of the district was conducted with the educational administrators in the district like Assistant Educational Officers, District Educational Officer. The suggestions, Plans and proposals have brought into discussion with the people representatives like Panchayat Presidents, Councillors, M.L.A.'s and M.P. The First Draft of the Project thus prepared by 15.6.93. The second round of discussion was again conducted with the Director of Public Instruction and experts in the field.

The Project report is refined in the light of discussion and the Second draft was submitted by 25.6.93.

CHAPTER II

PROBLEMS AND ISSUES IN PRIMARY EDUCATION

2. 1. For any implementation programme to achieve a set goal essentially necessitates the analysis of existing situation and status. Based on this alone we can proceed with a clear vision of programme. The total population of Kasargode district as per 1991 census is 10,70,629 of which 5,28,094 are Males and 5,42,535 are Females. Total number of school going children in the age group of 6-14 in the year 1992-93 is 1,33,906 of which 69,359 are Boys and 64,547 are Girls. Total enrolment in the 1st Std. during last academic year was 29,381. As per the survey conducted by DIET, the total number of children in the Age Group 5-6 is 32,596. This shows that 3,215 children in this age group are yet to be enrolled. They lost the golden opportunity of getting educated. Hence the very purpose of UEE. The drop-out rate among pupils in this district is 8.2% which is rather high when compared to other districts in Kerala. The total literacy rate is 87% of which female literacy rate is sympathetically low. The quality of Primary Education is also far from satisfactory. A recent survey conducted by DIET, Kasargode in connection with 'AKSHAVAPULARI PROJECT' revealed that achieved is only 19.5% among Primary Children.
2. 2. The main problem areas in the educational field of this district can be captioned as.
 - (a) Low rate of enrolment.
 - (b) High rate of drop-outs.
 - (c) Low rate of achievement when compared to the State average.
2. 2. 1. 'Education for all' has been a fond dream of Societies and nations world over. The NPE - 1986 had laid greater emphasis on providing educational opportunities for all children in the school going age. In Kasargode District, the rural areas in general and the tribal belt in particular, have been suffering in terms of resources, personnel and infra-structural facilities which causes educational disparities among people. Access to primary education still remains a dream to many. There are 15 localities where no school exists within the walkable distance.
2. 2. 2. Most of the people being ignorant of the fruits of education, want their children to earn their livelihood. They hardly understand the role of education in developing a wholesome personality for the child. That is why a great number of pupils remain non-enrolled and an equally good number drop-out from Primary Schools.
2. 2. 3. Most of the existing schools are over crowded due to lack of building facilities.
2. 2. 4. 40% of the existing schools have no permanent buildings and so they are working in thatched buildings or rented or dilapidated structures.
2. 2. 5. Annual maintenance of the school buildings are not properly done due to the lack of funds.

2. 2. 6. As many of the class rooms are not separated by partition walls, the attention and concentration of pupils and teachers as well, is diverted into their neighbouring classes.
2. 2. 7. The number of benches, desks and other furniture in most of the schools are insufficient. Hence pupils sit uncomfortably in the rooms. Parents hesitate to send their children to such schools. This conditions also effects the achievement of pupils.
2. 2. 8. Most of the schools are deficient in teaching learning materials including Audio-Visual equipments. This makes the class uninteresting, which causes dropouts and low achievement.
2. 2. 9. Handbooks and authoritative reference books for updating the knowledge of teachers are not available. This affects the quality of teaching and thereby the quality of education.
2. 2. 10. Most of the schools are deficient of the library books and supplementary readers which should have been helped and promoted the extensive reading and self learning of pupils. This also affect the quality of education.
2. 2. 11. 50% of the primary schools in the district have no drinking water facilities. This compels the pupils to consume impure water from the neighbourhood which affects their health and thereby the learning attitude.
2. 2. 12. 80% of the schools have no play ground worth its name. The physical exercises and refreshing are lacking which in turn affects learning.
2. 2. 13. At present, the Headmaster of the primary schools are expected to do both administrative and academic work. As a result they fail to attend the academic sessions.
2. 2. 14. Most of the teachers are still following the traditional type of teaching whereby transmission of knowledge alone takes place in the class. Modern methods and approaches and teaching techniques still do not reach our class rooms. Teachers are not oriented and updated to the modern techniques of teaching.
2. 2. 15. Absence of school readiness of the children affects achievement and discipline in the classroom. This is due to the absence of pre-primary schooling. Early-childhood care is a must in this regard.
2. 2. 16. Distribution system of text books at present fails to provide the children with essential text books in time. This affects their study. At present there are 3 central depots in Kerala at Trivandrum, Ernakulam and Shoranur. Text books are distributed from these depots and stored in the text books depots in each district. Most of the schools are in remote areas and the depot is situated in the headquarters area. Hence distribution is delayed due to this distance between schools and distribution centres. Also since the depots don't have enough storage facility, a large number of books are being damaged.

2. 2. 17. Some of the tribes like Koragas are totally benefit of the main stream of life due to the cultural deprivation, socio-economic backwardness and religious superstitions. The pupils in this community are under achievers in all subjects.
2. 2. 18. Even though school is considered to be a community centre, the local public do not co-operate well with the school activities.
2. 2. 19. Economic backwardness tends to Child-labour and Baby-sitting and thereby causes dropouts.
2. 2. 20. DIET is not strong enough in terms of physical facilities and human resources supports to cater to the needs of the academic problems of the district.
2. 2. 21. A large number of students who attend schools are 'under achievers' in certain subject areas. The recent survey and study conducted in this district last year revealed that 45% of pupils in Primary classes had failed in achieving the minimum level of learning.
2. 2. 22. Evaluation and monitoring system do not work as efficiently as it is expected to be, due to the geographical features of the district. The scattered nature of the district makes it very difficult and inconvenient for the authorities to conduct timely and frequent visits.

CHAPTER III

THE PROJECT

The Project Goal: Goals of this project strictly conforms to the points enshrined in the national policy on Education in all respects. Since the total enrolment rate of pupils in Kerala is higher with respect to other states it is not a difficult task for us to achieve universal enrolment in the age group 6 to 14 including girls and pupils belonging to scheduled tribes and castes. Also it is possible to achieve minimum learning levels.

Project objectives :

1. Total enrolment of children between 6 to 14 years in the class I to V in Kasargode District.
2. 100% retention of pupils in I to V Std.
3. Providing equity and access to all pupils in the district.
4. Achievement of minimum levels of learning to all children in the primary level.

3. 1. Total Enrolment

3. 1. 1. Environment building by campaign activities. As a prelude to the anticipated universal enrolment at school level, an awareness among the parents and community has to be generated and a motivation has to be effected among the learners. The activity is participatory. Using the performance and folk arts, this message will be fielded, workshop for 10 days will be organised to set a performance art group to this effect environment campaign is conducted in two stages. The project work is proceeded by campaign work. In the second stage, another campaign programme will be effected after two years period.

3. 1. 2. Construction of Early Childhood care and education centres :

Children in the age group of 3 to 5 will be given special cares in E.C.C.E and at the end they are expected to enrol in the 1st Standard. On the spread of this scheme all schools of I to V standards in the district will have a pre-primary class attached except in areas where Anganwadies are functioning. Each pre-primary class will be provided with a room and other facilities like furniture, learning materials, games materials, and play ground. A teacher and an ayah will be appointed.

3. 1. 3. Training course for parents and community leaders.

Universal enrolment will be possible only when community involve fully in the educational process of the institution. Although obligatory, they cannot be compelled. But we can create an awareness about the importance of education and tempt them for getting their children admitted. Suitable courses for mothers, community leaders etc. are to be conducted. The duration of the course is 3 days. 2,000 member of the community including mothers of children are to be imparted the training.

3.2. 100% retention of pupils in I to V Std.

3.2. 1. Provision of infra structural facilities in schools :-Most of the schools in the remote areas of Kasargode district don't enjoy the basic minimum infrastructure especially, in the tribal and coastal belt. Facilities in schools in town areas also is not much appreciable. The pupils will be able to sit comfortably and attend the class if enough benches and desks are provided. Project proposes 40 desks and 10 benches to be supplied to each school.

3.2. 2. Provision of drinking water facilities :-

In many schools water is available in the well in the school compound. But if the well is too deep, pupils will find it difficult to draw water for their use. An electric motor will be installed and an overhead tank created and necessary pipe connections will be provided so that they might find it easy in getting water during noon meals time, and they can drink pure water. 100 schools will be benefitted by this scheme.

3.2. 3. Providing playgrounds.

Pupils refresh themselves when after a long study they go out and feel some fresh air and do some physical exercises. If land is available, the land can be levelled suitably and made use of as playground. 150 schools will be provided with play grounds.

3.2. 4. Crash enrichment courses for teachers.

Unless teaching learning process is consciously re-oriented to the set objectives, infrastructural facilities won't produce the required result. Initially key resource persons are trained for a period of 5 days. DIET person and others are academically oriented to the present project to impart in service training to resource persons. 25 Key-Resource Persons are to be trained. With the help of key resource persons, 200 teachers selected from High Schools in the district are given training in the second stage. The duration of the courses is 10 days. In the next stage primary teachers are given training. Such training programme are to be conducted from the two block resource centres. 6,000 teachers will undergo training course by this programme within 5 years time.

