



SARVA SHIKSHA ABHIYAN (SSA), KERALA



**DISTRICT ELEMENTARY EDUCATION PLAN  
(DEEP)**

**2003-2004**



**DISTRICT : PATHANMTHITTA**

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## CHAPTER I

### INTRODUCTION

#### HISTORICAL BACKGRUOND

Pathanamthitta district has been very active in imparting education to children since its formation on 1st November 1982. Educational activities started in the district many centuries ago. It is believed that there were several Buddhist study centres in and around Kodumon, a Panchayath in this district. 'Ezhuthupallikoodams' and 'Kudipallikoodams' functioned in many parts of the district. It was at these institutions where the literacy programmes began. The Pandalam Palace was busy with classes and discussions on sanskrit literature, philosophy and astrology, but only the privileged class got benefited by this.

There are historical references to the 'Gurukula' system of education centred at 'Sreevallabha temple' near Thiruvalla. More than a thousand pupils were accommodated in the 'Thiruvalla Sala'. It is famous that the 'Manipuzha Asans' taught the pupils reading writing and arithmetic.

During the early 19<sup>th</sup> century there were several sanskrit schools in different parts of the district. 'Vinjana santhayani' sanskrit school was one among them. It was established in 985 M.E.(1810 AD). The modern systems of education started in this district with the arrival of Christian missionaries in 1850.

The monarchs of Travancore started active programmes to improve the educational systems. As a result the socially and economically backward sections of the society rose up and it paved the way for social changes. The role of christian missionaries and other religious organisations in imparting education to children belonging to the under privileged sections of society cannot be underestimated. Those who were pushed away as untouchables were given admission to schools and an order to this effect was passed in 1914. Men of letters like Mooloor Padmanabha Panickar



contributed to the growth of education in this district. They opened new schools in different part of the district for the improvement of the backward classes

The percentage of enrolment in the district increased to a considerable extent after independence with the establishment of schools in Government as well as private sector. The Kerala Education Act and Rules, which came into force in 1958 was a landmark in the history of Kerala. Noonfeeding scheme was introduced in schools. Financial assistance was given to children belonging to socially and educationally backward classes especially scheduled castes and scheduled tribes. These steps ensured enrolment and retention of children in schools. Though people came forwards in a massive way for educating the public, the tempo could not be maintained for a long time. The situation changed as soon as the 'Total Literacy Programme' was launched in 1991. The atmosphere of the entire district was surcharged with the call for the literacy programme. As a result of it, Mallappally Taluk has got the rare credit of being the Taluk with the highest percentage of literacy.

Efforts have been made by local bodies with the academic support of DIET, Pathanamthitta in the last decade for universal enrolment retention and quality improvement. The 'Akshara Pulari' programme introduced by the district council 1992, was a highly innovated social programme, which has got aggressive publicity. The school complex programme started by the Mezhuvveli Panchayath proved that the Grama Panchayaths can also help to improve the quality of education. Several local bodies in the district prepared and implemented plans and projects in the education sector under the 'Peoples Plan Programme'. Kulanada Block Panchayath also came out with a new programme named co-operative model for Action Research with the help of teachers, DIET and the community. The programme continues with greater vigour and enthusiasm.

The inspiration and enthusiasm that radiated from the Mezhuvveli and Kulanada experiments spread to the length and breadth of the district. All these programmes established a positive relationship between the community, schools and local bodies.

Sarva Shiksha Abhiyan will certainly take it further in this district. Though this district does not come under DPEP scheme, with the support of the district panchayath and Grama Panchayath, the district has achieved considerable progress in providing access to primary education, increase in enrolment and retention improvement in the school attendance and generation of a strong demand for education, especially for girls and pupils belonging to scheduled castes and scheduled tribes. All the programmes introduced in the district focussed on implementing the child centred, activity oriented and environment based pedagogy. Many schools in the district have enthusiastically accepted the pedagogy. Several issues still remain in the field of education. Political activism had affected the functioning of many educational institutions. Timely intervention of the Honorable High Court of Kerala rescued the children from degeneration.

## **SOCIO - ECONOMIC - CULTURAL AND LINGUISTIC**

### **CHARACTERISTICS:-**

This district is rich in her cultural heritage. Various communities including Tamil repatriates from Srilanka, inspite of their cultural differences, live in perfect harmony. Erumely a small village near Ranni is a role model for Hindu - Muslim unity. No communal clashes have been recorded so far. The Vasthu Vidhya Gurukulam in Aranmula is a unique institution in many respects. This district received very little support from institutions like 'Lalithakala Academy' and 'Sangeetha Nataka Academy' for the development of art and culture. Through there are public libraries in every Panchayath the general feeling is that people read very little now a days. The influence of the electronic media in the younger generation is very strong.

Pathanathitta does not have a place in the industrial Map of Kerala. Agrucultural sector (especially rubber plantation) and the service sectors are the only areas which generate employment oppertunities. Educated young men and women go to other states and foreign countries to make a living. Since many people go abroad for jobs, there is greater demand for English Medium Schools. As a result, English medium schools mushroomed in every nook and corner of the district. This has been a threat to government and aided schools in the mainstream.

which are on the verge of extinction. This is a social problem which invites the attention of educationists and government.

### **GEOGRAPHICAL FEATURES**

Pathanamthitta district comprises, parts of Peerumedu Taluk of the undivided Idukki district, Kunnathur Taluk of Quilon District, Thiruvalla Taluk and a part of Mavelikara Taluk of Alapuzha district. In the eastern part of the district there are wide stretches of forests and hills. Floods and landslides during rainy season make normal life difficult in these areas. Most of the schools in the district cluster around Thiruvalla and Pathanamthitta towns. Educational facilities in places like Angamuzhy, Kisumam, Guruthanmannu, Pampavalley, Moozhiyar are not adequate. Many schools are under staffed. Lack of experienced teachers in these schools has affected the quality of education. The other parts of the district are relatively trouble free zones.

### **DEMOGRAPHIC FEATURES**

This district has effectively checked the rate of increase in population. People are well aware of the need for birth control. Elementary education, massive literacy programmes and the service rendered by voluntary organizations like the Sastra Sahitya Parishad have been instrumental in achieving the target. ~~Women have a respectable position in society. As in other districts, women outnumber men in this district also.~~

### **LITERACY SCENERIO:-**

A recent survey conducted by the Kulanada Block Panchayath revealed the facts that there are illiterates in the district even now. Steps should be taken to eradicate illiteracy.

### **SITUATIONAL ANALYSIS LEADING TO THE LAUNCTRONG OF S S A:-**

There are sufficient number of schools in the district for primary education, but even the

layman does not have high regard for the educational activities in the schools. In the circumstances effective steps are to be taken for enrolment and retention of children in the government and aided schools in the district. Hence the launching of S S A.

### **SARVA SHIKSHA ABHIYAN**

Sarva Shiksha Abhiyan, an effort to universalize elementary education by community ownership of the school system, is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to the poorest children, through provision of community owned quality education in a mission mode. The prime features of the SSA programme are:

- A programme with a clear time frame for universal Elementary Education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- An effort at effectively involving the Panchayath Raj institutions, the Village and slum level Education committees, the Parent - Teachers Associations the mother Parent Teachers Associations, the Tribal Autonomous Councils in the management of elementary school.
- An expression of political will for universal elementary education and quality education at the highest level.
- A partnership between the central, state and the local government.
- An opportunity for states to develop their own vision of elementary education.



## **AIMS OF SARVA SHIKSHA ABHIYAN**

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social and gender gaps, with the active participation of the community in the management of schools.

Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity. Its aim is to allow children to learn about the world in a manner that allows the finest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allows children an opportunity to work for each others well being rather than to permit mere selfish pursuits.

## **OBJECTIVES OF SARVA SHIKSHA ABHIYAN**

- All children in school Education Gurantee Centre, Alternate School, Back to School Camp in 2003.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge or gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.

## **STRATEGIES PROPOSED UNDER SSA SCHEME**

1. **Institutional Reforms:-** As part of the SSA the Central and State governments will undertake reforms in order to improve efficiency of the delivering system. The states will have to make an objective assessment of their prevalent education system including educational

administration, achievement levels in schools, financial issues, decentralization and community ownership, review of State Education Act, rationalization of teachers deployment and recruitment of teachers, monitoring and evaluation, education of girls, SC/ST, and disadvantaged groups, policy regarding private schools and ECCE.

**2. Sustainable Financing** - The Sarva Shiksha Abhiyan is based on the premise that financing of elementary education interventions has to be sustainable. This calls for a long-term

perspective of financial partnership between the Central and the State governments as given below:

IX Plan            85 : 15

X Plan            75 : 25

After X Plan     50 : 50

**3. Community Ownership:-** The programme calls for community ownership of school-based interventions through effective decentralization. This will be augmented by the involvement of womens groups, VEC members and members of Panchayath Raj institutions.

**4. Institutional Capacity Building:-** The SSA conceives a major capacity building role for state level institutions like SCERT/SIEMAT/DIETS for the improvement in quality that requires a sustainable support system of resource persons.

**5. Improving Mainstream Educational Administration:-** It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods.

**6. Community Based Monitoring with full Transparency :** The programme will have a

community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community based information from micro planning and surveys. Besides this, every school will have a notice board, showing all the grants received by the school and other details.

**7. Habitation as a unit planning :** The SSA works on a community based approach to plan with habitation as a unit of planning. Habitation plans will be the basis for formulating district plans.

**8. Accountability to Community:** SSA envisages co-operation between teachers parents and Panchayat Raj Institutions as well as accountability and transparency.

**9. Priority to education of girls :** Education of Girls, especially those belonging to the scheduled castes and scheduled tribes will be one of the principal concerns in Sarva Shiksha Abhiyan.

**10. Focus on Special Groups :** There will be a focus on the educational participation of children from SC/ ST, religious and linguistic minorities, disadvantaged groups and the disabled children.

**11. Pre- Project Phase :** SSA commence with a well - planned pre project phase that provide for a larger number of interventions for capacity development to improve the delivery and monitoring system. These include provision for community based micro planning and school mapping, training of community leaders, school level activities, support for setting up information system, office equipment, diagnostic studies etc.

**12. Thrust on Quality :** SSA lays a special thrust on making education at the elementary level useful and relevant for children by improving the curriculum, child centered activities and effective teaching learning strategies.

**13. Role of Teachers :** SSA recognizes the critical and central role of teachers and advocates a focus on their development needs. Setting up of BRC / CRC, recruitment of qualified teachers.

opportunities for teacher development through participation in curriculum related material development focus on classroom process and exposure visits for teachers. All these are designed to develop the human resource among teachers.

**14. District Elementary Education Plans:** As per the SSA frame work each district prepare a district elementary education plan reflecting all the investments being made in the holistic and convergent approach. There is a perspective plan that will give a frame work of activities over a longer time frame to achieve UEE. There an Annual Work Plan and budget that will last the prioritized activities, to be carried out in 2003 - 04 year. The perspective plan is a dynamic document subject to constant improvement in the course of Programme Implementation.

## **TARGET GROUP**

Annual work plan and budget focus on the following target group.

### **Learners**

#### Category

1. 3-5 age group
2. Students in formal system ( I - VIII)
3. (a) All girl children  
(b) SC/ ST Boys.
4. All children with special needs (I-VIII)
5. All out of school children  
(6-14 years) - unenrolled, dropouts.

## **Community / Parents**

- ❖ Representatives of District Panchayath 9 Block Panchayath, 3 Municipalities and 54 Grama Panchayaths.
- ❖ Office bearers of all departments coming under the local bodies.
- ❖ Parents of all children - enrolled, unenrolled and dropouts.
- ❖ NGOs
- ❖ Representatives of Teachers Organization

## **Teachers in L. P. U. P and in Std VIII**

### Category

1. L. P. Teachers
2. U. P. Teachers
3. Teachers in Standard VIII

## **PLANNING PROCESS**

The AWPB has been developed in line with the objectives and time frame features in SSA. It has been developed with a view to make it relevant to local specific needs. The plan provides scope and opportunity for participation of the community and local bodies in all stages of programme formation and implementation.

It adopted the bottom up process of planning wherein the felt needs of the deserved communities and educational needs of the learners are well taken care of and the plan fixed into the broad framework of SSA. Planning committees and core planning teams were contributed at the District, Block, grama Panchayath and school levels as a preliminary step in the preparation of AWPB. Village Education Committees are also formed for the effective implementation of the programme. Adequate awareness was given to the members of the Village Education Committees. Interaction with the community and target groups was ensured at all stages of the process and the proceedings of the meeting, were documented. Consultative meetings were conducted with officials at Block and District levels while formulating strategies to address the

problems. This helped in bringing about convergence among various interventions. Utilizing all the necessary data, the first draft of the AWPB was prepared, in a residential workshop with the active participation of District Core Planning team.

On the basis of the educational developments in the districts during the past several years, as well as by the implementation of SSA, it is expected that the education system in the district will be considerably refined and elaborated through increasing pioneering practices, evaluation of the process and outcome and further research in education.

## Chapter II

### **DISTRICT PROFILE**

#### **2.1 Geographic and Demographic Features of Pathanamthitta District.**

Pathanamthitta is situated at the Southern Part of Kerala. Geographically the district lies between 9° 4' and 9° 28' north longitude and 76°28' and 77° 17' East latitude. Tamil Nadu State forms the eastern boundary of the district. Other boundaries are Kollam on the south, Alapuzha on the west and Kottayam and Idukky on the north.

The total area of the district is 2642 sq.kms (2,69,460 hectares, of this 1390.73 sq. km come under forest. The district consists of three natural divisions viz, the lowland the midland and the highland. The highland stretch through the western ghats and descends to the midland in the centre, down to the lowland and coconut gardens on the western boundaries of Alapuzha district.

Three important rivers flow through this district. They are Pampa, Achencovil and Manimala rivers.

The district has two Revenue divisions, viz, Thiruvalla and Adoor. The district consists of five taluks, viz, Ranny, Kozhencherry, Adoor, Thiruvalla and Mallappally. There are sixty eight villages in this district.

The head quarters of the district is at Pathanamthitta. There are nine Block Panchayath in the district, they are Parakode, Pandalam, Kulanada, Elanthoor, Konni, Mallappally, Ranny, Koipuram and Pulikkeezhu. The number of GramaPanchayaths are 54. Thiruvalla, Adoor, Pathanamthitta are Municipalities.

#### **2.1.1 Population**

The district has total population of 12.32 lakhs as on 2001 census. The female population is 6.4 lakhs and male population is 5.88 lakhs. Out of the total population the urban population comes to 10.03% and the rural 89.97% The scheduled caste and scheduled tribe population are 158033 and 9622 respectively.