3.3. Equity And Access

3.3. 1. *Opening of new schools* (Nos. 15)

For the Equity and Access of the under privileged children, either by caste, culture or sex, this school would give uniform opportunity for them. These schools, are established within the walkable distance of 2 Kilometres of the children. It will be located in the geographically backward areas.

3.3. 2. *Asram - Schools* (Nos. 3)

This scheme is meant for the under privileged children, who are traditionally disinclined to go to schools. Schooling provisions are made for the priorities of socio economic backwardness and hence only admission.

This school is totally residential and pre location of the school, will be in the backward areas of Kasargode District so as the people of clustered way of living can attend.

3.3. 3. Community Education Centres (Nos. 50)

About 1,500 working children at the age group of (6-14) of the District keep away from the formal system of Education, who have to be educated non-formally at this centres to bring them into the main stream.

50 Community Education Centres are to be started in different parts of the district for the studies of these children. An instructor, having given orientation training, will be appointed in each centre. As the name indicates, the Community Education Centre will make use of the Formal school facilities, only after the school time.

3.3. 4. Library - for Mass Education (Nos. 200)

Making use of the General Awareness and literacy, it is expected to help the neo-literates to facilitate prescribed materials for their extensive reading. This is the mechanism for Mass Education. Libraries are suggested to be installed wherever necessary as such 200 are to be opened up in the spotted areas.

Provision for community recreation has also been arranged here. A Librarian is incharge of this centre.

3.4. Achievement.

3.4. 1. Replacement of dilapidated /thatched/Rented buildings by New-ones. (Nos. 93)

New school Buildings will be constructed in places of dilapidated/thatched/Rented which is to give the permanent structure to the existing schools. As far as the Kasargode district is concerned, that provision is essentially required to meet the demand.

3.4. 2. Proper Annual Maintenance of the Buildings.

Although Annual Maintenance work of the school is compulsory, rarely does it take place due to the paucity of Fund, and managerial reasons. Provision is made to see the maintenance is done in time for the Buildings in view of the Health, hygiene and security of the children and teacher.

3.4. 3. Provision for separation of classes by partition walls.

Now a days, most of the classes run in a large hall without having any separation from one class to the other. This tends to create disturbance for each class by the next one, in an through the learning activities. Teachers cannot teach properly due to the disturbances. Much exhaustion waste of time, low achievement etc. are the ultimate result of this type of having of classes. Construction of separate walls for each class pave way for the effective teaching learning activities, conducted independently, and much to the health.

3.4. 4. Providing Infrastructure, Benches, Desks, etc.

In the absence of sufficient class room equipments, the learning activity suffers and

appears to be a painful affair for both teachers as well as pupils. At least for the proper placement of the Body, Benches and desks are essential. Contrary to the postures of the physic, in the absence of Benches and desks, totally changes the normal structure of the body.

Many of the schools in Kasargode District, have no Desks, but Benches and very few are there which have both. This scheme will amend the laxity of infrastructure facilities.

3. 4. 5. *Providing teaching learning materials, including audio-visual equipments.*

Teaching - learning strategy has been subjected to serious technological changes, impacting its effectiveness. Electronic medias and equipments are widely used to accomplish the expected results. This is the prevalent trend appearing in the field of Education from which neither a teacher nor pupil can be aloof. For the teachers, by facilitating modern audio visual equipments etc. can save two, increase effectiveness and teaching interesting.

Scheme under this head, will provide audio visual aids and other electronic gadgets to each schools.

3. 4. 6. *Providing Handbooks and authoritative Reference Books.*

Hand Books are essential for the easy and interesting exposition and extension of the classroom teaching/lesson-based on the text books.

Hand Books thus produced to the need of the respective classes are fewer and therefore such materials will be produced out of workshops, organised under the leadership of Educational experts.

School Academic wing will also be strengthened by equipping it with Authentic Reference Books, by providing supplementary informations and materials required to substantiate the educational transaction.

3. 4. 7. *Providing supplementary Reading materials for children*

To make the teaching learning interesting, Large varieties sample literary pieces are required to be interpolated suiting the ability of the children. So as to retain the creative academic mood supplementary materials for extensive reading of the children, need to be prepared because such materials are rarely available in the field for classroom use.

Workshops for the production of this materials will be organised, making use of the experts.

3. 4. 8. *Appointment of teachers in correspondence with the No. of classes (No. 478)*

The dual responsibility of administration as well as class charge of the school, now vests on the Headmaster, who in this attempt may some time liable to slip of the duties. If the Headmaster is liberated with the class charge, by appointing a teacher to the class instead, administration and supervision well because more result oriented.

Each school will thus, get such a post appointed by this scheme.

3. 4. 10 *Text Book distribution.*

To remedy the delay and extension of easy accessibility of Books, that this scheme is envisaged. Two centres, for the Book distribution, will function through second channel of Block Centres, collecting Text Books from the central Depot, and consequent distribution to the schools through the Block Centres.

This will greatly relieve the distribution problems now suffered by organising two more alternative centres apart from the one that which is situated now at the District capital.

One of the proposed two centres, will be situated in the Northern Region (Manjeswar, Kumbala, Kasargode) and the next one in the southern region (Bekal, Hosdurg, Chittarikal, Cheruvathoor) in view of rendering service regionwise.

3. 4. 11. *Strengthening of DIET*

At the District Level, DIET is the Resource Unit, to deliver the good to the primary Education. Through pre-service, In service and Non-Formal Education, it imparts the timely needs of teaching in primary stage, thereby up-dates qualitatively. By inservice programme - DIET - has developed an in-built mechanism, of co-ordinates and field integration of District Education activities. To apply it all more effectively, the DIET has to be strengthened.

The SSN project, when comes into force, DIET is the Nodal Agency to field it at the District level. Therefore, the possibility of discharging responsibilities, providing infrastructure within and without the DIET campus.

3. 4. 12. *Provisions of compensatory Education.*

Under achieved and under privileged due to the socio-economic backwardness and cultural deprivations, create children to subject to a possible "drop-out" from the school. In certain cases they tend to create classroom as well as social problem in future.

Such children will be given special care and attention to bring them into the main stream by providing special classes, by the teachers. Classes will be conducted beyond the usual class time. Teachers who risk thus venture will be given incentives.

3. 4. 13. *Monitoring and Evaluation.*

Since the Dimension of the project. Stretches the length and breadth of Kasargode District, at the implementation level, monitoring and evaluation, essential field touch is necessarily required. Not only this, the geographical peculiarities constraints one to reach a particular place in time. As the programme mobilise, to reach in the spots of remote area warrants the huge amount for travelling expense and consumption of precious time.

Thus, to save the time and money a vehicle could be purchased, which is useful for monitoring and evaluation too.

PROJECT AT A GLANCE

Project objectives	Area of intervention
3-1 Total enrolment	
3-1-1	* Environment Building by campaign activities.
3-1-2	* Early childhood care and Education
3-1-3	* Training courses for the Parent/community members.
3-2 100% Retention	
3-2-1 *	Provision for infra structural facilities.
3-2-2	* Providing drinking water facilities.
3-2-3	* Providing playground facilities.
3-2-4	* Cash enrichment courses for teachers.
3-3 Equity and Access	
3-3-1	* Opening of new schools (Nos. 15)
3-3-2	* Opening Asram Schools for under privileged children (Nos. 3)
3-3-3	* Starting Community Education Centres in Schools. (Non formal)
3-3-4	* Opening of community library. (Nos. 200)
3-4 Achievement	
3-4-1	* Transference of Rented/Thatched/dilapidated school buildings to permanent ones.
3-4-2	* Proper annual maintenance of school buildings.
3-4-3	* Separation of classes by partition walls.
3-4-4	* Providing enough Benches and desks to the school.

- 3-4-5 * Supplying teaching learning materials including audio-visual equipments.
- 3-4-6 * Providing Hand Books and authoritative reference books.
- 3-4-7 * Providing supplementary reading materials to children.
- 3-4-8 * Appointment of teachers in correspondence with the number of classes.
- 3-4-9 * Inservice courses for the teachers effective (Refer No. 3-2-4).
- 3-4-10 * Distribution of text books through Block centres.
- 3-4-11 * Strengthening of DIET
- 3-4-12 * Compensatory education for under/low achievers.
- 3-4-13 * Continuous and comprehensive evaluation.

CHAPTER : IV

PROJECT COST

- 4.1 The contemplated project of Kasargode district expects the programme to be implemented into 2 phases. First phase characterise the total involvement of all children at the age of six in the catchment area of each school of Kasargode District. The second phase is of the achievement of the minimum levels of learning.

The appropriation in the budget of the programme is apportioned for all the schools, and special considerations for some Govt. Schools are given because they are situated in the under developed and rural areas not having the minimum academic and physical infrastructure.

- 4.2 The cost of Kasargode District, project is estimated as Rs. 4,54,589/- million. The detailed costing for components and their recurring and non recurring parts are given in the tables appended.

(Table IV-32)

- 4.3 Awareness campaign is essential in the initial stage. Rs. 2.0 million set apart for this activity. Which is not recurring. The campaign activities are fielded at two different stages. The second stage is effected after two years, which is intended to boost up the activities and maintain the motivation and learning situation. Rs. 1.00 million is set apart for the initial stage and Rs. 1.00 million for the secondary stage.

(Table IV-I)

- 4.4 Cost of Rs. 90.62 millions calculated for the opening of Early Childhood care centres Rs. 18.92 million is non recurring.