**Table I**

**Features of Pathanamthitta District Population**

	Particulars	M	F	T	Others
1.	Populations - Total	588035	643542	1231577	
2.	SC	27128	25126	52254	
3.	ST	596	500	1096	
4.	Populations in the age group 0 - 6	62101	60134	122235	
5.	Urban Population	59566	64007	123573	
6.	Rural Population	528469	579535	1108004	

Density of population is 4.50/sqkm in 1991 and 574/sq km in 2001

**2.1.2 Sex Ratio**

District wise analysis of Sex Ratio reveals that it is highest in Pathanamthitta (1094) as per censuses report 2001 (Provisional) while the sex ratio of Kerala is 1058 females for 1000 males.

**TABLE 2**

**Sex - Ratio**

Item	Rural	Urban	Total
Sex Ratio	1097	1075	1094
Sex Ratio of Child Population	968	967	968

**2.1.3 Literacy rate**

Literacy rate of Pathanamthitta district is 95.09% (Male 96.62% and Female 93.71%). Out of 63 Taluks in the state the highest literacy rate is in Mallappally Taluk of Pathanamthitta District (97.03%) Which is higher than state average of 90.93%. In the urban areas of Taluks the highest



literacy rate is reported in Thiruvalla Taluk of Pathanamthitta District (97.26%).

**TABLE 3**  
**Literacy Rate**

	M	F	Total
Total	96.62	93.71	95.09
Rural	95.56	93.59	95.00
Urban	97.12	94.78	95.00

#### **2.1.4 Percentage of Decadal Growth (1991 - 2001)**

District having the lowest Decadal Growth Rate in Kerala is Pathanamthitta (3.72). The Decadal Growth Rate in Kerala is 9.42%. The urban areas of Pathanamthitta District the decadel growth has shown a declining trend. The percentage of child population in the age group 0-6 is 11.48 in Kerala. Among the districts the percentage of child population in the age group of 0-6 is lowest in Pathanamthitta District (9.93%). The same trend is seen when the rural urban breakup of population in the 0-6 age group is taken (9.92% & 90.96%)

**Table 4**

#### **Population - Decadal Growth (1991 -2001)**

Growth rate	3.72%
Rural Growth rate	7.32%
Urban Growth rate	20.29%

Density of population is 4.50/ sq km in 1991 and 574/ sq km in 2001

#### **2.1.5 Cultural and linguistic Features**

The high literacy rate reflect its effect on every walk of life and generally the people are cultured. The religious institutions play an important role in the cultural development of the people. District has a rich cultural heritage. Great Malayalam poets Niranam Panickers, Mooloor S. Padmanabha panicker, the great patriot Veluthampi Dalawa and other eminent peoples accelerated the socio - cultural change of the district. Malayalam is the common language of the people, many people can speak English and Hindi. There are Tamil Speaking peoples at the western regions at Gavi in Seethathodu Panchayat.

### **2.1.6 Socio - Economic Features**

The percapita income of the district Rs. 2594 during 97-98 which holds the fifth position in the state nearby 25% of the population are farmers others are workers, employees and businessman.

Unemployment is a severe problem in this district. 1.53 lakhs educated people registered their name in the Employment Exchange. The district is industrially backward. There are 538 factories and numbers of people working in them are 12413. Most of the people in the district live in well built houses.

## **2.2. Educational Profile 2002 - 2003**

### **2.2.1 Educational Administration**

There are two educational districts in Pathanamthitta revenue district, Viz- Thiruvalla and Pathanamthitta. Eleven Educational Subdistricts are functioning in the district. Primary schools are monitored at the educational district level. Primary schools are monitored at the sub district level and high school at the educational district level. The Deputy Director of Education for the revenue District provides the link between the layers and the state level management. Zilla Panchayat and Deputy Director of Education co-ordinates all educational activities. The District institute of Education and Training (DIET) provides academic and resource support to all elementary schools in the district.

**Table 5**  
**Educational Administration**

Sl No	Educational Districts	Sub Districts
1	Thiruvalla	1) Aranmula 2) Mallappally 3) Pulladu 4) Thiruvalla 5) Vennikulam
2	Pathanamthitta	1) Adoor 2) Konni 3) Kozhencherry 4) Pathanamthitta 5) Pandalam 6) Ranny

For ensuring transparency and participation education committees are functioning at Village, Block and District level.

### **2.2.2 Educational Facilities**

#### **2.2.2 (1) Managements wise distribution**

In Pathanamthitta there are 728 schools comprising 259 (35.33%) Govt. School, 432 (60.3%) Private Schools and 37 (4.64%) private unaided schools.

**Table 6**

**Number of Schools in Pathanamthitta Revenue District -  
Management wise distribution**

2002 - 2003

Sl No	Type of Schools	Govt	Pvt aided	Pvt unaided	Total
1	High School	47	110	8	165
2.	UP School	44	84	14	142
3.	LP School	168	238	15	421
	Total	259	432	37	728

Out of 421 LP Schools 168 (39.95%) are Govt. Schools, 238 (57.44%) are private aided schools and 15 (0.05%) schools belong to private unaided sector. There are 142 UP Schools. Govt Sector constitutes 30.4%, Private aided Sector 59.5% and Private Unaided Schools Constituted 9.9%. In the DEEP, total no. of Schools in the district is 733, out of which 5 schools were closed due to 'Uneconomic' nature during 2002 -2003

**2.2.2 (2) Spacial Distribution**

Of the total 728 schools in Pathanamthitta, 670 (92%) schools are in Panchayath area and 58 in Municipal area.

**Table 7**

**Spacial Distribution of Schools**

Sl No	Locality	HS	UP	LP	Total
1.	Municipality	24	10	24	58
2.	Gramapanchayath	141	132	397	670
	Total	165	142	421	728

Pathanamthitta has a wide network of institutions for higher education.

### 2.2.2. (3) Educational Institutions

Pathanamthitta district has 9 College all of them are in Private aided sector. There are five Engineering Colleges one in Govt. Sector and Two in Private Sector. Five Training College and Nine Teachers Training Institutes are functioning in the district. DIET in Pathanamthitta is at Thiruvalla.

Table 8

Educational Institutions in Pathanamthitta District 2002 -2003

Section	Govt	Aided	Unaided (Recognized)	Total	Rural	Urban
High Schools	47	110	8	165	157	10
U. P. Schools	44	84	14	142	124	17
L. P. Schools	168	238	15	421	380	45
Pre- Primary	1342	-	-	-	-	-
Higher Secondary	14	35	25	74	-	-
Vocational Higher Secondary	14	7		21	-	-
Colleges (Arts and Science)	-	8	-	8	5	3
Engineering College	1	2	-	3	2	1
Institute of Technology	-	2	-	2	1	1
Training College	-	5	-	5	3	2
Training Schools	1	7	-	8	7	1
DIET	1	-	-	1	-	1
DEO	2			2	-	2
AEO	11				8	3

**Table -9**

**EDUCATIONAL FACILITIES - TECHNICAL AND PROFESSIONAL**

Sl No.	Institutions	Place
<b>Technical Institutions</b>		
1	N.S.S. Polytechnic	Pandalam
2	Govt. Polytechnic	Vennikulam
3	Govt. Polytechnic	Vechoochira
<b>Training College</b>		
1	N. S. S. Training College	Pandalam
2	Titus II Teachers College	Thiruvalla
3	Marthoma Training College	Ranny
4	M.G. University Teacher Education Centre	Elanthoor
5	Kerala University Teacher Education Centre	Adoor
<b>Teacher Training Institutes</b>		
1	N.S.S. TTI	Cherukole
2	N.S.S. TTI	Thadiyoor
3	M.S. TTI	Ranny
4	PGM TTI	Parakode
5	DIET - TTI	Thiruvalla
6	N.S.S. TTI	Othera
7	PMV TTI	Peringara
8	PTTI	Mezhuveli
9	S. H. T. TTI	Mylapra
10	N. S. S. TTI	Kaviyoor
11	St. Thomas TTI	Thiruvalla

**Table 10**  
**Number of Schools in Pathanamthitta - 2002 - 2003 Block Wise Distribution**

Sl No.	Sub District	LP				UP				HS				LP + UP + HS			
		Govt	Private PA	Private PUA	Total	G	PA	PUA	Total	G	PA	PUA	Total	G	PA	PUA	Grand Total
1	Adoor	41	8	3	52	5	17	1	23	7	13		20	53	38	4	95
2	Aranmula	11	14	1	26	4	5	-	9	-	5	-	5	15	24	1	40
3	Konni	21	11	1	33	2	9	3	14	9	10	1	20	32	30	5	67
4	Kozhencherry	6	26	-	32	3	10	-	13	7	8	-	15	16	44	-	60
5	Mallappally	9	27	2	38	2	3	1	6	5	8	-	13	16	38	3	57
6	Pandalam	12	7	-	19	4	3	2	9	1	7	-	8	17	17	4	38
7	Pathanamthitta	18	24	2	44	6	10	-	16	4	15	-	19	28	48	3	79
8	Pulladu	10	26	-	36	5	7	-	12	2	8	1	11	17	41	1	59
9	Ranni	16	28	-	44	6	7	1	14	4	13	1	18	26	48	2	76
10	Thiruvalla	14	36	6	56	6	7	4	17	5	13	2	20	25	56	12	93
11	Vennikulam	10	31	-	41	1	6	2	9	3	11	-	14	14	48	2	64
	Total	168	238	15	421	44	84	14	142	47	110	8	165	259	432	37	728

**Table 11**  
**Details of Anganawadi Centres and Pre- School Education in Pathanamthitta Dist as on 28- 02 - 2003**

Sl No.	Name of Block	No. of Blocks	Anganawadi Centers		Anganawadi Supervisors		Anganawadi Workers	Anganawadi Helpers	Number of Children Enrolled (3-6 Years)			No. of Children Benifited		
			Sanctioned	Functioning	Sanctioned	in Position	in Position		Boys	Girls	Total	Boys	Girls	Total
1.	Parakodu	16	152	152	6	6	152	152	1745	1770	3515	1722	1730	3452
2.	Pulikeezhu	12	121	121	6	6	121	121	1107	1038	2145	1059	1002	2061
3.	Konni	13	178	178	8	8	178	178	1643	1603	3246	1502	1203	2705
4.	Kulanada	5	141	85	6	6	85	85	764	803	1567	748	756	1504
5.	Pandalam	4	244	94	12	5	94	94	1036	1020	2056	985	992	1977
6.	Ranni	6	208	208	10	10	208	208	1839	1923	3762	1545	1615	3160
7.	Elanthoor	7	105	105	5	5	105	105	1218	1144	2362	1199	1075	2274
8.	Mallappally	6	115	115	6	6	115	115	1152	1128	2280	1118	1104	2222
9.	Koipuram	4	122	122	6	6	122	122	1100	1022	2122	1090	1018	2108
	Total	67	1386	1180	65	58	1180	1180	11604	11451	23055	10968	10495	21463



#### **2.2.2.(4) ECCE Centers**

There are 1386 Anganwadis under ICDS Project in Pathanamthitta District. Out of this 1180 Anganwadies functioning at present 1180 workers and 1180 helpers are working in these centres.

Since ECCE is characteristically a play based and activity based programme an essential requirement is adequate space, both indoors and outdoors and appropriate arrangement in terms of safety, sanitation, light and ventilation most of the ECCE centres do not meet these requirements. Particularly in Urban areas they are generally located in sheds which are poorly utilised. There are 67 pre primary schools in Pathanamthitta district under the guidance of school PTA Refer T- 11.

Majority of ECCE institutions do not follow the recommended methods. Most of the workers did not get sufficient Training. There is no systematic Parental awareness programme number of children benefited to Pre-School educated are 21463.

#### **2.2.3 Status of Elementary Education**

##### **2.2.3 (1) Enrolment**

There are 161608 students studying in formal education system in Pathanamthitta district in the year 2002 - 2003. Stagewise details shows that 54481 pupils are in lower primary stage 49469 pupils in upper primary stage and 57658 students at high schools level.

SC Students accounted for 16.11 % and ST Students 0.77 % of all students. The participation of SC/ST Students are declining at higher level.

##### **2.2.3 (2) Girls Education**

Pathanamthitta has achieved near equality in school enrolment with regard to gender. The percentage of enrolment of girls in schools (Standard I - X) is almost equal to that of boys (ie 49.11%). percentage of enrolment of girls students in LP, UP, and HS levels stood at 49.96% 48.95% 48.45 % respectively.

In the case of SC / ST community girls students belongs to 49.29 % and 49.18 % respectively.

As mentioned earlier the sex ratio is high in Pathanamthitta district but in case of student population it is not matching.

At Pre - School level too statistics shows variation. Out of 11451 girl children who were enrolled in Anganwadies 956 left the centers. It reveals that 8.34% of girl children are out of Pre School educations. In the case of boys it is only 5.48%.

According to the Enrolment of Student from 1996 - 1997 to 2000- 03 in Pathanamthitta District the enrolment rate is gradually decreasing. It is because of the presence of unrecognized unaided schools. This trend is clearly visible in standard I

**Table 12**  
**Classwise Sexwise Enrolment (All Communities)**  
**2002 - 2003**

Sl No	Sub District	I			II			III			IV			V			VI			VII			VIII			IX			X		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T			
1.	Adoor	1127	1103	2230	1080	1116	2196	1148	1107	2255	1216	1155	2371	1272	1212	2484	1425	1260	2685	1455	1329	2784	1538	1566	3104	1711	1601	3314	1382	1449	2831
2.	Aranmula	315	426	741	308	335	643	331	343	674	322	330	652	318	285	603	335	278	613	379	342	721	331	306	636	397	354	751	352	291	643
3.	Konni	788	791	1579	892	877	1769	914	813	1727	967	902	1869	1110	1109	2219	1250	1142	2392	1371	1233	2604	1340	1261	2601	1451	1282	2733	1285	1206	2491
4.	Kozhecherry	468	458	926	474	500	974	464	449	913	457	488	945	508	516	1024	747	546	1293	656	612	1268	748	677	1425	789	723	1512	711	675	1386
5.	Mallappally	447	511	958	430	459	889	436	451	887	405	490	895	564	508	1072	571	547	1118	639	627	1266	654	621	1275	763	634	1417	487	571	1058
6.	Pandalam	282	288	570	312	328	640	306	322	628	328	355	683	442	467	909	512	461	973	548	486	1034	626	555	1181	556	620	1176	558	567	1125
7.	Pathanamthitta	682	662	1344	788	727	1515	748	735	1483	800	774	1574	955	941	1896	1015	938	1953	1091	976	2067	1377	1097	2474	1317	1147	2464	1209	1206	2415
8.	Pullad	373	392	765	365	378	743	375	364	739	356	370	726	372	380	752	457	393	850	454	491	945	558	502	1060	677	503	1180	525	481	1006
9.	Ranni	661	716	1377	767	707	1474	731	715	1446	720	664	1384	741	759	1500	831	732	1563	876	821	1697	903	750	1653	913	819	1732	771	842	1613
10.	Tiruvalla	832	853	1685	790	834	1624	783	786	1569	811	786	1597	886	900	1816	1047	9090	2007	451	1076	1527	1287	1246	2533	1325	1251	2576	1056	1208	2264
11.	Vennikulam	651	627	1275	583	568	1151	627	560	1187	681	606	1236	604	564	1168	671	642	1313	727	626	1353	693	573	1266	795	675	1470	603	630	1233
	Total	6626	6827	13453	6769	6829	13598	6853	6645	13498	7013	6919	13932	7772	7671	15403	8831	7929	16760	8647	8649	17266	10085	9153	19238	10994	9661	20355	8999	9126	18065