(Table IV-2)

- 4.5 The cost estimated for imparting classes to P.T.A. representatives and community leaders is Rs. 0.7 million. This programme is of radical importance to keep up the tempo of the whole programme.

(Table IV-12)

- 4.6 Rs. 126.76 million is estimated for the essential additional infrastructural facilities in the existing schools.

(Table IV-3)

- 4.6 1. Electricity facility to 300 schools is also provided. An amount of 9.00 million is estimated. It is included in the above provision.

(Table IV -3)

- 4.7 Rs. 1.5 million is estimated to meet the expenses in connection with the installation of electric Motor and Pump set, and other accessories to supply pure drinking water to the pupils also included in 4.6

(Table IV-3)

- 4.8 The cost of estimate for levelling the Play Ground and supplying play materials and Games articles to the schools also included in the provision of infrastructural facilities.
(Table IV-3)
- 4.9 An amount of Rs. 4.938 million is set apart for the training of Primary School Teachers, through 2 sub-centres during the project period. 6,000 participants in each of the 15 batches per year at 2 sub centres during 5 years.
(Table IV-7)
- 4.9.1. Rs. 1.22 million is estimated for construction of 2 Block Centres and for supply of furniture to the Centres.
- 4.10 Rs. 12.994 million is estimated for the opening of 15 new Primary Schools in the needy places in the district. At least 4 Teachers and a Headmaster are required an each school.
(Table IV-5)
- 4.11 It is intended to open 3 Ashram Schools for the benefit of non achievers. An amount of Rs. 16.392 million is estimated to establish the same.
(Table IV-27)
- 4.12 Rs. 1.528 million is estimated for opening Community Education Centres in schools. Building cost is not taken into account. Honorarium given to instructors and other expenses are considered.
(Table IV-6)
- 4.13 Cost of Rs. 28.6 million is estimated for the opening of 200 Community Libraries in the district during project period. Supply of cupboards, books, magazines, newspapers are essential and calculated at the minimum rate. Rs. 300/- per month is proposed to be given as honorarium to the person who is in charge of the Library.
(Table IV-28)
- 4.14 Cost is estimated for the construction of buildings for the existing schools which are working in rented or dilapidated structures is Rs. 47.611. No cost is estimated for purchase of land. Land will be sponsored by locals, Establishment charges are not needed.
(Table IV-4)
- 4.15 Rs. 1.829 million is estimated for the expenses to be incurred for the annual maintenance of New School Buildings from 1997 to 2000 and Rs. 10.411 million is estimated for annual maintenance of the new buildings or constructed, instead of Rented Buildings after 1997 onwards.
(Table IV-4)
- 4.16 The cost of Rs. 5 million for separating the class rooms by constructing partition walls, in included in the expenditure of infrastructural facilities.
(Table IV-3)
- 4.17 Cost of Rs. 12.09 million is estimated for additional tables, chairs, benches and desks, black boards, for primary schools at the minimum local rate.
(Table IV-3)

4. 18 Rs. 42.542 million is estimated to supply teaching learning materials including Audio visual equipments and other Laboratory articles to all the primary schools.
(Table IV-3)
4. 19 For providing authoritative reference books and hand books, an amount of Rs. 3.047 is estimated.
(Table IV)
4. 20 Rs. 22.944 million is estimated to meet the expenses to supply supplementary reading materials to children in primary schools and installation of libraries.
(Table IV-3)
4. 21 Rs. 48.76 million is estimated to appoint a teacher in every Primary School to relieve the Headmaster from the academic work. This is one of the most serious problems to be attended upon.
(Table IV-25)
4. 22 Rs. 4.93 million is estimated to impart orientation to teachers on modern techniques of teaching.
(Table)
4. 23 Distribution of text books is made smooth by opening new distribution centres. Sub-centres are to be started. Rs. 1.92 million is estimated for starting the Text Books Distribution Centres.
(Table IV-24)
4. 24 Rs. 5.378 is estimated to meet the expenses in connection with the strengthening of DIET in terms of Physical facilities and resource support.
(Table IV-17)
4. 25 Rs. 46.605 million is estimated for giving extra-coaching and compensatory education to under achievers.
(Table IV-26)
4. 26 Timely evaluation and monitoring system is to be established and maintained by frequent visit to the schools. Hence Rs. 2.512 million is estimated for this purpose. Since the schools are widely scattered in the hilly areas of the district and transport facility unsatisfactory, the need of a vehicle becomes an essentiality. The cost includes the expense for the whole evaluation system and procedures including T.A for provision.
(Table IV-18)
4. 27 An amount of Rs. 2.38 million is estimated for formation of core group and managing the project throughout the period.
(Table IV-29)
4. 28 Rs. 1.25 million is estimated to be the expenses to be incurred in connection with pre-project activities.
(Table IV-30)

CHAPTER V

PROJECT MANAGEMENT.

5. 1. The implementation of the project in the state will be managed by an autonomous society constituted and registered in the state level. Accordingly, an advisory group at district level and Panchayat level will be set up to over see the implementation of the Project in Kasargode district. Programme implementation committee will be constituted at school level.
5. 2. The chairman of the district advisory board will be the District Collector. Joint-Director (Edn.) will be the Vice Chairman of the board. An Executive Director in the cadre of Deputy Director (Edn) will be the secretary of District Unit of the Registered Society. Principal, DIET will be programme Co-ordinator. The board consists of M.P in the constituency or neighbouring constituency; M.L.As, Chairman of Edl. standing committee; Municipal chairman, 5 representative from Panchayat Presidents, 3 faculty members of the DIET, experts in Education in the district, one member each from the voluntary organisations (KSSP and KANFED); District Educational Officer Kasargod; 7 Assistant Educational Officers; one representative each from primary school Headmaster in each district; 2 representatives from High School Headmasters in the district; Accounts Officer, and Staff and Engineering wing for construction in the district as members.

Panchayat advisory board will be chaired by the Panchayat President. Ward Councilors; Social workers, MLA, PTA members AEO. Programme implementation committee will be constituted at the school level, with the concerned Headmaster as convener, and all teachers; PTA, Mother PTA Presidents, ward councilor, etc. as the committee member.

Monitoring and Evaluations

The Academic core group/district committee will monitor and evaluate the programme. Advisory board will nominate a committee for the purpose.

Mode of evaluation.

The evaluation process will run into the programme of total enrolment and minimum levels of achievement of the respective schools by the district committee.

Continuous and Comprehensive Evaluation ensures the realisation of the present objectives at all levels. The concern solely depends on the district level committee.

District Advisory Board :

Chairman	: District Collector.
Vice-Chairman	: Joint Director (Edn).
Programme Co-ordinator and Convenor	: Principal, DIET Kasargode.
Advisory Board members	: * M.P

- * MLA
- * Chairperson - Edl. standing committee Kasargode Dt.
- * Municipal chairman, Kanhangad, Kasargode
- * D E O, Kasargode
- * Asst. Edl. Officers
- * Cheruvathur, Chittarikal, Hosdurg, Bekal, Kasargod, Kumbala, Manjeswaram
- * 5 representatives from Panchayat presidents.
- * Faculty members of DIET
- * 1 member from K S S P
- * 1 member from KANFED
- * 1 representative from Primary school headmasters - each sub district
- * 2 High School Headmasters.
- * Accounts Officer.
- * Engineering wing.

Panchayat advisory board.

- | | | |
|-----------|---|---|
| President | : | Panchayat President (in which the school is situated) |
| Convenor | : | 1 academician |
| Committee | : | 1 Headmaster, 5 teacher representatives, 2 PTA representatives, 1 mother PTA representative, 1 ward member. |

School level implementation committee.

- | | | |
|-----------|---|-------------------------------|
| President | * | P T A President |
| Convenor | * | Headmaster |
| Committee | * | Mother P T A representative |
| | * | all teachers in the school. |
| | * | ward member of the Panchayat/ |
| | * | Municipal Councillor. |

CHAPTER - VI

BENEFITS AND RISKS

6.1 Benefits:

The Project pre-sets educational benefits out of the programme from village level implementation to the district level. The first signal of the total school system not only reflects in the physical climate of the school, but also updates and modernises to suit the requirements.

6.2 By this scheme, the urban/rural village, in which the schools are situated, will witness no more non-entrants and non-achievers. The additionality of infra structure totally reforms the educational transmission system and the school might appear to be a centre of attraction of academic activities for the children. Total enrolment and achievement in the minimum level of learning is made possible. This positive results brings the drop-out rate to zero. Female literacy rate also increases to an appreciable level. Minority group gets equal chances thereby standardisation of cultural, political and social well-being of the people in the project area, is found to be effected.

6.3 Risks :

The risks involves first in the creation of an Awareness in the community in their natural environment and social conditions before executing the programme directly. A deliberate attempt of realisation of objectives in the prevailing situation as the by-product of educational negligence around the school area, is once again necessitated. The project and programmes of U.E.E. and minimum level of achievement, therefore, anticipates crores of rupees being utilised from planning level upto the assessment stage, hoping to materialise the long cherished constitutional obligation. It is, therefore, more binding on us that it doesn't go waste and ensure that this national investment generates the required output. Losing sight of vision and relaxation of acceleration may cripple the tempo at any level - hence more responsibility on the part of teachers.

6.4 Sustainability, replicability and cost effectiveness

Even though the financing of the project is from outside the state, by the time the project period ends, the State Govt. will be able to afford the recurring expenses in connection with the project in the succeeding years. The scheme is replicable. The classrooms recommended to be constructed during the project period is of the same size 6m x 6m which is prevalent in the existing schools. The construction cost estimated in the project is low. Hence it can be replicated. The training programme is designed so as to enable the programmers and planners to extend to similar projects in the field.