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**Table 13**  
**Classwise Sexwise Enrolment (SC)**  
**2002 - 2003**

Sl No	Sub District	I			II			III			IV			V			VI			VII			VIII			IX			X		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T			
1.	Adoor	258	262	520	254	223	477	221	223	445	234	221	455	233	236	469	259	222	481	299	265	564	358	342	700	418	360	778	303	312	615
2.	Aranmula	114	97	211	89	93	182	101	96	197	91	99	190	74	84	158	75	69	144	118	89	207	65	58	123	101	71	172	76	60	136
3.	Konni	171	145	316	180	180	320	141	156	297	153	144	297	157	189	346	288	189	407	245	223	268	226	193	419	216	179	395	178	151	329
4.	Kozhechery	96	92	188	107	92	199	89	83	172	91	99	190	112	77	189	116	90	206	131	110	241	144	126	270	144	122	266	122	117	239
5.	Mallappally	63	69	132	77	57	134	39	56	115	64	66	130	93	70	163	69	65	134	104	90	194	90	87	177	112	85	207	69	86	1055
6.	Pandalam	88	87	175	86	89	175	72	83	165	83	80	163	98	101	199	104	107	211	108	113	221	155	131	286	122	136	258	88	99	187
7.	Pattanamthitta	93	101	194	114	121	235	99	102	201	103	107	210	119	119	238	132	106	238	137	122	259	189	167	356	192	145	337	145	146	291
8.	Pullad	73	89	162	83	60	143	77	63	140	66	61	127	66	58	124	72	58	130	72	73	149	105	79	184	97	75	172	74	74	148
9.	Ranni	55	70	125	65	62	127	63	63	126	57	72	129	73	76	149	93	77	170	78	74	152	123	77	200	94	100	194	88	65	153
10.	Tiruvalla	102	119	221	106	88	194	107	84	191	106	79	185	103	109	212	115	120	235	130	140	270	163	134	297	159	135	294	114	138	252
11.	Vennikulam	78	74	152	60	61	121	67	68	135	66	67	132	76	57	133	82	88	170	85	90	175	103	83	186	117	99	216	77	77	154
	<b>Total</b>	<b>6626</b>	<b>6827</b>	<b>13453</b>	<b>6769</b>	<b>6829</b>	<b>13598</b>	<b>6853</b>	<b>6645</b>	<b>13498</b>	<b>1113</b>	<b>1075</b>	<b>2208</b>	<b>1204</b>	<b>1176</b>	<b>2380</b>	<b>1335</b>	<b>1191</b>	<b>2526</b>	<b>1507</b>	<b>1393</b>	<b>2900</b>	<b>1721</b>	<b>1477</b>	<b>3198</b>	<b>1781</b>	<b>1505</b>	<b>3289</b>	<b>1334</b>	<b>1325</b>	<b>2659</b>

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**Table 14**  
**Classwise Sexwise Enrolment (ST)**  
**2002 - 2003**

Sl No	Sub District	I			II			III			IV			V			VI			VII			VIII			IX			X		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T			
1.	Adoor	6	12	18	8	10	18	3	4	7	8	8	16	6	4	10	16	10	26	5	17	22	11	11	23	8	6	14	9	5	14
2	Aranmula	4	3	7	3	4	7	3	3	6	2	1	3	3	1	4	1	-	1	-	-	-	-	-	-	-	-	-	1	-	1
3	Konni	1	5	6	2	-	2	1	3	4	1	6	7	1	-	1	4	2	6	3	6	9	3	3	6	3	5	8	2	2	4
4	Kozhechery	14	17	31	3	14	17	13	12	25	10	9	19	9	7	16	2	4	6	4	3	7	-	-	-	-	-	-	1	1	
5	Mallappally	7	5	12	8	6	14	7	6	13	1	3	4	10	3	13	8	5	13	8	7	15	2	-	2	2	-	2	3	1	4
6	Pandalam	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
7	Pathanamthitta	19	22	41	19	7	26	8	14	22	24	13	37	14	12	26	9	18	27	15	11	26	21	28	49	5	7	12	6	16	22
8	Pullad	1	-	1	-	2	2	1	-	1	-	-	-	1	1	2	1	1	2	-	1	1	-	-	-	2	3	5	1	1	2
9	Ranni	27	49	66	20	38	67	31	16	47	29	25	54	10	17	27	8	4	12	6	9	15	16	20	36	16	7	23	17	14	35
10	Tiruvalla	6	6	12	10	2	12	13	7	20	12	4	16	5	5	10	4	2	6	-	4	4	1	1	2	-	1	1	2	3	5
11	Vennikulam	2	2	4	2	1	3	3	1	4	1	1	2	-	1	1	1	-	1	-	-	-	1	1	2	-	1	1	1	-	1
	Total	87	111	192	84	84	168	83	66	149	88	70	158	59	51	110	54	46	100	41	58	99	55	65	120	36	30	66	42	43	65

Table 15

Enrolment of student from 96 - 97 to 2002 - 2003

Class	I			II			III			IV			V			VI			VII			VIII		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1996-97	6842	6332	13174	7065	6906	13971	7243	7622	14865	8005	7475	15480	9041	8200	17241	9796	9418	19214	10958	10507	21465	10812	9743	20555
1997-98	6904	6659	13563	7199	7056	14255	7480	7537	15017	8107	7844	15951	8963	8099	17062	9789	9236	19025	10704	9666	20370	10919	9965	20684
1998-99	6515	6530	13045	7308	7428	14736	7966	7544	15510	8349	7784	16133	9371	8762	18133	9977	9488	19465	10571	9790	20361	10776	9927	20703
1999-00	7226	7181	14407	8113	7838	15951	8604	8081	16485	8722	8367	17089	10194	9774	19972	9644	9394	19038	10344	9577	19921	10976	10227	21203
2000-01	7589	7407	14996	8507	8149	16656	8535	8532	17067	8571	8545	17116	9336	9037	18373	9658	8775	18433	10196	8871	19096	10941	10154	21105
2002-03	6626	6827	13453	6769	6829	13598	6853	6645	13498	7013	6919	13932	7772	7671	15443	8831	7929	16760	8647	8619	17266	10085	9153	19238

Table 16

GER/NER table - Classwise, Sex Wise and Yearwise

Class	I			II			III			IV			V			VI			VII			VIII		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1996-97	98	96	194	96	96	192	95	97	192	96	95	191	97	98	195	97	99	196	96	98	194	95	98	193
1997-98	99	97	196	96	95	191	96	95	191	97	98	195	96	97	193	96	95	191	97	98	195	96	97	193
1998-99	96	96	192	96	97	193	95	96	191	96	95	191	96	98	194	96	97	193	96	97	193	97	96	193
1999-00	96	97	193	96	98	194	96	98	194	96	98	194	95	98	193	96	98	194	96	98	194	97	95	192
2000-01	97	97	194	96	99	195	95	96	191	97	98	195	96	98	194	97	97	194	96	99	195	96	98	194

**Table. 17**  
**No of Children discontinued 2002 -2003**

Sl.No.	SubDis: Block	Age																Reason for Discontinuation											
		5-6		6-7		7-8		8-9		9-10		10-11		11-12		12-13		13-14		Grand Total	Economic	Social	Baby siring	Disablenss	Non Accesibility	Lack of Motivation	Disinclination	Any Other	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F										
1.	Adoor	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1	-	1								
2.	Aranmula	2	3	6	9	3	6	6	3	3	6	2	2	-	2	-	1	-	-	54	5	15	-	10	8	12	2	2	
3.	Konni	3	1	1	4	1	4	3	2	-	1	-	-	-	-	-	-	2	23	8	2	5	4	1	3	-	-		
4.	Kozhencherry	-	-	2	-	1	-	-	-	-	1	-	-	-	-	-	-	-	4	2	-	1	-	-	-	-	-		
5.	Mallappally	6	5	4	2	-	1	-	1	1	1	-	-	-	-	-	-	-	21	2	6	2	1	4	4	1	1		
6.	Pathanamthit	8	7	5	6	7	6	5	3	9	6	4	6	8	5	3	2	3	6	104	29	35	11	8	15	2	2	2	
7.	Pandalam	-	2	2	2	2	3	2	1	1	2	-	-	1	-	1	-	-	2	21	8	4	2	2	4	1	-	-	
8.	Pullad	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
9.	Ranny	8	7	13	14	10	11	12	13	3	2	-	2	1	5	3	3	2	14	133	43	38	16	7	21	7	1	-	
10.	Thiruvalla	2	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	2	1	7	2	1	2	-	1	1	-	-	
11.	Vennikulam	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Total	29	26	33	37	25	28	29	24	19	17	8	10	10	12	7	7	22	25	368	99	102	39	32	55	30	6	5	
	Grand total	55		70		53		53		36		18		22		14		47											

### 2.2.3 (3) Teachers

In Pathanamthitta district there are 5779 teachers are working at Primary level (I - VIII). Out of this 4722 (81.7 %) are females and 1057 are male teachers. At primary level 2028 teachers are working and 1872, 1879 at UP section and standard VIII respectively. All teachers are Trained. 124 Posts are vacant as on 31. 07. 2002. Pupil Teacher Ratio (PTR) at the primary level is 27:1, UP level is 26:1 and in standard VIII is 10:1 PTR of the total teacher pupil population is 21:1. There are 129 protected teachers in this district. Out of them 27 teachers are HSAs 59 U.P. SA - LPSA and 43 special teachers.

**Table 8**

**Block Wise Status of Teachers (Std. 1-VIII) as on 31.07.2002**

Sl. No.	Sub dist.	M	F	Total	Remarks
1	Adoor	158	559	717	
2.	Aranmula	36	240	276	
3.	Konni	156	552	708	
4.	Kozhencherry *	88	350	438	
5.	Mallappally	98	347	445	
6.	Pandalam	48	296	344	
7.	Pathanamthitta	121	482	603	
8.	Pullad	57	378	435	
9	Ranny	120	542	662	
10.	Thiruvalla	108	566	674	
11.	Vennikulam	67	410	477	
	Total	1057	4722	5779	

### 2.2.3. (4) Education for Disabled

There are Two recognised special schools for the disabled students at Thiruvalla and Adoor. Some effort are now being made to admit certain categories of partially disabled children in regular school under the scheme of Integrated Education for Disabled Children (IEDC). But there are hardly any special facilities in the regular schools to meet their specific requirements teachers too are not specially trained to meet their need.

At present 13 resource teachers are working in twenty six schools. During 2002- 2003, Block level training was conducted for primary school teachers 250 teachers were trained. A residential camp was conducted for the disabled students during vacation.

**Table 22**  
**Details of Children with Special Needs**  
**Category Wise Class Wise**

Category	1		2		3		4		5		6		7		8		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Hearing	8	0	5	1	4	5	6	5	12	8	9	6	21	12	9	6	74	43
Vision	8	3	5	5	6	6	13	9	17	13	13	9	15	14	11	12	88	71
Speech	6	5	13	9	8	7	8	3	5	7	12	6	12	6	6	8	70	51
Movement	8	5	4	2	9	5	9	3	4	4	8	7	15	7	9	4	74	39
Mental	5	4	11	5	13	5	9	3	4	4	8	6	11	6	4	6	48	35
Others	1	3	9	5	9	4	5	3	1	2	8	6	11	6	4	6	48	35
Total	36	20	47	27	49	32	50	26	50	34	59	42	83	46	45	41	419	268

### 2.2.3. (5) State and Centrally Sponsored Schemes

#### 1. Lower Secondary and Upper Secondary Scholarship

The Scholarship based on merit will be awarded in the High school and U. P. classes. The value of the scholarships is fixed at the rate of Rs. 100/- per annum in High school classes and Rs. 100/- per annum in U. P. classes. This scholarship once granted will continue till the termination of the U.P. and Highschool stage.



2. Muslim Girls Scholarships and Nadar Girls Scholarships

Muslim girls and Nadar girls are also given scholarship according to their family income. The income of the family of the student should be Rs. .... per annum or less the value of scholarship is Rs. .... per annum in U. P. and Rs. .... per annum in High school classes.

3. Navodhaya Vidhyalaya

Navodhaya Vidhyalaya is functioning at Vechoochira in Ranni Sub District.

4. Non Formal Education

District Saksharatha Samathi is coordinating non formal education in the District. In every block level Saksharatha Samathi and Janavidhaya Kendra are functioning. Panchayath Level Saksharatha Samathi organizes grass root level non formal education. Every Panchayath has three nonformal education centers

Table 23  
Details of NFE Centres (NOS)

Sub District	Panchayat level	Municipality level	Rural	Urban	Coastal	Total
Adoor	18	3	18	3		21
Aranmula	12		12			12
Konny	18		18			12
Kozhencherry	18		18			18
Mallappally	15		15			15
Pandalam	12		12			12
Pathanamthitta	21	3	21			24
Pullad	12		12			12
Ranny	27		27			27
Thiruvalla	15	3	18	3		21
Vennikulam	15		15			15

2.2.4 Infra Structure Facilities

Many schools do not have adequate infrastructure facilities. Several of them do not have sufficient area for smooth functioning. According to government directions, LP School should have to a site of one acre, UP School, 15 acre are secondary School 3 acres. Many private unaided schools do not follow this directions. Several School are run in old buildings. Most of the schools do not have basic facilities like laboratories. Libraries and furniture. Many School even lack of drinking water facilities, latrines and urinals. No special provision made for girl student.