CHAPTER - VII

CONCLUSION

The S.S.N. Project, under consideration is a unique one in its dimension and the way in which it tackles the Educational problems of the District. The nation at large, and the Remote and Backward District like Kasargode particularly, has an emphatic relevance, of such a scheme, in view of the prevailing situations. This also satisfies the National Policy on Education (1986) of Government of India and the World Declaration of UEE at all levels, when the project is being fielded with its multifarious facts.

Over and above, this project intends to effect on the Non-cognitive area of the children, enabling to shape the pupil to an ideal citizen with a national vision to feel proud of his existence here in his surroundings for which any investment in terms of money is undoubtedly long durable. It is, therefore, perfectly right to claim that the investment on Education is a capital investment, for the Nation-building, which is surely to manifest in the timely and contemporary needs of national integration, communal harmony, and equity of all.

By all means, the project contemplates to cover the whole gamut of school age children, and the community and envisages to REACHING THE UNREACHED. Surely we can - and we must.

TABLE - I - 1.

DEMOGRAPHIC DISTRIBUTION - KASARGODE DISTRICT
(As per 1991 Census)

	Male	Female	Total
Population	5,28,094	5,42,535	10,70,629
Scheduled Caste	39,439	40,858	80,297
Scheduled Tribes	14,776	15,308	30,084
Minorities - (Linguistic)	41,702	43,221	84,941

TABLE - I: 2

CATEGORY-WISE CHART OF PRIMARY SCHOOLS KASARGODE DISTRICT.

Sl. No.	School	Class	Government	Private - aided	Private - unaided	Total
1.	Lower Primary	1 to IV	135	109	3	247
		1 to V	1	1	-	2
2.	Upper Primary	1 to VII	71	71	2	144
		V to VII	-	1	-	1
3.	High Schools	1 to X	54	2	-	56
		V to X	9	9	-	18
Total			270	193	5	468

TABLE - I : 3

STRENGTH OF BOYS AND GIRLS IN PRIMARY SCHOOLS - KASAROD DISTRICT

Sl. No.	Sub Districts.	Government			Private aided			Private un-aided			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Manjeshwaram	5,121	5,002	10,123	5,647	5,057	10,704	-	-	-	10,768	10,059	20,827
2.	Kumbla	4,525	4,000	8,525	5,951	5,057	11,008	-	-	-	10,476	9,057	19,533
3.	Kasargode	9,124	8,513	17,637	4,587	3,793	8,380	631	571	1,202	14,342	12,877	27,219
4.	Bekal	5,865	5,472	11,337	1,362	2,264	3,626	-	-	-	7,227	7,736	14,963
5.	Hosdurg	9,124	8,513	17,637	3,224	3,348	6,772	-	-	-	12,348	12,061	24,409
6.	Chervathur	4,562	4,256	8,818	3,814	3,540	7,354	211	190	401	8,587	7,986	16,573
7.	Chittarikkal	2,737	2,553	5,290	2,664	2,028	4,692	210	190	400	5,611	4,771	10,382
Total		41,058	38,309	79,367	27,249	25,287	52,536	1,052	951	2,003	69,359	64,547	1,33,906

TABLE - I : 4

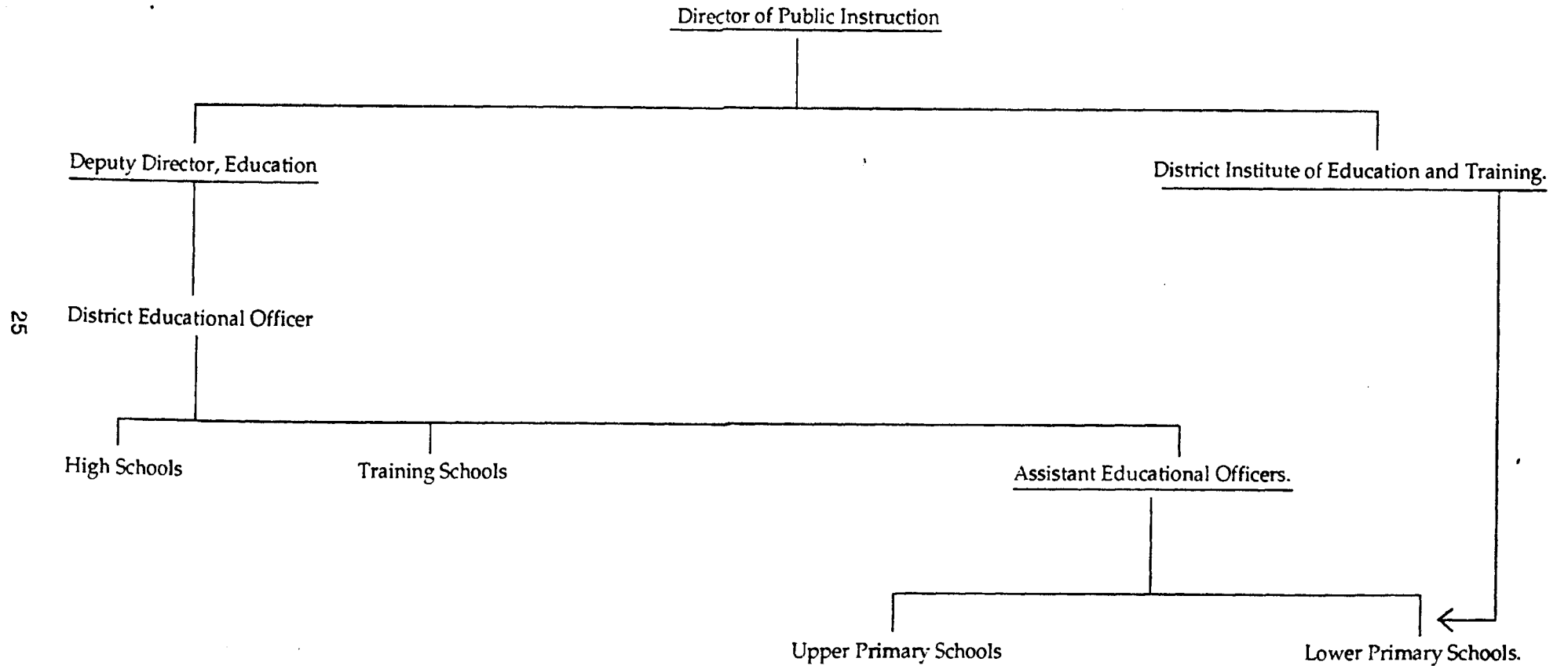
SUB-DISTRICT WISE DISTRIBUTION OF SCHOOLS - KASARGODE DISTRICT.

Sl. No.	Sub District	Government	Private-aided	Private un-aided	Total
1.	Manjeshwar	36	42	-	78
2.	Kumbla.	29	42	-	71
3.	Kasargode	58	27	3	88
4.	Bekal	39	12	-	51
5.	Hosdurg	56	22	-	78
6.	Cheruvathur	34	28	1	63
7.	Chittarikkal	18	20	1	39
Total		270	193	5	468

TABLE - I : 5

GENERAL EDUCATION DEPARTMENT, KERALA

Organisation Chart.



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TABLE - I : 6

TRIBAL SETTLEMENT/COLONIES - KASARGODE DISTRICT

Sl. No.	Main Tribes	No. of families	Average No. in the family	Total Population
1.	Koragas	810	8	6,480
2.	Marattis	1,214	7	9,498
3.	Nalikkans	751	10	7,510
Total				23,488

TABLE - IV
PROJECT AT A GLANCE

Issues	Area of intervention	Cost (Million)
I. Total Enrolment	1. Awareness campaign.	2.00
	2. Early child hood care and education.	90.62
II. 100% Retention	1. Infrastructural facilities for all schools.	126.176
	2. Replacement of dilapidated/thatched/ Rented Building with new ones.	47.611
III. Equity and Access	1. Construction of new schools	12.994
	2. Non-formal education centre	1.528
	3. Training Course for the Primary Teachers	4.938
	4. Training Course for P.T.A./Community members.	0.700
	5. Resource Person's Training.	0.363
	6. Strengthening of Academic Inspection.	2.512
	7. Strengthening of DIET.	5.378

1	2	3
	8. Preparation and supply of Hand book	2.507
	9. Opening of Block Sub-Centre.	1.22
	10. Distributions of Text Books	1.92
	11. Providing Man power	48.76
	12. Compensatory Education.	46.605
	13. Ashram School	16.392
	14. Opening of Community Library.	28.6
	15. Installation od Core-Group office at the District level	2.380
	16. Pre-Project work.	1.250
	17. Preparation of project-report	0.540
	18. Preparation and distribution of Evaluation tools and administration of Tests	9.595
	Total	454.589 Millions

TABLE - IV - 1.

AWARENESS CAMPAIGN

Sl. No.	Description	Nos.	Unit Cost	Cost for year (million)	Cost for the Project (million)	Remarks.
I.	<u>Phase I - 1994-95</u>					
	a. District-level	1	1,42,000	0.142	0.142	
	b. Panchayat-level	39	22,000	0.858	0.858	
					Total	1.000
II.	<u>Phase - II 1995-96</u>					
29	a. District-level	1	1,42,000	0.142	0.142	
	b. Panchayat-level	39	22,000	0.858	0.858	
	Total				1.000	
	Grand Total					2.000

TABLE - IV-2

COST FOR E.C.C.E. PROGRAMME - KASARGGOD DISTRICT

Sl. No.	Description	Nos.	Unit cost. Rs. (million)	Cost per year	94-95	95-96	96-97	97-98	98-99	99-2000	Cost for the project (million)	Remarks.
1.	Construction of E.C.C.E. Centres	239	50,000	11.75	11.75	-	-	-	-	-	11.75	
2.	Establishment Teacher-cum-Helper salary Rs. 1,500/- p.m. to Teachers & Rs. 1,000/- p.m. to helpers.	478	30,000	14.34	-	14.34	14.34	14.34	14.34	14.34	71.70	
3.	Furniture and Playing materials.	47	15,000	7.17	7.17	-	-	-	-	-	7.17	
Total				33.26	18.92	14.34	14.34	14.34	14.34	14.34	90.62	

TABLE - IV-3

COST FOR INFRA - STRUCTURAL FACILITIES FOR THE PRIMARY SCHOOLS - KASAROD DISTRICT

Sl. No.	Description	Nos.	Unit cost. Rs. (million)	Cost per year	94-95	95-96	96-97	97-98	98-99	99-2000	Cost for the project in million	Remarks.
1.	Construction of additional rooms. (Teachers room Headmasters room etc.)	150	1,50,000	22.5	22.5	-	-	-	-	-	22.5	Additional rooms required in the Government schools.
2	Separation walls.	200	25,000	5.0	5.0	-	-	-	-	-	5.0	
3.	Play ground-yard levelling	150	50,000	7.5	7.5	-	-	-	-	-	7.5	
4.	Urinal and Toilets.	100	30,000	3.0	3.0	-	-	-	-	-	3.0	
5.	Drinking water facilities.	100	15,000	1.5	1.5	-	-	-	-	-	1.5	
6.	Electrification	300	30,000	9.0	9.0	-	-	-	-	-	9.0	
7.	<u>Furniture</u>											
	a. Desks.	18,520	600	11.11	11.11	-	-	-	-	-	11.11	40 Desks each for 40 schools.

Contd . . . 2

1	2	3	4	5	6	7	8	9	10	11	12	13
	b. Benches	2,700	400	1.08	1.08	-	-	-	-	-	108	10 Benches each for 20 schools.
8.	<u>Laboratory equipments.</u>											
	a. Slide projector.	478	8,000	3.824	3.824	-	-	-	-	-	3.824	One each for one school.
	b. Public Address Systems.	478	10,000	4.78	4.78	-	-	-	-	-	4.78	-do-
	c. Over head projector.	478	10,000	4.78	4.78	-	-	-	-	-	4.78	-do-
	d. Tape-recorders (Two in one)	478	5,000	2.39	2.39	-	-	-	-	-	2.39	-do-
	e. Models, charts, globes etc.	478	20,000	9.56	9.56	-	-	-	-	-	9.56	-do-
	f. Science Kit.	478	10,000	4.78	4.78	-	-	-	-	-	4.78	-do-
	g. Work experience Kit.	478	10,000	4.78	4.78	-	-	-	-	-	4.78	
	h. Mathematical Kit.	478	10,000	4.78	4.78	-	-	-	-	-	4.78	
	i. Musical Instruments.	478	6,000	2.868	2.868	-	-	-	-	-	2.868	
	j. Library facilities (Books, Almirah, shelf)	478	30,000	14.34	14.34	-	-	-	-	-	14.34	
	k. Recurring expenditure for periodicals	478	3,600	1.721	-	1.721	1.721	1.721	1.721	-	8.604	
	Total			119.313	117.592	1.721	1.721	1.721	1.721	-	126.176	

TABLE - IV-4

COST FOR THE REPLACEMENT OF DILAPIDATED THATCHED BUILDING BY NEW BUILDINGS

Sl. No.	Description	Nos.	Unit cost. Rs. (million)	Cost per year	94-95	95-96	96-97	97-98	98-99	99-2000	Cost for the project in million	Remarks.
1.	Construction Cost	93 (Schools)	40,000	37.2	37.2	-	-	-	-	-	37.2	
2.	Maintenance Cost	93 (Schools)	34,00,000	3.47	-	-	-	3.47	3.47	3.47	10.411	
Total				40.67	-	-	-	3.47	3.47	3.47	47.611	

TABLE - IV. 5

COST FOR OPENING NEW SCHOOLS

Sl. No.	Description	Nos.	Unit cost. Rs. (million)	Cost per year	94-95	95-96	96-97	97-98	98-99	99-2000	Cost for the project in million	Remarks.
1.	Construction of buildings for new schools	15 (Schools)	4,00,000	6.0	6.0	-	-	-	-	-	6.0	8 Rooms
2.	Furniture Cost.											
	a. Desk.	15 (Schools)	24,000	0.36	0.36	-	-	-	-	-	36	40 Desks to each school.
	b. Bench	15 (Schools)	16,000	0.24	0.24	-	-	-	-	-	24	40 Benches to each school.
	c. Tables	15 (Schools)	7,000	0.11	0.11	-	-	-	-	-	0.11	10 Tables to each school.
	d. Chairs.	15 (Schools)	4,000	0.06	0.06	-	-	-	-	-	0.06	10 Chairs to each school
	e. Shelves	15 (Schools)	12,000	0.18	0.18	-	-	-	-	-	0.18	2 shelves to each school.
	f. Chalk Board	15 (Schools)	2,000	0.03	0.03	-	-	-	-	-	0.03	5 Chalk board to each school.
	Total			6.98	6.98						6.98	

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Sl. No.	Description	Nos.	Unit cost. Rs. (million)	Cost per year	94-95	95-96	96-97	97-98	98-99	99-2000	Cost for the project in million	Remarks.
	B/F			6.98	6.98						6.98	
3.	Establishment											
	a. Salary - (Teachers)	15 (Schools)	20,400	0.306	-	0.225	0.531	0.837	1.143	1.449	4.185	Rs. 1,770/- per month.
	b. Annual maintenance	15 (Schools)	91,45,000	.9145	-	-	-	-	.9145	.9145	1.829	Maintenance after 3 years. (2 times)
Total				8.2005	6.98	0.225	0.531	0.837	2.0575	2.3635	12.994	

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TABLE NO. IV - 6

COST FOR THE NON-FORMAL EDUCATION

Sl. No.	Description	Nos.	Unit cost. Rs.	Cost per year (million)	94-95	95-96	96-97	97-98	98-99	99-2000	Cost for the project in million	Remarks.
1.	Incentives to instructors at the Non-formal Education Centres	50 Centres	6,000	0.3		0.3	0.3	0.3	0.3	0.3	1.5	Rs. 500/- per month.
2.	Training Cost for Instructors	50 (per head)	560	0.028	0.028	-	-	-	-	-	0.028	
Total				0.328	0.028	0.3	0.3	0.3	0.3	0.3	1.528	

TABLE NO. IV - 6

COST FOR THE NON-FORMAL EDUCATION

Sl. No.	Description	Nos.	Unit cost. Rs.	Cost per year (million)	94-95	95-96	96-97	97-98	98-99	99-2000	Cost for the project in million	Remarks.
1.	Incentives to instructors at the Non-formal Education Centres	50 Centres	6,000	0.3		0.3	0.3	0.3	0.3	0.3	1.5	Rs. 500/- per month.
2.	Training Cost for Instructors	50 (per head)	560	0.028	0.028	-	-	-	-	-	0.028	
Total				0.328	0.028	0.3	0.3	0.3	0.3	0.3	1.528	

INSERVICE TRAINING COURSE PRIMARY SCHOOL FOR TEACHERS.

		Duration of the Course	10 Days
		No. of R Ps	3
		No. of Participants	40
		No of Courses at one Block	75
SL. NO.	DESCRIPTION	COST	REMARKS
1.	Honorarium to RPs.	3000	(100 x 3 x10)
2.	T A to RPs.	750	(250 x 3)
3.	T A to Participants	2000	(50 x 40)
4.	D A to the Participants	20000	(50 x 40 x 10)
5.	Contingencies	2250	
Total Cost for one Course		28,000	
Total cost of 75 Courses		21,00,000	
Total Cost for Courses at 2 Block Resource Centres		42, 00, 000	

PRESERVICE TRAINING FOR PRE-PRIMARY TEACHERS

SL. NO.	DESCRIPTION	COST	REMARKS
		Duration	10 Months
		Participants	500
		No. of Course	1
		Educators	5
1.	Honorarium for Educators	1,00,000	200 x 10 x 5
2.	Contingencies	500	
	Total	1,05,000	

TRAINING COURSE FOR EDUCATIONAL OFFICERS

	Duration of the Course		5 Days
	No. of KR Ps		2
	No. of Participants		7
	Total No. of Course		1
SL. NO.	DESCRIPTION	COST	REMARKS
1.	Honorarium to K RPs.	2500	(250 x 5 x 2)
2.	T A to K R Ps.	2000	(1000/- x 2)
3.	T A to Participants	1400	(200/- x 7)
4.	D A to the Participants	3500	(100/ x 7 x 5)
5.	Contingent Charges	1100	
	Total	10,500	

TRAINING COURSE FOR HEADMASTERS
--

SL. NO.	DESCRIPTION	COST	REMARKS
		Durations	10 Days
		No. of Participants	40
		No. of courses	15
		Nos. of Resourse	5
1.	Honorarium to 5 R Ps.	7500.00	(150 x 5 x10)
2.	T A to R Ps.	2500.00	(500 x 5)
3.	T A to Participants	4000.00	(40 x 100)
4.	D A to the Participants	20,000.00	(50 x 40 x 10)
5.	Contingency including materials.	2650.00	
	Total	36,650.00	
	Total cost for 15 courses.	5,49,750.00	

TRAINING COURSE FOR MASTER TRAINERS.