Table (24 a)

## School Infrastructure Facilities Block wise.

Sl No	Name of Sub District	1 Library			2 Laboratory			3 Reading Centre			4 Activity Corner		
		Usable	Repairable	Ad.Requir	Usable	Repairable	Ad.Requir	Usable	Repairable	Ad.Requir	Usable	Repariable	Ad.Requir
1	ADOOR	20	-	70	17	1	73	18	-	72	-	-	-
2	ARANMULA	5	-	34	7	-	32	5	-	34	-	-	-
3	KONNY	19	-	41	16	1	43	15	-	45	-	-	-
4	KOZHENCHERY	16	2	42	15	-	46	15	-	46	-	-	-
5	MALLAPALLY	13	-	41	14	1	39	13	-	41	-	-	-
6	PANDALAM	9	-	25	8	-	26	8	-	26	-	-	-
7	PATHANAMTHITTA	20	-	60	22	-	138	15	-	55	-	-	-
8	PULLAD	10	4	46	10	-	50	9	-	50	-	-	-
9	RANNY	18	-	50	17	2	51	18	-	52	-	-	-
10	THIRUVALLA	10	22	42	9	15	50	-	-	74	-	-	74
11	VENNIKULAM	5	14	46	14	-	51	14	-	51	-	-	65
		145	42	497	149	20	699	130	-	546	-	-	139

Table 2a (b)  
School Infrastructure Facilities Block wise

SI No.	Name of Sub Dist.	5 Equipments for Physical Education			6 Apparatus for musical Arts			7 Black Board			8 Computer Room		
		Usable	Repairable	AdRequir	Usable	Repairable	AdRequir	Usable	Repairable	AdRequir	Usable	Repairable	AdRequir
1	ADOOR	16	-	74	18	-	72	520	202	25	8	-	82
2	ARANMULA	4	-	35	4	-	35	210	110	10	1	-	38
3	KONNY	9	2	49	10	1	49	510	30	70	12	-	48
4	KOZHENCHERY	5	4	50	7	-	44	400	27	-	8	-	57
5	MALLAPPALLY	9	-	45	9	-	44	434	12	22	8	-	46
6	PANDALAM	8	-	28	6	-	23	202	70	10	2	-	32
7	PATHANAMTHIITA	18	-	62	16	-	60	610	30	20	8	-	72
8	PULLAD	8	2	50	12	4	44	300	60	-	3	-	57
9	RANNY	10	-	60	8	-	62	420	70	15	3	-	67
10	THIRUVALLA	7	12	55	7	12	55	600	70	-	7	-	67
11	VENNIKULAM	10	6	49	8	5	42	400	55	30	3	-	62
		102	26	557	105	22	535	4606	736	202	63	-	628

Table 24 (c)  
School Infrastructure Facilities Block wise

Sl.No.	Sub District	9 Class Room & Other Room			10 Seperation Wall			11 ElectricFication			12 Drinking Water		
		Usable	Repairable	AdRequir	Usable	Repairable	AdRequi	Usable	Repairable	dRequi	Usable	Repairable	AdRequir
1	ADOOR	511	230	40	-	-	58	83	-	3	70	-	-
2	ARANMULA	108	137	18	-	-	24	30	-	6	37	-	0
3	KONNY	260	415	-	-	-	59	46	-	11	54	-	1
4	KOZHENCHERY	388	72	14	-	-	64	32	-	23	61	-	-
5	MALLAPPALLY	161	75	18	12	-	158	40	-	10	49	-	0
6	PANDALAM	226	83	10	-	-	27	24	-	6	33	-	0
7	PATHANAMTHITTA	215	280	15	-	-	56	36	-	37	72	-	1
8	PULLAD	265	130	25	-	-	59	37	-	67	40	2	5
9	RANNY	360	284	15	-	-	115	50	-	15	57	-	7
10	THIRUVALLA	242	355	54	-	-	69	42	-	29	59	10	0
11	VENNIKULAM	245	137	30	-	-	89	39	-	23	44	12	7
		2981	2198	239	12	0	778	459	0	230	576	24	21

Table (24 (d))  
School Infrastructure Facilities Block wise

Sl.No.	Name of Sub Dist.	13 Toilet / Urinal (Girls)			14 Toilet / Urinal (Boys)			15 Play Ground			16 Compound Wall		
		Usable	Repairable	Ad.Requi	Usable	Repairable	Ad.Requi	Usable	Repairable	Ad.Requi	Usable	Repairable	Ad.Requir
1	ADOOR	26	-	60	26	-	60	57	-	33	32	-	56
2	ARANMULA	9	-	29	9	-	29	27	-	12	8	-	30
3	KONNY	27	-	29	27	-	29	39	-	21	16	-	43
4	KOZHENCHERY	12	-	47	12	-	47	41	-	12	14	-	44
5	MALLAPPALLY	13	-	36	13	-	36	19	-	45	13	-	39
6	PANDALAM	17	-	15	17	-	15	26	-	8	15	-	18
7	PATHANAMTHITTA	37	-	19	37	-	19	35	-	45	7	-	71
8	PULLAD	11	-	48	10	1	48	46	-	14	22	-	37
9	RANNY	19	-	47	19	-	47	41	-	29	12	-	58
10	THIRUVALLA	14	-	57	14	-	57	8	-	66	30	14	30
11	VENNIKULAM	35	4	24	35	4	24	19	-	46	16	-	45
		220	4	411	219	5	411	358	0	331	185	14	471

#### **2.2.4 Issues and Problem**

For creating better education to all children in Pathanamthitta District it is necessary to provide sound physical facilities and ensure good teaching learning activities and atmosphere. The main problems and issues in the field of education are categorized and listed below

##### **2.2.4 (1) Institutionalization**

###### **(a) Improving infrastructure facilities.**

Many schools do not have sufficient basic facilities. Because of this children are facing various problems, main reasons for them and remedial measures and give in the following table.

###### **(b) Setting up non school facilities**

Teachers has to pay a pivotable role in the Teaching learning process and there by quality improvement. Teachers conceptions depends greatly on their knowledge, skill, attitude, motivation, Commitment etc. Teachers are expected to become researches. They address day to day academic problems and find out practical solutions. For this teaches need contributions resources support. Provision for sharing of experience is another inevitable element for self development.

Kerala Education department is going to implement new curriculum for all stages. A progressive curriculum implementation process teachers improvement is must. A flexible local specific curriculum demands a lot of innovations, review and continues renewal.

Strengthenly the academic stream Block Resource Central and Chistare Resource Centre are to be fuctioned effectively.

As per the school data base teachers in the district did not get sufficient training. Teachers of 20 schools did not get any type of training . It is important to find out and organize comprehensive training for teachers of all categories. Teachers training institutions are also be either developed or argumented. District specific monitoring system need to be developed. So functioning of non-school facilities such as BRCs CRC etc have more importance.

###### **(c) Total Enrolment Drive**

To fulfil the goal it is important to achieve universal access universal enrolment, universal retentions and universal achievement.

Children living in hilly area like Attathodu (Near Sabordinate) Gurunathanmannu (Seethathodu) are not get proper education. Isolated nature of habitatiive. lack of school facilities in the remote area, lack of transport facilities even geographical features also are hindrance to achieve the objective in the center region of the district. To overcome this problem community should made sufficient

measures. for the total enrolment.

#### (d) Access and Alternatives and innovating educations

In Pathanamthitta District formed schools are available in almost all wards with in one km. In such district like Pathanamthitta Ranny and Konny there are a number of wards with no schools within 1 km. There are hilly reasons and forest areas.

The problems of out of school children is critical in the hilly area like Kottathodu, Thannithodu (Konny Sub District). Seethathodu (Pathanamthitta Sub district) and Attathodu (Ranny Sub District). It is mainly due to the non-accessibility in these areas. The density of population is comparatively low and educational facilities are limited. Parents socio cultural factors are also hence the trend the out of school children are also not get formal education. They and there parents also into aware of education and its important.

#### 2.2.5 (2) Capacity Development

SSA is a time bound programme The programme is highly decentralized as participating in nature. co-ordination and active involvement of various agencies such as NGO's, Department all functionaries. Community leaders, local bodies professional groups are essential for achieving the objectives. Professional compaction in another important factor for the planning, Implementation, monitoring and supervision of the drive. Mobilization of various functionaries shall also be done. So importance shall be given to the capacity development programs.

Community leaders, NGOs Departments functionaries, Professional groups such as faculties, teachers, Technical resource groups etc are the target group for capacity development.

Intensive and regular training programmes are helpful to develop the capacity of trainers, teachers, departments functioning etc. and regular awareness creatin progmmes for community leaders NOG's and general public will be helpful to gather the contribution from local reasons.

The leading learning materials should be development or revised altaining the objectives.

There may be so many problems and difficulties across while implementing the programme. Field practice, try outs and action researches can be used to address such hindrances.

Monitoring outside support and mobile training should be inevitable part of the programme.

To assess the progress and achievement of the programme systematic evaluation. at every stage is essential. Suggested strategies for capacity developments are given in the table.

## **Deprived groups such as Girls/ SC / ST / Minorities Group / ELCE**

Providing better educational opportunity for girls, improving them, and eradicating the gender discrimination is another important area. In Pathanamthitta District NER table shows that there is no major difference in net enrolment Ratio among boys and girls.

Total enrolment, Dropout free attempt completion 45 years primary education by 2009 computer & 6\8 years primary education by 2010. Focus on quality elementary education are the targets under national goals, to be achieved of these the items from one to four are not major problems in the context of Pathanamthitta. Studies shows that almost all the pupils are having formal school except some hilly pockets.

One of the major objectives of SSA is to facilitate and, materialized the concept & learning for life, so the strategies adopt should be focused on qualitative elementary education in terms of equity assurance

### **2.2.4.(2) Equity Assurance Programme**

Out of the main objectives of SSA is to provide useful and relevant education for all children in the age group of 6 to 14 by 2010. Ensure active participation of the community in the management of schools, to address regional gaps are other goals.

#### **(i) Children special Educational Needs.**

All children with special needs should get proper education. So the plan try to ensure education for disabled groups. Statistics shows that there are 687 children with special needs at various categories. Out of them 159 students are in the category vision. Other categories are given emphasis should be given to this group.

### **2.2.5 Prioritisation of problems to be addressed**

To achieve the national objectives envisaged by SSA, identified problems in this field should be addressed. It should be on basis of the priority given according to the immediate needs. Prioritised issues and problems are as follows:

- **Problem of Poor quality of education**

Capacity building for the future life, by improving all the faculties in child is one of the major objectives of SSA. As Rate of Enrolment in Pathanamthitta District is up to the level; Rate of Retention is also high and low rate of dropout, Pathanamthitta gives most importance to qualitative education.



- **Special Focused Group**

SSA expects total enrolment as well as equity assurance. So some of the children should be alienated from the main stream, whatever may be the disableness. All Pathanamtitta, there are 687 such pupils

- **Deprived group such as Girls, SC / ST, Minority Groups, ECCE etc.**
- **Non - accessibility**

In this district, there are a few isolated habitations in the eastern hill tracts within the Panchayaths of Ranny - Perunad, Chittar, Seethathode and Thannithode. As the Universal education and Quality education for all are the objectives, the pupils of such area should be enrolled.

- **Problem of poor physical facilities**

For ensuring quality education, the physical facilities in school should be well-maintained. School buildings and atmosphere as a whole should be made attractive. In this district, facilities such as library, laboratory, reading centres, separate toilets for boys and girls, compound wall etc. are meagre or limited. Computer rooms and accessories are only for certain high schools. Separate toilets are needed for almost all schools.

The priorities are fixed according to the immediate needs to achieve the objectives, envisaged in the Sarva Shiksha Abhiyan.

**Table. 34**  
**Details of Accessibility**

Sl No.	Name of Block/ Sub District	No. of Wards	No. of Out of School Children						Wards with formal Schools available within 1km	Wards with non formal Schools available within 1km	Remarks
			Age Group								
			6-10			11-14					
			B	G	T	B	G	T			
1.	Adoor	109	12	7	19	4	2	6	109	-	-
2.	Aranmula	47	14	13	27	14	12	26	47	-	-
3.	Konni	94	24	22	46	31	23	54	91	3	Hill Area
4.	Kozhencherry	93	13	13	26	28	12	40	93	-	-
5.	Mallappally	78	27	30	57	37	29	66	78	-	-
6.	Pandalam	41	0	0	0	2	0	2	41	-	-
7.	Pathanamthitta	112	26	23	49	25	24	49	109	3	Hill Area
8.	Pullad	84	11	8	19	12	14	26	54	-	-
9.	Ranny	112	42	54	96	62	44	106	107	5	Hill Area
10.	Thiruvalla	107	9	10	19	11	12	23	107	-	-
11.	Vennikulam	54	18	15	33	26	14	40	54	-	-
	Total	-	196	195	391	252	186	438	-	-	-

In this district formal schools are available in almost all wards within 1 km. In Sub District like pathanamthitta, Ranny & Konni there are a number of wards with formal schools within 1. km. The hike in the number of out of school children is caused mainly due to the inhabitants of Tamil Nadu state, who are working as labours, bakers etc. in this district.

**Table - 33  
Remedial Measures**

Sl.No	Problems	Remedial Practices	Phase	Remarks
1	Economic	<ul style="list-style-type: none"> <li>● Incentives to parents</li> <li>● Alternative Facility to working Children</li> <li>● Scholarship and grants</li> </ul>		
2	Baby Sitting	<ul style="list-style-type: none"> <li>● Incentives to parents</li> <li>● Alternative Facility to working Children</li> <li>● Scholarship and grants</li> </ul>		
3.	Social	<ul style="list-style-type: none"> <li>● Innovative Programmes for deprived groups</li> <li>● Awareness creation programmes</li> <li>● community mobilization.</li> </ul>		
4.	Lack of Motivation	<ul style="list-style-type: none"> <li>● Innovative Programmes for deprived groups</li> <li>● Awareness creation programmes</li> <li>● community mobilization.</li> </ul>		
5.	Disinclination	<ul style="list-style-type: none"> <li>● Innovative Programmes for deprived groups</li> <li>● Awareness creation programmes</li> <li>● community mobilization.</li> </ul>		
6.	Physical Disableness	<ul style="list-style-type: none"> <li>● Disabled - Friendly Class Rooms.</li> <li>● Services of specialized teachers.</li> <li>● Awareness creation programmes</li> <li>● counseling facilities</li> </ul>		
7.	Non - accessibility	<ul style="list-style-type: none"> <li>● Alternative Schools / ECGs</li> <li>● Hostel facilities.</li> </ul>		

Table

Sl.No	Issues and Problems	Reasons Located	Remedial Practics
1.	Boys and girls Suffer from Urinal disease and health problem.	<ul style="list-style-type: none"> <li>● Lack of Separate toilets for girls and boys.</li> <li>● Lack of fund</li> <li>● Lack of awareness</li> </ul>	<ul style="list-style-type: none"> <li>● Construct sufficient toilets for girls and boys in the schools identified</li> </ul>
2.	Health Problems and disease related to drinking water	<ul style="list-style-type: none"> <li>● Lack of adequate safe drinking water facilities in Schools.</li> </ul>	<ul style="list-style-type: none"> <li>● Provided adequate safe drinking water facilities.</li> </ul>
3.	Low quality of Education	<ul style="list-style-type: none"> <li>● Lack of laboratory facilities</li> <li>● Lack of teaching learning materials</li> <li>● Non availability of pucca class rooms.</li> <li>● Lack of proper maintenance of ensiling holidays</li> <li>● Lack of fund</li> <li>● Lack of modern electroic device like computer</li> <li>● Lack of electricifiction to use electroinc device</li> <li>● Lack of activity room.</li> <li>● Lack of seperation wall for class rooms.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide library and laboratory facilities</li> <li>● Supply TLMs</li> <li>● Proper maintenance of existing class rooms</li> <li>● Provide electrification</li> <li>● Supply computers.</li> <li>● Construct rooms for installing computers</li> <li>● Construct separtion walls / provide metallic Scereens for separating class rooms.</li> </ul>
4.	Destruciton of school goods furniture by outsideers, stray cattles and dogs	<ul style="list-style-type: none"> <li>● Lack of compund walk with strong gates.</li> </ul>	<ul style="list-style-type: none"> <li>● Construct compund walls around schools with strong gates.</li> </ul>
5.	Poor performance in Arts and Sports	<ul style="list-style-type: none"> <li>● Lack of play ground</li> <li>● Lack of Arts Sports goods.</li> <li>● Lack of training</li> </ul>	<ul style="list-style-type: none"> <li>● Construciton of new paly grounds in available land</li> <li>● Carry out maintenance work in the play ground already available.</li> <li>● Conduct training camps.</li> </ul>