	Duration	10 Months	
	No. of Participants	6	
	Course	1	
SL. NO.	DESCRIPTION	COST	REMARKS
1.	Honorarium to Participants	60,000	(1000 x 6 x10)
2.	Contingencies	8000	
3.	Preparation of Training Modules	10,000	
Total		78,000	

TRAINING FOR MEMBERS OF P.T.A & MOTHER RT.A
--

SL. NO.	DESCRIPTION	COST	REMARKS
			Duration of the Course 3 Days
			No. of RPs. 3
			No. of Participants 50
			Total No. of Courses 40
1.	Honorarium to 3 R Ps.	2250	(250 x 3 x3)
2.	T A to R Ps.	1500	(500/ x 3 x 3)
3.	T A to Participants	5000	(100 x 50)
4.	D A to the Participants	7500	(50 x 50 x 3)
5.	Contingencies	1250	
	Total for 1 Course	17500	
	Total cost for 40 courses.	7,00,000	

TRAINING FOR KEY RESOURCE PERSONS
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	Duration of the Course	5 Days	
	No. of Trainers.	2	
	No. of Participants	25	
	No. of Course	1	
SL. NO.	DESCRIPTION	COST	REMARKS
1.	Honorarium to Trainers	3000	(5 x 2 x 300/-)
2.	T A to Trainers.	3000	(2 x 1500/-)
3.	T A to Participants	37500	(25 x 1500/-)
4.	D A to Participants	18750	(5 x 25 x 150)
5.	Contingent Charges	1000	
	Total	63,250	

RESOURCE PERSONS' TRAINING

SL. NO.	DESCRIPTION	COST	REMARKS
		Duration	10 Days
		No. of Course	4
		Participants	50 each
		No. of Trainers (K R P)	5
1.	Honorarium for Trainers at the rate of 300/- per head 300 x 10 x 5	15000	
2.	T A to Trainers at the rate of 1000/-	5000	
3.	T A to Participants at the rate of Rs 500/-	25000	
4.	D A to the Participants Rs. 50/- per head for 10 Days 50 x 10 x 50	25000	
5.	Contingent Charges	5000	
	Total Cost for 1 Course	75,000	
	Total Cost for 4 Courses	3,00,000	

COURSE FOR DIET STAFF IN PLANNING & MANAGEMENT

SL. NO.	DESCRIPTION	COST	REMARKS
		Duration of Courses	10 Days
		No. of Participants	25
		No. of Courses	1
1.	T A to Participants	1,50,000	(6000 x 25)
2.	D A to Participants	50,000	(200 x 10 x 25)
3.	Contingencies	2500	
	Total	2,02,500	

COURSE FOR DIET STAFF IN COMPUTER APPLICATION IN EDUCATION

	Duration of the Course	14 Days	
	No. of Participants	25	
	No of Courses	1	
SL. NO.	DESCRIPTION	COST	REMARKS
1.	T A to Participants	1,50,000	6000 x 25
2.	D A to Participants	70000	200 x 25 x 14
3.	Contingencies	5000	
	Total	2,25,000	

TABLE NO. IV - 17 A

STRENGTHENING OF DIET

Sl. No.	Description	Nos.	Unit cost. Rs.	Cost per year (million)	94-95	95-96	96-97	97-98	98-99	99-2000	Cost for the project in million	Remarks.
1.	Construction of compound wall	1	20,20,000	2.02	2.02	-	-	-	-	-	2.02	
2.	Enhancement Pay to Principal	1	9,000	0.009	0.009	0.009	0.009	0.009	0.009	0.009	0.054	For Additional work Rs. 750/- per month.
3.	Enhancement pay to faculty members	20	96,000	0.096	0.096	0.096	0.096	0.096	0.096	0.096	0.576	For Additional work Rs. 400/- per month.
4.	Enhancement pay to clerks	1	2,400	0.0024	0.0024	0.0024	0.0024	0.0024	0.0024	0.0024	0.014	For additional work Rs. 200/- per month.
5.	Enhancement to supporting staff.	5	1,200	0.006	0.006	0.006	0.006	0.006	0.006	0.006	0.036	
Total				2.1334	2.1334	0.1134	0.1134	0.1134	0.1134	0.1134	2.70	

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Contd on IV - 17 B

TABLE NO. IV - 17 B

Sl. No.	Description	Nos.	Unit cost. Rs.	Cost per year (million)	94-95	95-96	96-97	97-98	98-99	99-2000	Cost for the project in million	Remarks.
	B/F			2.1334	2.1334	0.1134	0.1134	0.1134	0.1134	0.1134	2.7	
1.	VCR and TV	1	1,00,000	0.1	0.1	-					0.1	
2.	Installation of Telephones		50,000	0.05	0.05	-					0.05	
3.	Recurring Telephone Charges.		30,000	0.03	-	0.03	0.03	0.03	0.03	0.03	0.15	
4.	Photo-Copier	1	5,00,000	0.5	0.5	-	-	-	-	-	0.5	
5.	Computer	1	3,00,000	0.3	0.3	-	-	-	-	-	0.3	
6.	Public Address System	1	50,000	0.05	0.05	-	-	-	-	-	0.05	
7.	Furnishing the Principal's Room and faculty rooms.		5,00,000	0.5	0.5	-	-	-	-	-	0.5	
				3.6634	3.6334	0.1434	0.1434	0.1434	0.1434	0.1434	4.35	

Contd on IV - 17 C

TABLE NO. IV - 17C.

Sl. No.	Description	Nos.	Unit cost. Rs.	Cost per year (million)	94-95	95-96	96-97	97-98	98-99	99-2000	Cost for the project in million	Remarks.
	B/F			3.6634	3.6634	0.1434	0.1434	0.1434	0.1434	0.1434	4.35	
8.	Conveyence facilities/vehicle		3,00,000	0.3	0.3						0.3	
	a. Salary to Driver (person)	1	18,000	0.018	-	0.018	0.018	0.018	0.018	0.018	0.09	* Rs. 1,500/- permonth.
49	b. Maintenance charge		12,000	0.012	-	0.012	0.012	0.012	0.012	0.012	0.06	* (Including Diesel, Service charge)
9.	Electronic Type-writer	1	1,00,000	0.1	0.1	-	-	-	-	-	0.1	
10.	High Tech-course for DIET - Staff	25 (Persons)	4,28,000	0.428	-	0.225	0.203	-	-	-	0.428	
11.	Stationary		10,000	0.01		0.01	0.01	0.01	0.01	0.01	0.05	
	Total			4.5314	4.0334	0.4084	0.3864	0.1834	0.1834	0.1834	5.378	

TABLE NO. IV - 18

STRENGTHENING OF ACADEMIC INSPECTION

Sl. No.	Description	Nos.	Unit cost. Rs.	Cost per year (million)	94-95	95-96	96-97	97-98	98-99	99-2000	Cost for the project in million	Remarks.
1.	Travelling Allowance for tgh e Dist. Inspection Team	478 (School)	38,24,000	.3824	-	.3824	.3824	.3824	.3824	.3824	1.912	*Dist. Inspection Team will visit every school thrice in one year.
2.	Travelling Allowance to Resource persons	478 (Schools)	1,20,000	.12	-	.12	.12	.12	.12	12	0.6	* 200 R Ps.
Total				.5024		.5024	.5024	.5024	.5024	.5024	2.512	

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CONDUCT OF WORKSHOP AT DISTRICT LEVEL
For Preparation of Teachers Hand book and Materials for Training Programme

SL. NO.	DESCRIPTION	COST	REMARKS
		Duration of Workshop No. of Experts No of Workshop	15 Days 40 1
1.	To and Fro TA to the Participants 40 Experts, at the rate of 1000/-	40,000	(40 x 1000)
2.	Honorarium at the rate of - Rs 300 per day per head.	1,80,000	(300 x 15 x 40)
3.	Contigent Charges including Materials	4000	
	Total for 1 Workshop	2,24,000	
4.	Cost for 3 Workshops.	6,72,000	224000 x 3
5.	Printing and supply of hand books from Std I to V for all subjects - 20 Books Average Cost Rs 1000/- per set No. of Copies to be supplied to Schools	10,80,000	1000 x 2 x 540
	Grand Total	17,52,000	

**WORKSHOP ON PREPARATION OF COURSE DESIGN FOR
IN-SERVICE COURSE FOR TEACHERS**

		Duration of Courses No. of Experts No. of Workshop	5 Days 5 1
SL. NO.	DESCRIPTION	COST	REMARKS
1.	D A to Experts	6250	(250 x 5 x 5)
2.	T A to Experts	5000	(1000 x 5)
3.	Contingencies	1000	
	Total	12,250	

**WORK SHOP ON PREPARATION OF HAND BOOK
FOR PRE-PRIMARY SCHOOLS**

		Durations	10 Days
		No of Experts	20
		No. of Workshop	1
SL. NO.	DESCRIPTION	COST	REMARKS
1.	Honorarium to experts	50,000	(250 x 20 x10)
2.	T A to Experts	10,000	(500 x 20)
3.	Contigencies	2,000	
4.	Printing and supply of Hand books to Pre- Primary Schools	24,000	(40 x 600)
	Total	86,000	

WORKSHOP ON PREPARATION OF CHILDRENS' LITERATURE

		Durations	10 Days
		No of Experts	20
		No. of Workshop	1
SL. NO.	DESCRIPTION	COST	REMARKS
1.	Honorarium to experts	50,000	(250 x 20 x10)
2.	T A to Experts	5000	(250 x 20)
3.	Contigencies	2000	
4.	Printing and supply of books to Schools (50 Books)	6,00,000	(50 x 20 x 600)
	Total	6,57,000	

TABLE NO. IV - 23

COST FOR OPENING OF BLOCK RESOURCE CENTRE.

Sl. No.	Description	Nos.	Unit Cost. Rs.	Cost per year (millions) Rs.	Yearly Expenditure						Cost for the project (millions) Rs.	Remarks
					1994-95	1995-96	1996-97.	1997-98.	1998-99.	1999-2000		
1	2	3	4	5	6	7	8	9	10	11	12	13
1.	Construction Work	2 (Building)	5,00,000	1.0	1.0	-	-	-	-	-	1.0	
2.	Furniture	2	1,00,000	0.2	0.2	-	-	-	-	-	0.2	
3.	Equipments (Typewriters)	2	10,000	0.02	0.02	-	-	-	-	-	0.02	
Total :				1.22	1.22	-	-	-	-	-	1.22	

TABLE NO. IV - 24

COST FOR TEXT BOOK DISTRIBUTION

Sl. No.	Description	Nos.	Unit Cost. Rs.	Cost per year (millions) Rs.	Yearly Expenditure						Cost for the project (millions) Rs.	Remarks
					1994-95	1995-96	1996-97.	1997-98.	1998-99.	1999-2000		
1	2	3	4	5	6	7	8	9	10	11	12	13
1.	Establishment Charge											
	a. Pay for the Text Book Depot Manager	2	24,000	0.048	-	0.048	0.048	0.048	0.048	0.048	0.24	Rs. 2,000/- per month.
	b. Pay for attender	2	18,000	0.036	-	0.036	0.036	0.036	0.036	0.036	0.18	Rs. 1,500/- per month.
55	c. Pay for clerk	2	20,400	0.0408	-	0.0408	0.048	0.048	0.0408	0.048	0.204	Rs. 1,700/- per month
	d. Pay for peon	2	18,000	0.036		0.036	0.036	0.036	0.036	0.036	0.18	Rs. 1,500/- per month
	e. Pay for watchman	1	1,800	0.036		0.036	0.036	0.036	0.036	0.036	0.18	
2.	Construction cost for Depot building	2	3,00,000	0.6	0.6	-	-	-	-	-	0.6	
3.	Annual Maintenance	2	56,000	0.112	-	-	-	0.112	0.112	0.112	0.336	
				0.9088	0.6	0.1968	0.1968	0.3088	0.3088	0.3088	1.920	

TABLE NO. IV - 25

COST FOR PROVIDING EXTRA-MAN POWER TO SCHOOLS.

Sl. No.	Description	Nos.	Unit Cost. Rs.	Cost per year (millions) Rs.	Yearly Expenditure						Cost for the project (millions) Rs.	Remarks
					1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000		
1	2	3	4	5	6	7	8	9	10	11	12	13
1.	Salary cost	478	20,400	9.75	-	9.75	9.75	9.75	9.75	9.75	48.76	
	Total	478	20,400	9.75	-	9.75	9.75	9.75	9.75	9.75	48.76	

TABLE NO. IV - 26

COST FOR COMPENSATORY EDUCATION.

Sl. No.	Description	Nos.	Unit Cost. Rs.	Cost per year (millions) Rs.	Yearly Expenditure						Cost for the project (millions) Rs.	Remarks
					1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000		
1	2	3	4	5	6	7	8	9	10	11	12	13
1.	Supply of Work Book and Learning Aids	478	15,000	7.17	-	7.17	7.17	7.17	7.17	7.17	35.85	
2.	Honorarium for teachers for extra teaching	478	4,500	2.151	-	2.151	2.151	2.151	2.151	2.151	10.755	Rs. 150/- each to 3 teachers of a School.
Total			19,500	9.321	-	9.321	9.321	9.321	9.321	9.321	46.605	

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TABLE NO. IV - 27 A

COST FOR OPENING ASHRAM SCHOOL.

Sl. No.	Description	Nos.	Unit Cost. Rs.	Cost per year (millions) Rs.	Yearly Expenditure						Cost for the project (millions) Rs.	Remarks
					1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000		
1	2	3	4	5	6	7	8	9	10	11	12	13
1.	Construction of School Building, Hostel, Quarters.	3	30,00,000	9.0	9.0	-	-	-	-	-	9.0	
2.	Maintenance of Building	3	25,000	0.075	-			0.075	0.075	0.075	0.15	
3.	Cost of furniture, library books, etc.	3	1,50,000	0.45	0.45	-	-	-	-	-	0.45	
4.	TV - Set	3	20,000	0.06	0.06	-	-	-	-	-	0.06	
5.	Electricity, and other expenditure (Recurring).	3	12,000	0.036	-	0.036	0.036	0.036	0.036	0.036	0.18	
Total											9.84	

TABLE NO. IV - 27 B

Sl. No.	Description	Nos.	Unit Cost. Rs.	Cost per year (millions) Rs.	Yearly Expenditure						Cost for the project (millions) Rs.	Remarks
					1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000		
1	2	3	4	5	6	7	8	9	10	11	12	13
	B/F										9.84	
6. 1.	Teachers Salary Cost pay Rs. 1,700/- per month	3	20,400	0.0612	-	0.1224	0.1836	0.2448	0.3060	0.3672	1.224	In the starting year two teachers are to be appointed.
6. 2.	Clerk Pay Rs. 1,500/- per month	3	18,000	0.054	-	0.054	0.054	0.054	0.054	0.054	0.27	
6. 3.	Watchman Pay Rs. 1,000/- per month	3	12,000	0.036	-	0.036	0.036	0.036	0.03	0.036	0.18	
6. 4.	Warden of hostel Pay Rs. 500/- per month	3	6,000	0.018	-	0.018	0.018	0.018	0.018	0.018	0.09	
6. 5.	Peon Pay Rs. 1,000/- per month	3	1,200	0.036	-	0.036	0.036	0.036	0.036	0.036	0.18	
6. 6.	Cook Pay Rs. 1,000/- per month	3	12,000	0.036	-	0.036	0.036	0.036	0.036	0.036	0.18	
	Total										11.964	

TABLE NO. IV - 27 C

Sl. No.	Description	Nos.	Unit Cost. Rs.	Cost per year (millions) Rs.	Yearly Expenditure						Cost for the project (millions) Rs.	Remarks
					1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000		
1	2	3	4	5	6	7	8	9	10	11	12	13
	B/F				9.51	.3384	.3996	.4608	.522	.5832	11.964	
7.	Boarding charges for pupils. (For 200 Working days).	3	4,000 (per head)	0.004 (per head)	-	0.24	0.48	0.72	0.96	1.2	3.6	Rs. 20/- per day.
8.	Supply of uniforms and books. (Rs. 500/- per head).	3	500 (per head)	0.0005	-	0.03	0.06	0.09	0.12	0.15	0.45	
9.	Providing Lab equipments to Ashram Schools.											
	1. Slide Projector	3	8,000	0.024	0.024	-	-	-	-	-	0.024	
	2. Public Address system	3	10,000	0.03	0.03	-	-	-	-	-	0.03	
	3. Over head projector	3	10,000	0.03	0.03	-	-	-	-	-	0.03	
Total											16.098	

TABLE NO. IV - 27 D

Sl. No.	Description	Nos.	Unit Cost. Rs.	Cost per year (millions) Rs.	Yearly Expenditure						Cost for the project (millions) Rs.	Remarks
					1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000		
1	2	3	4	5	6	7	8	9	10	11	12	13
	B/F				9.594	0.6834	1.0146	1.3458	1.6770	2.0082	16.098	
	4. Tape Recorder	3	5,000	0.015	0.015	-	-	-	-	-	0.015	
	5. Models, Charts etc.	3	20,000	0.06	0.06	-	-	-	-	-	0.06	
	6. Science Kit	3	10,000	0.03	0.03	-	-	-	-	-	0.03	
9	7. Mathematics Kit	3	10,000	0.03	0.03	-	-	-	-	-	0.03	
	8. Work Experience Kit	3	10,000	0.03	0.03	-	-	-	-	-	0.03	
	9. 16 mm. film projector	3	25,000	0.075	0.075	-	-	-	-	-	0.075	
	10. Musical Instruments	3	6,000	0.018	0.018	-	-	-	-	-	0.018	
10.	Special in service course for Ashram School teachers	3	36,000	0.036	-	-				0.036	0.036	
Total											16.392	

TABLE NO. IV - 28

COST OF OPENING COMMUNITY LIBRARIES.