Table

## Equity Assurance - Issues and Remedies

Sl No	Category	Issues and	Reasons Located	Remedial Practices/ Activities Proposed	Remarks
1.	Total Enrolment	Non-enrolment	1. Economic	1. Incentives 2. Alternative facility to working children 3. Scholarships and grants 4. Innovative programmes for deprived groups	
			2. Disableness	1. Disabled - Friendly class rooms. 2. Services of specialized teachers. 3. Awareness creation programmes for parants. 4. Counseling facility.	
			3. Non - accessibility	1. Conveyance facility 2. Alternative schools 3. Hostel facilities for Public and Teachers.	
2.	Focus on quality elementary education terms of equity assurance.	1. Poor performance 2. Less Confidence 3. Absence of self knowledge	1. Evaluation Method 2. Poor "teachin" 3. Handi capped classroom 4. Absence of monitoroing and supervision. 5. Absence of community Participation 6. Insufficient Materials learning	1. Continuous evaluations, which should be goal, oriented. 2. Child friendly learing - atmosphere. 3. Teachers Training to adopt child centered and activity classes. 4. Improves school physical facilities. 5. Monitoring and supervising system 6. Community awareness Creation programmes. 7. School level activities, which force the community into school 8. Effective learing materials. Workshop to prepare TLM. Research and Evalutaion.	

Table  
Capacity Development

Attempts	Target Groups	Strategy	Phase
Development of revision of materials	Learners Teachers Public	<ul style="list-style-type: none"> <li>● Formation of District Cor Team, DRG etc.</li> <li>● Workshops for DRGs, teachers and parents.</li> <li>● Use of expertise.</li> </ul>	
Training Programmes are Awareness Creation Programmes	Trainers Teachers Parents Community Leaders NGOs	<ul style="list-style-type: none"> <li>● Workshop for Trainers (Module Preparation)</li> <li>● Trayout of the Module.</li> <li>● Grass root level training</li> <li>● Evaluation</li> </ul>	
Field Practices	Trainers Teachers Department personal	<ul style="list-style-type: none"> <li>● Awareness Creation Programmes.</li> <li>● Monitoring and Supervision.</li> </ul>	One
Monitoring and on site support	Teachers Trainers Departments	<ul style="list-style-type: none"> <li>● BBC, CRC meetings</li> <li>● Use the service of officials and trainers.</li> <li>● Workshop for a Monitoring Tool Preparation</li> <li>● Equipping the society for social Monitoring</li> </ul>	
Evaluation Procedure	Teachers Trainers Department Personal	<ul style="list-style-type: none"> <li>● Workshop for preparing Evaluation tools to assess the</li> <li>● Performance of Teachers, Trainers, Department</li> <li>● Formation and training for evaluating Groups.</li> <li>● Identify the remedies.</li> </ul>	

8.	<p><b>Media and documentation</b></p> <ul style="list-style-type: none"> <li>- Majority of the general public are unaware of the programmes in education</li> <li>- No corrective mechanism</li> <li>- No means to publish and exhibit the materials prepared by students.</li> </ul>	<ul style="list-style-type: none"> <li>● Lack of media support and correction mechanism</li> <li>● No published materials for general public especially for parents.</li> </ul>	<ul style="list-style-type: none"> <li>● Publish materials like new letters for public awareness</li> <li>● Provide means to publish the articles of students</li> <li>● Provide opportunities to exhibit the products of children</li> <li>● Conduct media seminars at district level by Participating the media persons both printed and electronic media.</li> <li>● <del>Constitute</del> district level media &amp; Advisory committee</li> <li>● Use Banners and Brochures</li> <li>● Utilize the press meeting</li> </ul>
9	<p><b>Problems in Administrative Machinery</b></p> <ul style="list-style-type: none"> <li>- Inability to provide human resources in areas like civil works more etc. at various level of programme implementation</li> </ul>	<ul style="list-style-type: none"> <li>● Lack of human resources in the field of technology</li> </ul>	<ul style="list-style-type: none"> <li>● Provide additional human resources for strengthening the administration machinery assessing the existing staff strength.</li> </ul>

## **CHAPTER III**

### **PLANNING PROCESS**

The effective working and success of any programme needs minute level of planning. The most important elements of this planning process are the teams constituted to fulfill this work. Through participatory process core planning teams are constituted at schools, panchayath, block and district level. The members of these teams include persons from various spheres of the society such as department personals, NGO, representatives, ICDS, women's groups, Educational experts etc. Similarly a village education committee is formed in each village/panchayath comprising of selected community leaders, NGO representatives, Headmasters, selected teachers, PTA representatives and members of local self-government bodies. All these teams are set up and its functions are controlled according to the directions of the district core planning team for the effective implementation of this programme a tentative time schedule has also approved by the district core planning team.

3,(1.1)

#### **3.1.1 DISTRICT CORE PLANNING TEAM.**

The main function and duty of the District Planning Team is to make plans according to the norms and conditions of SSA framework. For planning to be effective and need-based it is essential that the plans would be made in adjustment with the proposals arising from various levels. In district where BRCs and CRCs are operational, the formations and functioning of such district planning team would be easier. The head of the district planning team is the district panchayath president, and its members are the Deputy Director of Education, and the District Planning Officer, DIET Principal, District Project Officer.

#### **3.1.2 BLOCK PLANNING TEAM.**

The duty of the Block Panchayath Team is to develop block level plans as per SSA norms and procedure. While preparing the plans for the block level function the proposals emerging from the various concerned grama panchayath would be taken into consideration. This team comprises Assistant Educational Officer of the concerned block a member of the DIET faculties, representatives of Headmasters from each panchayath. ICDS project officer, representatives from local bodies, NGO's and experts from educational field etc. The block project officer is also included in this team. This team is headed by the block panchayath president or the chair -person of the standing committee. Besides these teachers



who could serve as a block resource center co-ordinator identified and taken up during the period of preparation phase. These identified BRC co-ordinators could then facilitates the planning process at the block-level; Local level Non-Governmental Organizations can also be associated in the planning activity and in the process of forming of VEC's.

### **3.1.3 PANCHAYATH CORE PLANNING TEAM-**

The Panchayath Planning Team is insisted to develop plans for the panchayath with in the guide - lines of the S.S.A programme and adjusting with in the various proposals and suggestions from the numerous schools, which comes with in the area of control of the Grama Panchayath. The preparation of panchayath level educational plans through effective community mobilization for micro - planning and school mapping is the greatest challenge in the initial stages. The Panchayath core - Planning Team is entrusted to develop many such educational activities and programmes that could over come these difficulties. All the ward members of the Grama Panchayath, all Head master of the schools with in the panchayath, representatives of PTA, MPIA, Experts from educational field, NGO's etc, are the members of this team, with the president or Grama Panchayath standing committee Chair-person as its head. It is suggested to include the representatives of SRG convenors also in this team.

### **3.1.4 SCHOOL PLANNING TEAM-**

Keeping in view, the various suggestions and proposals put forward by the school development committee, PTA, Gramasabha etc, are bound to the limitations of the S.S.A programme; the school planning team is entrusted to develop the plans for its workings. This team is constituted by the representatives of PTA, MPTA, teachers, socials workers, NGO's, Educational and cultural activists etc. The ward members of the Grama panchayath concerned is the head of the team. The functioning of the team is totally for the all round development of school facilities and creating a suitable atmosphere.

## **3.2 ENVIRONMENT CREATION ACTIVITIES**

As part of creating a positive attitude in the local community and general masses, towards the S.S.A. programmes, awareness activities at district, Block Panchayath and school level are to be arranged.

### **3.2.1 DISTRICT LEVEL-**

The District Core Planning committee has to meet from time to time. For the proper awareness of this programme the District level educational seminars are to be conducted. State level educational experts may be invited to participation such seminars. Review meetings also may be conducted at the right time. Critical analysis and education of the programmes should be done in these meetings. The decisions which are evolved from these meetings has to be implemented. The committee should take special initiative for promoting mass communication programmes through various medias such as T.V. News papers radio etc.

### **3.2.2 BLOCK LEVEL-**

A meeting of the block level planning committee is to be conducted every month. In this meeting a monthly plan is to be chalked out. Block level seminars are to be conducted to create necessary awareness in the local community. Block level meetings of PTA presidents has to be fixed to when necessary to create a favorable situation for the implementation of the programmes. Besides these Review meetings also can be conducted at proper time to evaluate the earlier functioning's of the committee. Training programmes for representation of panchayath Raj Institutions are a necessary part of this programme. This will enable to create a favorable attitude of these institutions towards the implementation procedures. Educational journals related to the S.S.A programmes can be published on behalf of the block level planning committee.

### **3.2.3 GRAMA PANCHAYATH LEVEL-**

Conducting village education committee meetings once in a month at Panchayath level is helpful in creating a favorable environment. Other than this panchayath level seminars on educational awareness will also help in promoting this programmes. Besides these Panchayath level meetings of PTA presidents and M.P.T.A Presidents can also be conducted. For a better and smooth functioning of S.S.A awareness activities competitive programmes for children in L.P. and U.P sections can be arranged. As in the Block level programmes here in Panchayath level also Journals mentioning the importance of these programmes can be published.

### **3.2.4 SCHOOL LEVEL-**

Organizing a school Development Committee (S.D.C) is an inevitable part of this programme. The committee should meet at times when ever necessary. One day training for parents of each standard is to be conducted. Publicity of this programme through posters, notices, awareness process.

### **3.2.5 CLASS LEVEL-**

Meetings of Parents, Teacher's Association of each class is to be arranged in the beginning of every academic year, and a committee has to be formed separately in every classes. This committee should meet once in a term compulsorily.

## **3.3.HABITATION/BLOCK PLAN PREPARATION EXERCISE/ TRAINING**

The block planning committee is responsible for preparing an elaborate block plan. It has to give guidance and assistance to the year-round activities and programmes. It also monitors the various functions of the teams executed and the implementation process of the plans made earlier. It conducts review-meetings to evaluate the working progress of the teams, checks and makes decisions. It plays an important role in the utilization of SSA funds. These funds are mainly utilized in three ways viz, for quality improvement programmes, administrative purpose and for the civil works. It is done strictly according to the SSA norms and procedure and with all transparency in its dealings.

### **3.3.1.QUALITY IMPROVEMENT PROGRAMMES**

Improving the quality of education and providing better facilities and regarding infrastructure and academic matters forms an important part of this programmes. Quality issue in elementary education will there fore revolve round the quality of infrastructure or physical atmosphere and support-service, opportunity time teacher characteristics and teacher motivation pre-service and in-service education of teachers curriculum and teaching learning materials, class-room process, pupil evaluation, monitoring and supervision etc. So the Block Resource groups plans to help the learners bring achievement both in scholastics and co-

scholastic areas, such as-

1. Providing reasonably good school building and equipments to all schools under the SSA scheme.
2. Providing trained and committed teachers in all schools and interested and skill oriented instructors in non-formal education centers if necessary.
3. Providing quality ECCE to all children until 6 years of age.
4. Improving the quality of existing pre-service teacher education.
5. Organizing quality in-service teacher education to all teachers on a periodical basis and with a follow up mechanism.
6. creating and sustaining teacher motivation and re-vitalizing supervision system for quality elementary education etc.
7. Improving teaching – learning processes to make them child centered, activity-based mastery learning oriented.
8. Introduction of formative evaluation and grading system to make it stress free for children. Etc.

### **3.3.2 ADMINISTRATION (BLOCK LEVEL)**

Proper administration and management of the various activities are very necessary for the success of any program. A committee has been constituted at block level, comprising of governmental and non-governmental persons for establishing effective structures. Though the Sarva Shiksha Abhiyan has a community based monitoring mechanism, the over all administration and management at various level depends on the planning team or committee executed at that level

As in the state and district levels, all the block level programmes and functions will be controlled by the Block Planning Committee. The main functions of this committee is to monitor the various activities going on under it, to assess office works, conduct review meetings periodically to assess the functioning's, to monitor the fund flow for various purposes under the Block Resource Centers according to the S.S.A norms, to disburse contingency charges to the BRC/ CRC staffs and other persons working under it.

In addition to all these the block level committee also administers the various surveys and studies conducted at this level on special areas separate teams are constituted to carry out these works. Intensive teacher trainings would be undertaken to equip regular teachers on effective class- rooms management and for children with special needs. These trainings will be recurrent at block, cluster levels and will be integrated with the on- going in-service teacher training schedule in S.S.A.

### **3.3.3 CIVIL- WORK**

Under the S.S.A scheme prior importance is given to physical structure of the institutions. The strengthening of building infra structure and conducive learning atmosphere is a necessary part of this programme. It is proposed that the allocation for civil works would not exceed 40% of the total annual expenditure of a district, in a particular year. Community participation is the only means of under taking any civil work in the improvement of school facilities. The civil works under the block planning scheme includes the construction and setting up of BRCs, CRCs, constructions of class rooms, maintenance of school buildings, constructions of toilets, compound wall separation wall, electrification, beautification of schools, water facilities etc. S.S.A encourages use of local construction of materials and low cost technologies. The civil work activities for the improvement of school facilities are carried out only by means of community participation. The engagement of contractors is not allowed under S.S.A. The utilization of funds for constructional purpose has to be in a transparent system. The school management committees / Village Education Committees/ Grama Panchayath Committees is responsible for the work under taken in a school.

### **3.4 PARTICIPATORY EXERCISE**

For the effective functioning of any programme, the planning and implementing personnel should be well aquatinted with the norms, steps formalities, procedure and the importance of the task before them. The bottom approach for planning is considered better than the top down approach as is reflects the reality at the grass root level. This approach will not only help the planning team to acquaint themselves , the various problems but

also will provide various solutions. So the district gave paramount importance to the training and awareness to the training and awareness creations programmes for target groups and community leaders on one hand and for planning teams on the other at various levels.