Sl. No.	Description	Nos.	Unit Cost. Rs.	Cost per year (millions) Rs.	Yearly Expenditure						Cost for the project (millions) Rs.	Remarks
					1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000		
1	2	3	4	5	6	7	8	9	10	11	12	13
1.	Construction Cost	200	50,000	10.0	10.0	-	-	-	-	-	10.0	
2.	Supply of Books	200	25,000	5.0	5.0	-	-	-	-	-	5.0	
3.	Honorarium to Librarian	200	3,600	.72	-	0.72	0.72	0.72	0.72	0.72	3.6	Rs. 300/- per month.
4.	Recurring charges for Periodicals	200	6,000	1.2	-	1.2	1.2	1.2	1.2	1.2	6.0	
5.	T V Set	200	20,000	4.0	4.0	-	-	-	-	-	4.0	
Total				20.92	19.0	1.92	1.92	1.92	1.92	1.92	28.6	

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TABLE NO. IV - 29 A

EXPENDITURE FOR THE FUNCTIONARY OF DISTRICT CORE GROUP.

Sl. No.	Description	Nos.	Unit Cost. Rs.	Cost per year (millions) Rs.	Yearly Expenditure						Cost for the project (millions) Rs.	Remarks
					1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000		
1	2	3	4	5	6	7	8	9	10	11	12	13
1.	Establishment Charge (Salary)											
1.	Clerks (Rs. 1,700/- per month)	2	20,400	0.0408	-	0.0408	0.0408	0.0408	0.0408	0.0408	0.204	
2.	Steno typist (Rs. 1,700/-)	1	20,400	0.0204	-	0.0204	0.0204	0.0204	0.0204	0.0204	0.102	
3.	Peon (Rs. 1,500/- per month)	1	18,000	0.018	-	0.018	0.018	0.018	0.018	0.018	0.09	
4.	Driver (Rs. 1,500/- per month)	1	18,000	0.018	-	0.018	0.018	0.018	0.018	0.018	0.09	
2.	Travelling Allowance		1,00,000	0.1		0.1	0.1	0.1	0.1	0.1	0.5	
3.	Telephone installation		15,000	0.015	0.015						0.015	
4.	Recurring charge for telephone		24,000	0.024		0.024	0.024	0.024	0.024	0.024	0.120	
5.	Office expenditure and Stationary		50,000	0.05	-	0.05	0.05	0.05	0.05	0.05	0.25	
6.	Furniture cost		24,000	0.024	0.024	-	-	-	-	-	0.024	
Total				0.3102	.039	0.2712	.2712	.2712	.2712	.2712	1.395	

TABLE NO. IV - 29 B

Sl. No.	Description	Nos.	Unit Cost. Rs.	Cost per year (millions) Rs.	Yearly Expenditure						Cost for the project (millions) Rs.	Remarks
					1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000		
1	2	3	4	5	6	7	8	9	10	11	12	13
	B/F			0.3012	0.39	0.2712	0.2712	0.2712	0.2712	0.2712	1.395	
7.	Photo Copier	1	6,60,000	0.66	0.66						0.66	
8.	Typewriter English - 1 Malayalam - 1	2	10,000	0.02	0.02						0.02	
9.	Vehicle	1	2,50,000	0.25	0.25						0.25	
10.	Service Charge to vehicle including Diesel		12,000	0.012		0.012	0.012	0.012	0.012	0.012	0.06	
Total				1.2522	1.32	.2832	.2832	.2832	.2832	.2832	2.380	

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**ESTIMATE FOR PREPERATION OF DISTRICT PLANS FOR THE
DEVELOPMENT OF PRIMARY EDUCATION - KASARAGOD DISTRICT**

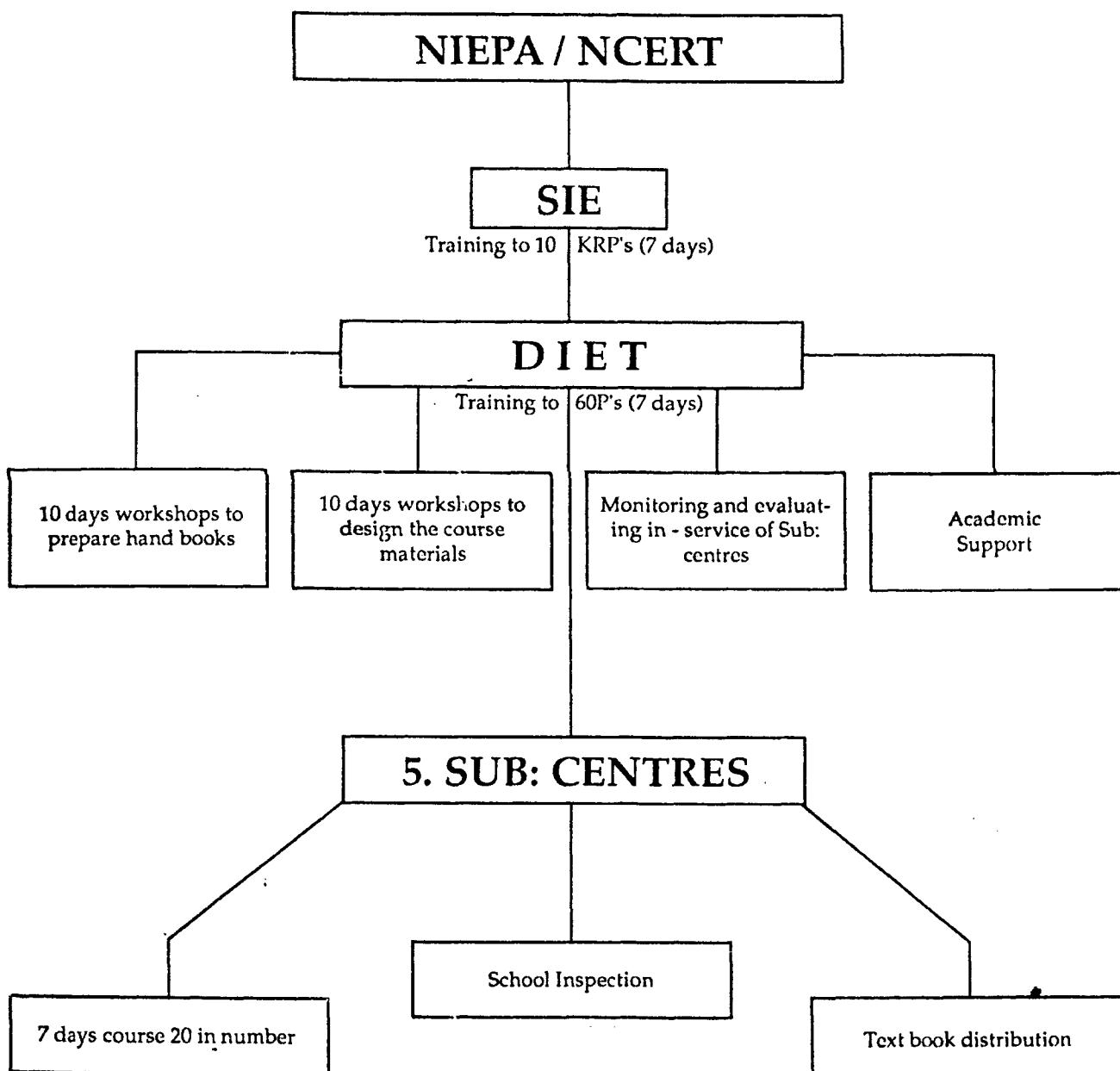
SL. NO.	DESCRIPTION OF WORK	COST PER YEAR	COST FOR THE PROJECT PERIOD
1.	Conducting Base line Survey for the preparation of the Dist. plan & analysing data.	11,50,000	11,50,000
2.	Charges for functioning the core group consisting of the academicians Educationalists, ECCE experts, MIS Experts Architect etc. to assist and direct the formulation of District plans including charge for consultancy wherever necessary	1,00,000	1,00,000
	Total	12,50,000	12,50,000

**WORKSHOP ON PREPARATION OF LOW COST
ZERO COST LEARNING AIDS**

SL. NO.	DESCRIPTION	COST	REMARKS
		Duration	3 Days
		No. of Courses	10
		Participants	30
		No. of R Ps	2
1.	Honorarium to R Ps	1500	(250 x 2 x 3)
2.	T A to R Ps	1000	(500 x 2)
3.	T A to Participants	1500	(50 x 30)
4.	D A to Participants	4500	(50 x 30 x 3)
5.	Contingencies	5000	
	Total	13,500	
	Cost for 20 Courses	2,70,000	(13500 x 20)

ANNEXURE III-1

A CHART SHOWING ARRANGEMENT FOR GIVING TRAINING TO TEACHERS



ANNEXURE. V

Administrative level

Registered Society

Chairman: District Collector
Vice-Chairman: Officer in the
Cadre of Joint Director. (Edn)
Executive Director Project- Officer in the cadre of D.D.
(Secretary)
Programme Co-ordinator : DIET Principal

Members: DEO's, AEO's

Faculty members DIET, 2 Primary
Headmasters and
2 High School
Headmasters.
D.D. Statistics

Educational Sub District (15)

Chairman : AEO

Programme Co-ordinator : One faculty member
of DIET

Members : Sub Complex lead School Headmasters.

Advisory level

Chairman:

District Council
President

Members:

All MLAs 2 Muncipal
Chairmen, 5 Panchayath
Presidents District Council
standing committee Chairman
for Education, 2 representa
tives of NGOs and 2 eminent
Educationists of the District.

Panchayath Education Committee

Chairman:

Panchayath members

Members:

Panchayath members PTA
representatives and prominent
social workers.