### **3.5.STUDIES/SURVEYS CONDUCTED**

For attaining the educational goals effectively the problems and weakness should be detected along with the achievements felt in this field to ensure ample help where ever necessary. For this purpose studies and surveys were conducted the block and district levels.

### **3.5.1.HOUSE TO HOUSE SURVEY**

It is conducted at the beginning of the academic year 2002-03 to collect the statistical data of various areas such as Govt, Aided and unaided schools, strength of students, literacy of parents, un enrolled pupils at various age level, dropouts, accessibility of schools etc.

### **3.5.2.IEDC SURVEY**

This survey has been conducted at school, block and district level for collecting the data of children with disabilities of visually impaired , hearing impaired, mentally restarted locomotive disorder and speech disorders.

### **3.5.3. SURVEY TO IDENTIFY SCHOLASTIC BACKWARD CHILDREN.**

The survey has been conducted to collect data of children who are scholastically backward in the areas of speaking , reading, writing, and mathematics.

### **3.5.4 DATA COLLECTION FOR DISTRICT INFORMATION SYSTMES FOR EDUCATION**

It was conducted to collect data from each and every schools by giving a proforma including, academic physical and administrative status such as schools details, building and furniture. Details about teachers, enrolment and retention students information- general, SC, ST, OBC, etc. Age wise enrolment medium of instruction, detained and re admission, free supply of textbooks and uniforms, examination results and details of disabled students. By this survey comprehensive information will be obtained about the systems of education in this district.

## **3.6 GOALS/TARGETS**

**(DISAGGREGATED TARGETS- THE AREAS OF ACCESS, ENROLMENT, RETENTION , UNIVERSAL ACHIEVEMENTS ALL GENDER AND SOCIAL CATEGORY GAPS)**

The Sarva Shiksha Abiyan is to provide useful; and relevant elementary education for

all children in the 6 to 14 age group by 2010. There is also another goal to bridge social a regional and gender gaps, with the active participation of the community in the management of schools.

In Kerala these goals are achieved more compared to another states of India. Some desegregated targets are in our state in the areas of access, enrolment, retention, universal achievements etc. Some of the programmes which can be adopted to in our district in SSA are as follows.

### **3.6.1.ACCESS AND ENROLMENT**

Regular enrolment drives can be conducted. Special camps and bridge courses can be conducted. Special models of alternate schools can be set up for girls. Camps can be arranged for adolescent girls formal schooling facilities can be provided in centers of religious institutions. Intensive mobilization efforts can be done for the resistant groups. Village education committee mother teacher association to follow up issues for girls education.

### **3.6.2 RETENTION**

Take steps for mobilize parents for regular attendance of their children camps and bridge course can be arranged to follow up of drop out girls to bring them back to school. Organizing retention drives to put regular pressure on parents and the school systems to ensure retention of girls. In pockets identified for intensive activities, attendance of each child is monitored to prevent drop outs.

### **3.6.3. Universal achievements**

Arrangements special coaching classes remedial classes for SC/ST students. Creating learning environment for girls in the class rooms. Special inputs to teachers is being done. Remedial classes being organized by VEC/MTA members, Improved class room environment to provide equitable learning opportunities to girls, Most interventions have been through teacher sensation programmes

### **1) EDUCATION OF SC/ST CHILDREN**

Training programmes setting up alternate schooling facilities monitoring attendance. and retention of children providing specific intervention in the form of hostel, involving community leaders in school managements, are some suggested activities

## **2) GIRLS EDUCATION**

SSA recognizes the need for special efforts to bring the out of school girls especially from disadvantaged sections to schools. Special interventions need to be designed to address learning needs of girls and relating education to their life. This programme is committed to making these interventions possible.

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## CHAPTER - IV

### Progress Overview

Under the following major interventions, Rs. 296.347 lakhs were allotted for the year 2002 – 2003.

*The details are given below.*

Sl.No	Activity	Out lay ( lakhs)
1.	School Grant Teacher Grant & TLE Grants	35.990
2.	EGS Centres	8.680
3.	Education of Disabled IED	8.244
4.	VRC	0.110
5.	BRC	26.865
6.	R&E	9.786
7.	CCW	36.650
8.	CCR	12.950
9.	Training	61.628
10.	VEC	0.326
11.	INO	50.00
12.	Text books	45.118
	Total	296.347

#### School Grant

Rs. 13.980/- lakh for 699 schools were sanctioned for the year 2002 – 2003 as school grant. Initiative have been taken to distributed the Grant and necessary circulars were also issued regarding the expenditure of the Grant. The schools utilized the amount

mainly for improving the academic facilities in the school. While utilizing the amount involvement of parents were sought.

### **Teacher Grant**

Teacher grant @ Rs. 500/- per teacher was sanctioned and completely utilized. 4402 teachers were the beneficiaries for the sanctioned amount Rs. 22.010 lakhs. Necessary directions were given regarding the utilization of the grant. SRG had the pivot role in its expenditure. In some schools the utilization was not up to the mark.

**TLE Grant** for Rs. 35.990 lakh were sanctioned but couldn't be utilized because of the belated approval and the lack of the system which was to be implemented.

**EGS Centres** : A sum of Rs. 8.680 lakh were sanctioned during the year but could not be utilized due to the above reasons.

**IED** Rs. 8.224 lakh was sanctioned and the survey conducted at school level to locate the disabled children by the teachers. The survey has been completed and consolidated at the sub-District level and then at District level. No amount was incurred in the report in these districts.

**CRC** : An amount of Rs. 0.110 was sanctioned for the purpose but no expenditure incurred.

**BRC** : Activities at the BRC level also were not in reality, even though, sanctioned had been accorded for Rs. 26.865 lakhs.

**R&E** : Rs. 9.786 lakh was sanctioned but could not be expended the amount.

**Civil works**: Rs. 36.650 lakhs was sanctioned for this purpose. The amount expended in the areas of Drinking water, Toilet, Separation wall and Electrification, Activities in this report have been stalled at school level. With the involvement of the society.

**Maintenance of Report cost** : Rs. 12.950 lakh had been sanctioned for this purpose and to take necessary steps to the amount properly. Rs. 5000/- was given to each school for maintenance of the schools.

**Teacher Training** : Rs. 61.628 lakhs was sanctioned and the amount was utilized to an external instructions from the SPO.

**Innovative Activates** Rs. 50 lakhs was allotted in the head, but could not expend the amount, because the projects submitted were approved at the end of March 2003.

**Free text Books** : Rs. 45.118 lakh was sanctioned for issuing text books for SC/ST pupils and all other girl students. The amount was utilised in time.

## CHAPTER - V

### PLAN FOR SPILLOVER ACTIVITIES

Sarva Shiksha Abhiyan is a Programme of Clear time frame for Universal elementary Education. Year 2010 is the outer time - limit for all the expected achievements. With in this time limit we have to complete our suggested programmes. For giving- emphasis and concentration to each and every minute programmes an Annual Work Plan is prepared. Due to various reasons we have not attained the expected target in the year 2002-2003.

S.S.A has given more importance to some innovative programmes such as

- ❖ Girls Education
- ❖ Computer Education
- ❖ I E DC
- ❖ E C C E

Hence we have to include, give priority and more emphasis to the above items along with the Annual Work Plan for the Year 2003 - 2004.

#### I. GIRLS EDUCATION

A proposal of Rs. 9,61,700/ was sent to the S.P.D for sanction. But the following

- (a) Study to know whether the gender disparity is prevailing ion the society
- (b) Conduct awareness
- (c) Programmes such as seminars, Publication of Brochures etc. were spilled over to 03.04 also
- (d) A volley ball team, Training in cycling training in Art and Culture etc. were been repeated for this year only.

The reason for the spillover is that the approval from the SPD was obtained only on 27.03.2003 (Order No. P4-912/ ECCE/ 2003/ S.S.A ). It may please be noted that the school wise data collection and orientation activities have already been started. Further work will be done in the year 2003 - 2004. Detailed break up is attached here with (Table No:1)

Table - 1

**PLAN AND BREAKUP FOR THE  
SPILLOVER ACTIVITIES. 2003 - 2004. GIRLS EDUCATION**

Sl. No	Activity	Unit Cost	Physical Target	Total	Remarks
1.	<b>SURVEY</b>				
	To Locate the gender issues - Tool preparation Work Shop - 2 days	70 x 2	40	5600	
	Stationary	20 x 2	40	800	
	Tool Printing	25000	1	25000	
	Familiarisation Workshop of the tools for the Enumarators	70	60	4200	
	Remuneration for the Enumarators	3 x 3	200	1800	
	Travelling allowance for the teacher enumerators	60	20	1200	
	Consolidation of Data (2 days)	70 x 2	40	5600	
	Publication of Reports	10000	1	10000	
2.	<b>AWARENESS MEETING</b>				
	People representatives and social workers (2 courses)	30	100	3000	
	Contingency	15	100	1500	
	Public awareness programme through P. T. A.	500	750	37500	
	<b>Brochure - 25000 (Nos)</b>	25000	1	25000	
	Training in Cycling	2500	100	250000	
	<b>Total</b>		<b>708700</b>		

## II. COMPUTER EDUCATION

Approved budget for Computer Education 2001-2003 was a sum of Rs. 25,02,500/- of these Rs. 1,10,000/- was given to 11 BRCs @ Rs. 10,000/- for furnishing the Computers. Another 1,10,000/- was given to 11 BRCs @ RS. 10,000/- for purchasing Furniture for the Computer rooms. Another Rs. 40,000/ was used for furnishing the Computer rooms of DIET Thiruvalla. Further Rs. 30,000/- was given to buy furniture for the Computer rooms of DIET Thiruvalla. Thus a total of Rs. 2,90,000/- was spent. Hence the spill over is Rs. 22,12,500/-

For want of direction from the S.P.D to purchase Computers and its accessories, reference books etc:- stood on the way of utilizing the amount. Within the short span of time it was difficult to conduct a purchase committee meeting for the purchase of computers and its accessories. Further work will be done in the year 2003 - 2004. Detailed break up is attached here with

Table - II

### PLAN AND BREAKUP FOR THE SPILLOVER ACTIVITIES - 2003 - 2004

#### COMPUTER EDUCATION

Item	Description of Activity	Unit cost	Physical Target	Total	Remarks
<b>I</b>	<b>Setting up of District Training Centre</b>				
a.	Stationary	5000	2	10000	
b.	Annual Maintenance cost	10000	2	20000	
c.	Software	100000		100000	
d.	Telephone, Electricity, Internet	25000		25000	
e.	Books and periodicals	10000		10000	
f.	Monitoring and Assessment	5000		5000	
	Total			170000	

Item	Description of Activity	Unit	Physical	Total	Remarks
<b>II</b>	<b>Setting up of Computer Lab in Pilot Schools</b>				
a.	Computer and its Accessories	40000	11 x 3	1320000	
b.	Printer	4000	11	44000	
c.	Furnishing	10000	11	110000	
d.	Stationary and Maintenance	1000	11	11000	
e.	Furniture	10000	11	110000	
f.	Electric Charges	1500	11	16500	
g.	Software	14000	11	154000	
	<b>Total</b>			<b>1765500</b>	

### III. INTEGRATED EDUCATION FOR DISABLED CHILDREN (IEDC)

The total amount approved was Rs. 8,25,000/- School wise Collection of data was completed. Orientation programmes was arranged for AEO's and DEO's. Total expenditure for the above items is Rs. 50,000/-. Thus the spill over is Rs. 7,7.5, 000/-.

With in the short span of time we were not able to collect all the data's from various schools. The Medical checkup of the students will be over by the month of June 2003. Directions for the above have already been given. Detailed break up is attached here with.

**Table - III**

#### **PLAN AND BREAKUP FOR THE SPILLOVER ACTIVITIES IEDC - 2003 - 2004**

Item	Description of Activity	Unit Cost	Physical Target	Total	Remarks
1	Aids and Appliances (BRC wise)	60000	11	660000	
2.	Medical Ditection Camp and Monitoring (BRC wise)	7000	11	77000	
3.	Ramb for the movement of disabled (BRC wise)	8000	11	88000	
	<b>Total</b>			<b>825000</b>	

#### IV. EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

A proposal of Rs. 14,30,130/- was approved. Survey for the details regarding Anganwadi, Anganwadi workers, Helpers and Prerak has already been started. Training for the above will be conducted in the month of April 2003. Steps for purchasing toys for Anganwadi children's were already started. It will be over by the month of June 2003. Hence the spill over is Rs. 14,30,130/- Detailed break up is attached here with.

Table - IV

### PLAN AND BREAKUP FOR THE SPILLOVER ACTIVITIES ECCE - 2003 - 2004 TABLE OF PROGRAMME

Item	Description of Activity	Unit Cost	Physical Target	Total	Remarks
I.	Module Preparation for the Training of Anganwadi Supervisors, Workers and Helpers.	1	50 x 2 x 70	7000	
II (a)	Block Level Training for Anganwadi Supervisors (3 days)	1	65 x 3 x 70	13650	
(b)	Block level Training for Anganwadi Workers (3 days)	1	1324 x 3 x 70	281820	
(c)	Block Level Training for Anganwadi helpers (3 days)	1	1342 x 3 x 70	281820	
III	Awareness programme for mothers of Children of Anganwadies ( 4 Mothers from each Anganwadi)	1	1342 x 4 x 30	161040	
IV	Block Level Seminar (One Day)	9	100 x 9 x 10	9000	
V	District Level Seminar (One Day)	1	40 x 1 x 70	2800	
VI	Supply of Play Materials to 1342 Anganwadies @ Rs. 500/- each	1	1342 x 500	671000	
VII	Monitoring and Evaluation			1000	
VIII	Convergence Meeting (2 meetings)	2	500 x 2	1000	
	Grand Total			1430130	



## CHAPTER - V

### PLAN FOR SPILLOVER ACTIVITIES

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## Chapter - VI

### FRESH PROPOSALS FOR THE YEAR 2003-2004

#### QUALITY IMPROVEMENT

The first and foremost objective of the Sarva Shiksha Abhiyan is to ensure the quality education to all (6 to 14 years). This can be achieved through changing the curriculum as child centred activity based like that changing the evaluation pattern from summative evaluation to formative evaluation. Attractive text books lessen the load of curriculum, teachers motivations ensuring schools community relationships, better physical facilities in the schools as a well organized monitoring and evaluation system etc. are necessary. Most of the above aspects can be realised only through inservice teacher education and fruit full on site support.

#### ACTIVITIES SUGGESTED

##### Training for SRG / DRG

A State resource group may be formed consisting of DIET Faculty members, DEO's, PO's, TEO's, BRC Trainers, teachers, resource teachers (IEDC) etc preferably 60 members. State resource group members can facilitate this training for the trainers for 6 days (residential arranged at the time of vacation). The trainers should deliver the training for the teachers for 5 days at the time of vacation. The training shall be conducted based on the module prepared at the district level on the basis of suggestions given by the state resource group.

##### Training for the Trainers

By using this district resource group trainers may be trained for 6 days. Modules shall be prepared at the time of the district resource group training. Two centers simultaneously at district level during the vacation.

##### Teacher Training

An initial training for 5 days for all the teacher (no.4555) from StdI to VIII. Separate module may be prepared for the L.P, U.P, VIII Std. Trainers also shall be deployed in a such a way to facilitate these three sections of teachers. Teacher training shall be completed before the school re-opening.

#### **4. Refresher training for the Teachers**

All the teachers (4703) shall be given a refresher training for 5 days preferably during the month of November-December. Both the ideological and strategical ideas conveyed during the time of initial training may be made consolidated through this training. Difficulties and merits experienced while implementing the theory in to practice shall be well analysed during this refresher training. Positive aspects may be consolidated and the negative and difficult aspects may deleted.

#### **5. Training for the Newly Recruited Teachers**

A five day training for the newly recruited teachers shall be well trained in the new pedagogy introduced in the schools.

#### **6. Cluster Workshop**

One day cluster level training shall be arranged at CRC level in each month. This cluster work shop shall be utilized for planning for one month class room/ school activities and also for reviewing the last month class room school activities class room issues on the individual teachers shall be brought cluster centers and remedial measures shall be identified in a participatory mode. Each trainers shall be given charge for each centers,. Total 10 cluster work shop in an academic year.

#### **7. Free text books to SC/ST students and Girls.**

For the SC/ST students and also for Girls all category shall be given free text books for the year 2003-04. As a measure to attract the students to the school and also reduce dropouts and retained them up to the age group of 14.

#### **8. Teacher Grant**

In an activity based child centered class room, sufficient teaching learning materials shall be utilized. For prepare these teaching learning material large quantities of raw materials shall be necessitated. More than these some reference materials and lab equipments may be needed in some occasion, By considering these needs for an amount of Rs.500/- may given to all 4555 teachers for the year 2003-04.

## 9. School Grant

For the beautification of the school and buying for the reference material and also for the replacement of non – functional school equipment an amount of Rs;2000/- may be given to each school of this district for the year 2003-04.

## 10. School Grant

Preparation and distribution of Teacher Support materials - An amount of Rs. 500000/- may be allotted for preparing the teacher support materials such as hand book, its printing and distribtuin

## 11. Establishment of BRC.

In this district BRC were formed on the basis of subdistrict jurisdiction. There are eleven BRC's in the districts, Out of the 11 BRC's, 4 BRC's should construct new building with the cost of Rs.6 lakhs per BRC and other 7 BRCs can functions in the school buildings where the renovation of the old buildings with the maximum of the of 3 lakhs. Rs.12500 for contingency, Rs.5000 for Teaching Learning materials grant. Honorarium to trainers @10000/ month. Rs,500 for workshops and meeting per year. Total number of trainers needed in this district is 110 as per the norms.

## 11. Establishment of Cluster Resource Centres

The CRC's were formed by considering the jurisdictions of a Grama Panchayath. In this district 3 municipalities and 54 Panchayaths. Thiruvalla, Adoor, Pathanamthitta municipalities have three each CRC's respectively. Thus totally are 63 CRC's. Each CRC's were attached to a Government school. An additional class room shall be constructed for in these schools for functioning of the CRC's. Rs,2 lakhs may be allotted for the above activities. For the rest an amount of Rs.1 lakhs may be sanctioned for maintenance of old room for the functioning of the CRC. An amount of Rs.2500/- for each CRC for contingency. An amount of Rs. 10000/- may be allotted for furniture for conducting training. Each CRC shall be under the charge of a teacher trainer. CRC's workshops shall be conducted once in every month Rs. 200/- fo0r meetings and for travel allowance. Teaching learning materials grant Rs. 1000/- for each CRC. Review and Planning of class room activaties, sharing of experiences and finding out the solutions for academic issues are the main business of the monthly CRC workshops.. 10 such CRC workshop is to be conducted during the year 2003-04.

# **SPECIAL FOCUS GROUP AND INNOVATIVE ACTIVITIES CHILDRENS WITH SPECIAL EDUCATIONAL NEEDS**

## **INTRODUCTION**

Children with disabilities shall be included in the main stream of education. The system shall be changed positively to include the children with special needs creating situation which will provide equal education both disabled and non-disabled children.

The purpose of this programme is identify disabilities in very early stage and supply necessary guidance and equipments. If the disabled children are enrolled in the special schools, the depth of their disableness may increase and always they may be over conscious of their disabilities instead of their abilities.

The main focus of the programme is to identify the disabilities in the early stage and proper care and medication shall be given, to them including the aids and appliances. The teachers may be oriented and trained to help these children in their learning process by adapted sufficient changes in the curriculum. In short by enriching the abilities of these children they will also be brought up to leave in the society same as others.

## **OBJECTIVES**

- ❖ To make the teachers able to identify the disabilities of the children
- ❖ To make aware of the teachers, parents to give proper care and medication to the disabled children.
- ❖ To create awareness in the society about philosophy of inclusion and the rules related to the education of these children, various of the government, rehabilitation of these children etc.
- ❖ To issue sufficient aids and appliances to these children by using the SSA fund and also with the co-operation of the NGO's
- ❖ To give proper training to the teachers regarding the curriculam adaptations, teaching learning strategies etc.
- ❖ To initiate activities to sought the help and co-operation of different agencies working in this field.
- ❖ To organize resource persons and resource centers at different levels.

## **ACTIVITIES**

### **1. *Orientation for the teachers***

A three day teacher training may be given to all the teachers of this district. In the training the following aspects may be included. Such as how to identify the disabilities or symptoms of disabilities, necessary care and medication for each disabilities adaptations necessary for an inclusive classrooms the benefit given by the government, content of the parental awareness programmes etc. After this training the teachers shall be asked to plan in the class room activities to satisfy the needs of the disabled children in their class room. At the time of the CRC meeting also this area shall be considered positively.

### **2. *Identification of Disabled children***

In 2002-03, a survey has been completed to locate these disabled children by the teachers. These suspected cases may be referred to an expert opinion by the doctors. For that medical camps may be arranged at subdistrict level by using the concerned specialists.

### **3. *Supplying aids and appliances***

Sufficient aids and appliances like earphones, spectacles, calipers, wheelchairs etc. may be provided to the needy children by using the SSA funds and other agencies like NGO's, Rotary Clubs, Red cross and other social organizations. ↴

### **4. *Awareness creation for parents / society***

Awareness campaign may be arranged at different level to equip the society and the parents relating to the education of these children. For that following strategy may be followed.

#### **(a) *Arranging exhibition***

One day exhibition may be arranged exclusively or as the part of other activities like school anniversary, independence day celebration etc. In the exhibition creations of the disabled children such as drawings, painting, songs, stories etc. shall be exhibited. Details of the merits secured by the disabled children in the academic as well as in the other areas, rules related to the education, rehabilitation etc. in the form of printed materials, captions, posters, book lets etc. are also included in the exhibition.

**(b) Meetings of the peoples representatives.**

One day meeting twice in a year at CRC level may be arranged by participating the members of the local bodies and the representatives of the voluntary organisation. Through these meetings the participants will made aware of the importance and the merit of the inclusive education. Financial and other benefits given by to the government , the rules related to the education of the children etc. may be made orientation through the PTA and other general body

**(c) Convergence meeting with external agencies**

By convening the districts level meeting of the external agencies like NGO's, technical institutions etc. twice in a year at the BRC level

**5. Need based changes in Institutional facilities**

Necessary changes shall be made in school, including civil constructions for the convenience of the disabled children.

**6. Setting up of resource centers and activity centers.**

(a) A center shall be selected at BRC level and all the aids and appliance and related equipments related to the inclusive education can be exhibited and sufficient demonstration shall be conducted to the teachers, parent. NGO's

(b) Capacity developments programmes to the parents of the children with special education needs, teachers , learners etc shall be arranged at the a resource centers by using the resource teachers.

**7. Placement of resource teachers**

Trained resource teachers shall be selected and posted in each BRC's three each. (Costing is made is along with the establishment of BRC's)

**8. Development of Teaching Learning Materials.**

Teaching learning materials , required for the children with special needs shall be prepared in a one day work shop at the CRC level.



# PROJECT ON EDUCATION OF GIRLS

## INTRODUCTION

Our govt. is striving to achieve the goal of universalization of education in the country by 2010, in the form of SSA. So, SSA gives emphasis to eliminate gender bias in the field of education for achieving the goal. Kerala state stands in the front among other states in literacy states even in female literacy also. The opportunities education, career, social arena etc are one also widely open to them. But a few only among them coming forward. exploitation harassment etc against the Female counterparts are not so meagre. These may be due to the prevailing social set up and social illiteracy, Without eliminating the gender discrimination from the society and from the schools, we cannot achieve the goal of universalization of education

## OBJECTIVES

- \* To educate the public about the gender discrimination and its consequences
- \* To enroll all the girls between the age group 6-14 during 2002-2003.
- \* To ensure that all the girl students admitted during the year 2002-03 is retained in the main stream and to see that they are reached at the VIII standard during 2010.
- \* To enroll the entire existing dropouts by covering educational guarantee Programme

## Target groups

The target group of the programme will be students parents, Govt. officials and community as a whole.

## ACTIVITIES

- 1 Survey to identify the area where gender issues if any prevails in the school and home
  - a. 2 day workshop for the preparation of study tools.

Trainers, teachers, representatives of local body and social workers one the target group of the programme. The strategies which are to be used are brain storming and discussions based on available data based on gender issues

## **SELECTION OF SAMPLES**

### **Sample-1 Data from the public:**

Data may be collected from the public of three selected Blocks on the basis of their location (hill area, municipality and gramapanchayath) 200 houses may be surveyed from each block.

**sample-2** Data from the schools of selected Blocks on the basis as in sample 1 may be collected, students will be objects

## **IMPLEMENTING THE SURVEY**

One day orientation for the survey personnels is needed for the effective Trainers, teachers Anganwadi workers, preraks etc may be utilized printing a questionnaire may be used on the basis of the survey results, the following activities are being suggested.

## **AWARENESS MEETING FOR THE PEOPLES REPRESENTATIVES AND SOCIAL WORKERS.**

After locating the issues prevailing at the home and the school, through the survey , the stalk holders shall be oriented in this area. As the first step the people representatives, representatives of the voluntary organisation representatives of women's organisations etc shall be called for and a detailed orientation shall be given. This orientation shall be organised at two centers one at Thiruvalla and others at Pathanamthitta.

## **AWARENESS MEETING AT SCHOOL LEVEL**

Gender issues identified through the survey shall be dissiminated among the teachers. As a followup activity these issues and the remedies of the above issues etc where identified in the teacher training programmes in a participatory manner.

After convincing the teachers regarding discrimination prevailing at the school and home, they may be equipped to dissiminate these to the parents and the public through the meeting organised at the school level with the help of PTAs.

The parents and the public of the area where the school is located may be called at the school and they may be oriented on the basis of a module prepared at the time of teacher training.

## **SEMINAR**

By concentrating the gender disparities prevailing in and out of school, eleven seminars shall be organised at B.R.C. level. One seminar in each BRC. Maximum publicity through posters, notice, newspaper coverage etc shall be given to the programme. Eminent personalities from the field of women movements, educationalist etc may be invited as experts for the seminars. An amount of Rs.2500/- may be allotted for the conduct of seminar.

## **BROCHURES**

Attractive brochures (25000) numbers) shall be prepared at DPO level and the same may be printed and published. For this purpose an amount of Rs.25000/- is costed

## **TRAINING IN CYCLING:**

Training in cycling for the girls may help them for free mobility, helps in improving communication and in turn it may help to improve the confidence in women

100 upper primary school shall be selected and the girls of these school shall be given training in cycling. For this, ladies who know cycling or volunteers of the woman movements shall be utilised as trainers. The training shall be given at holidays or after or before school time.

## **EDUCATION FOR SC/ST STUDENTS**

### **INTRODUCTION**

It is commonly accepted that the SC/ST students are not keeping equal status with other students in educational field, It may be due to their traditional, social, and economic backwardness of the parents, lack of organized relationship between school and their house, lack of physical facilities for better learning etc. Their educational backwardness can only be tackled by intervening our such issues,

### **OBJECTIVES**

- ❖ To identify the financial and educational status of the SC/ST students.
- ❖ To bring the SC/ST students to the main stream of general education
- ❖ To educate the socially about the importance of uplifting the educational status of SC/ST pupils.
- ❖ To provide financial assistance to improve physical facilities for the betterment of their education.

## **ACTIVITIES.**

### **1. Survey**

It is necessary to identify the financial and educational status of SC/ST students at various level. And also quantum of dropout at these levels shall be identified to satisfy the objectives of universalisation of education, Survey can be done at the SC/ST habitational wise at Panchayath or Municipality level. The services of one or two peracks or selected volunteers can be utilized for the survey. The collected data can be consolidated at Block level at first and then and the district level. For this purpose survey tools may be prepared and survey personalis should be trained.

### **2. Public Awareness**

It is necessary to educate the public including the parents of the sc/st students and the droup outs , Among them the importance of uplifting the educational status of st/st students. So there may be awareness programmes at the habitational level. There may be five entries in each panchayath/ municipalities. The surviees of BRC trainers may utilized.

### **3. Neighbourhood Learning Circles/ Centres.**

The educational backwardness of the sc/st pupils can be tackled by giving proper academic support in due time. The involvement of the neighborhood society in the field will also be helpful to fulfil the objectives. The neighborhood learning circles can be used to serve the purpose. Hundreds centers **may be started on an experimental basis in places where it is most essential** . Local community/body will provide the infrastructure for these centers, Community awareness programme are essential for the smooth functioning of the centers, Facilitators at least two for each center ,may be selected from the locally itself and should be trained. The facilitators will take remedial measures and design bridge programmes after schools hours,. Monthly review and planning shall be conducted at Panchayath level with the involvement of the local body for monitoring the programmes,

### **4. Adoption of Gifted SC/ST Children**

Adoption of gifted children belonging to economically backward families is included to improve

the physical learning facilities. On an experimental basis two children from LP section and two from UP from each panchayath /municipality may be selected. They may be provided facilities such as learning materials, uniform etc. and the table and chair as a part of improving their learning facility at home. Their parents may be educated in this regard at the block level by the BRC.

## **EARLY CHILDHOOD CARE AND EDUCATION**

### **INTRODUCTION**

Early child hood is the most significant period in the life of human being. Proper care and attention should be given to each child of this state below five years of age. Childhood is the most appropriate period to build up positive inputs in children to enable them to develop in ton mature personalites .These inputs should generate long term social benefits. The future society should be comprised of mentally, physically, socially and culturally well built persons. The aim can be faithfully achived of proper guidance and support are given at the childhood period. So we have to trace out various programs for the purpose. S.S.A, as if assumes higher priority to early child hood education, provisions should be traced out. There are 1971 Aganawadis work in this district

### **OBJECTIVES**

1. To provide all children below five years in this district ECCE in an international comparability.
2. To familiaris and equip the supervisors, workers and helpers of angawadis in this districts the modern trends and stratergies in ECCE and the nature of children and there needs.
3. To familiarizes the district, block and panchayant level functionaries the modern trends and stratergies in ECCE.
4. Monitoring and evaluation.

### **ACTIVITES**

1. Block level training for aganawadi supervisors, workers and helpers.
2. Module preparation workshop for training of supervisors ,workers, helpers and awarness program for mother's of children below five years
3. Block level seminar on ECCE, based on child development (psychology) and modern trends in this field.
4. district level seminar on ECCE is based on child development, Modern trends in ECCE.
5. Supply of play materials for physical, intellectual, social and emotional development and to

- develop interest in interaction with the environment and make learning process effective
6. Monitory and evaluation
  7. Convergence meetings of functionaries of govt and non-govt agencies twice in a year to co-ordinate various programs of ECCE.
  8. Adhiyapaka Sahayi for the Pre primary and Anganwadi teachers shall be prepared and distributed.

## **COMPUTER EDUCATION**

### **INTRODUCION / BACKGROUND**

This is an era of Information technology. We could not think education without the active utilization of the information technology. The skill to handle the computer, its accessories and tap the merits by each and every individual of the new generation has the utmost priority. To acquire the skill of using computers as an interesting tool for enhancing the quality of education.

By considering the merits and importance our state Govt. has introduced a programme called 'IT school' for all students of the standards VIII, IX, X. Now through the S.S.A. project it is necessary to introduce an innovative programme for the lower classes i.e. V, VI, VII.

Through this innovative programme of computer education we wanted to cover all the schools in the district gradually within the project period.

### **OBJECTIVES OF THE PROGRAMME**

- (i) To equip the teachers to utilize computer and its peripherals for a better quality education.
- (ii) To equip the students to utilize the computer and its peripherals as a part of their learning process.
- (iii) To make the students able to get the latest advantages in the field of information technology in their daily learning process.
- (iv) To equip the school and teachers to use the computer and its accessories as an educational tool.
- (v) To make the generation as computer literate.

## **ACTIVITIES**

II more schools were be selected from the district, (one school each from each BRC) as the part of intensifying the programme of computer education.

### **1. ESTABLISHMENT OF COMPUTER CENTRES.**

Full fledged computer centres were been established in each school as done in the year 2003-04

### **2. TRAINING FOR TEACHERS OF THE SELECTED SCHOOLS.**

By using the module prepared in the district level workshop at to days training shall be arranged for the teachers of the selected schools at District level by using the district computer lab established at DIET. Necessary reading materials shall also be distributed to the participants.

### **3. PREPARATION OF EDUCATIONAL MATERIALS.**

Under the leadership of the DIET faculty members CDs can be developed which will help the class room teaching more effective. Initiatives shall be made to prepare CDs based on the curriculum. This CDs may be helpful for the transformation of classroom as a computer aided one.

## **PROGRAMMES TO BE IMPLEMENTED AT SELECTED SCHOOLS.**

### **1. Transforming the class room as computer aided classrom.**

By using the 'Internet', 'Powerpoint' etc. The class room teaching may be made lively. Practical way to realise the multisensory approach in teaching learning process is through the computer Education. So while teaching different subjects relevent references and related topic were be familiarised by using the computer.

### **2. Preparation of teaching learning materials.**

CDS may be developed for the different topic in the curriculum both by the teachers and students.

### **3. Making all the students able to use computers.**

All the students of the pilot school may be given preliminary to the the computer and its peripherals.

# **MAJOR INTERVENTION - EDUCATION GUARANTEES SCHEME AND TRIBAL EDUCATION**

## **INTRODUCTION**

Pathanamthitta is a district where  $\frac{1}{3}$  of its habitation is spread over in the hilly and forest area. In these areas accessibility to school is very difficult. So there are so many dropouts and non-enrolled students still there. Pathanamthitta doesn't cover the coastal belt.

To enroll the non-enrolled and dropouts in a regular school is difficult. To reach an ordinary school, a primary school child need walk more than 10, kilometers daily. So it is feasible to start Alternative schools in these area under education guarantee scheme.

## **OBJECTIVES.**

1. To make aware of the public / parents regarding the importance of Educating their children.
2. To establish and run alternate centres

## **ACTIVITIES**

### **Identification of alternate centres**

An identification team shall be constituted at district level, including the peoples representatives and officials. The team should visit the proposed areas and the necessary and feasibility shall be assessed on the basis of their report centres may be started.

5 such centres shall be started in 2003-04 as a pilot programme. Necessary instructors (one instructor for one cent) shall be appointed. They were been selected from the local community and may be paid an amount of Rs. 5000/- per month as honorarium.

For constructing the semi permanent building for the alternative centres an amount of Rs. 25000/ for each centres.

Teaching leaving equipment were necessary for these centres.

A solar lamp shall also be supplied to each centres. An amount of Rs. 10000/- and 20000/- only were been costed for the above activities respectively. An amount of Rs. 1000/- per centre per year will also allotted for contingency.



An amount of Rs. 1 lacs may be set aside for preparation, printing and distribution of learning materials for these centres the year 2003-2004.

## **RESEARCH AND EVALUATION & MONITORING**

Every activities initiated in the field shall be constantly evaluated scientifically. Research activities are important as it enables the teachers and administrators to solve their professional problems. Research activities also be conducted to make the systems more effectively.

### **OBJECTIVES.**

- ❖ To conduct action researchers on various class room problems, both pedagogical as well as organisational.
- ❖ To establish a systems which could engage in taking up of research and evaluation activities and also disseminates its results.
- ❖ To equip the stake holders to engage in research work.

### **ACTIVITY**

#### **1. Setting up of a Research advisory Committee.**

At district level a research advisory committee shall formed by including experts from the universities and from other research institutions. This shall be limited six or seven. This committee may be convened thrice in a year. This committee may be utilized for motivating guiding and helping the teachers and other personalities to involve in research activities . This committee may take initiation to converge with external resource agencies in terms of capacities developments.

#### **2. Orientation Programme.**

Orientation programme may be conducted for those who came forward to take up research activities. A district level two days work shop may planned to equip the researchers to locate the problems and proceedings involving in conducting the research activities and also reporting and dissemination of the research finding. Workshop for one day may conducted at district level to review the progress of the research work.

Completed research work my be published in the form of a research report. This report may be dissiminated at a district level two days seminar. The report may be consolidated and published. Both short term and long term research activities taken by DIET Faculty members, trainers, teachers, administrators etc,

### **3. Periodical meeting of district officials.**

For the successful implementation of the different activities constant review and evaluation is necessary. For this purpose the officials involved in this area shall be sit together and discuss frequently. Regular monthly meeting may be conducted at district level. District project co-ordinator may convene the meeting. DDE,DIET Principal, Faculty members, Programme Officers, AEO's, DEO's, DRG members etc shall be included for this meeting. Major Intervention: media and Documentation

## **MONITORING**

### **INTRODUCTION**

The Sarva Siksha Abhiyan is an attempt to provide quality education to all children through community ownership participation of the community in the management of school is the initial point put forward by the S.S.A. The major objective of SSA shall be realised only through fruitful monitoring. Monitoring is a process of observing, measuring, recording collecting and processing of information to assist the programme management for decision making, tracking implementation priorities and their sequencing. The success of each and every activity of the project depends on the effective monitoring and supervision.

### **OBJECTIVES**

- ❖ To establish a system to monitoring
- ❖ Equip the monitoring team members to monitor.
- ❖ To develop systematic monitoring and keeping up data gathered through the field visit.

### **ACTIVITY - 1**

#### ***1. Setting up of Monitoring Team***

### **DISTRICT LEAVEL**

District leavel monitoring team included the following members.

- ❖ District Panchayath President (Chairman)
- ❖ Planning Committe Chairman (Education)
- ❖ Deputy Director of Education

- ❖ DIET Principal
- ❖ District Educational Officer
- ❖ District Project Officer (SSA)
- ❖ DIET Faculty Member (2 nos)
- ❖ Assistant Educational Officer (One Member)

The Convener of the monitoring team may be District Project Officer (SSA). Block level also same type of monitoring team formed. The members of the block monitoring team included.

### **BRC LEAVEL**

- ❖ Block Panchayath President (Chairman)
- ❖ Standing Committee Chairman (Education)
- ❖ Block Programme Officer - SSA (Convener)
- ❖ AEO
- ❖ DIET faculty member
- ❖ Grama Panchayath President

During the time of the monitoring team visit the particular Grama Panchyath President may also be included in the team.

### **PANCHAYATH LEAVEL**

Panchayath level monitoring team may be constituted by including the Panchayath President as the Chairman.

- ❖ Panchayath President (Chairman)
- ❖ Lead School Headmaster (Convener)
- ❖ Headmaster of the School (One member)
- ❖ Ward Member
- ❖ B.R.C Trained (SSA) in charge of the CRC Ward Member may also be included in the team

## **ACTIVITY - 2**

To equip the local body members for monitoring give sufficient training.

Handling the class the teachers may face so many class room issues. The purpose of the monitoring team mainly focused on this area. Like that in some schools the community involvement is very weak. In all the above situation these monitoring team can eliminate the bottle neck like that in so many causes individual teachers may perform attractively who be high lighted, shared and sufficient acceptance also can be given by the monitoring team. So the monitoring team will be well equipped.

Frequent meeting of the monitoring team may be called for and criteria for monitoring team shall be fixed by time to time. At the time of monitoring team meeting a report of previous monitoring may be prepared by the convener it shall be conveyed to the concerned officials for necessary follow-up activities.

At district level monitoring team may visit the field twice in every 3 month. At Panchyath level at least once in a month. Before the monitoring team visit the following aspects may be considered. The areas to be monitored and how to record the progress and difficulties in each and every areas.

Community based monitoring, necessary orientation may be given to the Panchayath members and Presidents.

## **ACTIVITIES - 3**

Two days non residential workshop to develop the format for collecting the datas at the time of the monitoring.

At the time of the monitoring the format for collecting the datas will help the members.

The collected datas will be discussed in the BRC level and necessary follow-up activities may be taken.

Two days non residential workshop to develop the formatted for collecting data may included the following members.

- ❖ District Project Officer
- ❖ DIET Principal
- ❖ DEO's

- ❖ AEO's
- ❖ DIET Faculty Members
- ❖ BPO's
- ❖ Subjects Experts

## **MAJOR INTERVENTION - MANAGEMENT INFORMATION SYSTEM**

### **INTRODUCTION**

Systematic collection and analysis and dissemination of data from the grass root level (school level) to the national level is envisaged in SSA. As the part of this exercise our district should also set up a better management information system for making our project management a better one. For this a mechanism for collecting, processing and analyzing the relevant data covering the progress of the implementation of the project at each stage is necessary.

The MIS would primarily assist the agencies implementing SSA by providing information on

- ❖ Basic information on schools like infrastructure facilities.
- ❖ Intervention retention and quality related issues
- ❖ Schooling scenario of children in the target group
- ❖ Intervention wise progress of SSA implementation
- ❖ Teachers' database
- ❖ Progress of EGS/AIE related issues etc.

Besides this, MIS would also act as decision support system (DSS) for the agencies and intervention centers implementing SSA.

The MIS unit shall be made updated by collecting data from the field time to time. The data now available at the district collected through the house to house Survey and school data base the data collected through the process study baseline assessment study etc. shall be fed in MIS unit.

## **MAJOR INTERVENTION - PROJECT MANAGEMENT**

A well established management system is essential for speedy and successful implementation of the project activities. District Project Office headed by the District Project Officer with necessary supporting staff and the Block Programme Office headed by a Block Programme Officer with necessary supporting staff. The above offices will function as a centre of academic activities with a mission mode, speedy arrangement of documents and communications are to be made. For this sufficient contingency charges were been allotted.

The office of the District Project officer and the Block Programme Officer are to be properly furnished for the day to day functioning and to conduct the training programmes and periodical meeting.

For the speedy implementation of the programmes and also for official monitoring vehicles were needed. So hiring charges shall be allotted for the same. Monthly review and planning regarding the implementation of the programme shall be conducted at district level.

For the successful implementation the whole hearted owing up of the programme is necessary in the case of administrative staff also. So a two day orientation for the administrative staff of the Education Department is also necessary at the initial stage of the project implementation.

As the civil work component is technical in nature and our department personal could not monitor is sufficiently. So experts in this field is to be posted temporarily by using the provision of expert fee: allowed in the SSA project. Like this experts for gender sensitization programmes of showing of experiences and also for getting first hand information from different fields.

As the part of Institutional capacity building the DIETs DRGs, VECs, SMC, etc. were strengthened as the part of SSA activities.

## **MAJOR INTERVENTION : COMMUNITY MOBILISATION INTRODUCTION**

### **Introduction**

Sarva Siksha Abhiyan is a project which aims at the improving the quality of Education and universalization of Education through community participation to constant and systematic mobilization of the community and creation of an educating system with de-centralised decision making capacity.

### **ACTIVITY**

As per the norms the major activities included are mentioned below

❖ ***Capacity building and training of community leaders***

Training for the Community leaders to ensure the community ownership of the programme. In education, an orientation for two days twice in a year, above area shall be arranged.

❖ ***Sharing the achievements***

Sharing the achievements of the students with the parents by organizing school level exhibitions and meetings.

❖ ***Community based participatory activities***

Conduct of activities like Balamelas, Mother Child Melas, Kala Jathas, Sports activities with the co-operation of the local community.

❖ ***Ensuring Community Contribution***

Ensure spontaneous community contribution for all important school activities like school beautification, infrastructure development etc. The utilization of the different grants such as school grant, minor repair grant and other grant for civil work etc. shall be utilized with the full co-operation of local community to Initiative should take to get contribution from the society which expending the above grants. To make the above concept in to a reality a committee which could include the representatives of the PTA, MPTA, VEC, level community the shall be formed it will meet at least once in a month. For convenience this committee may be called as school development committee.

❖ ***Planning Exercise***

As the part of equipping the society in the planning process and also to own up the programmes of the SSA, the process of preparation of AWPB shall be done with the full participation of the community from the school level to the district level.

## **MEDIA**

### **Introduction**

While introducing any new system, public awareness, is necessary. Other wise the public may reject it. More than that media may be used as a corrective mechanism of he programme. The print media and also the electronic media play vital role in formulating public for the media.

## **ACTIVITIES**

### **Publication of news letters - Shool wise**

a. The news letter is a collection of articles, poem, stories, description, pictures etc. Which are prepared by students. The materials shall be used for the general public especially for the parents. Provision for Rs. 500/- for this purpose may be included.

### **b. Block-wise**

The Block-wise News letter includes the selected literary items of pupils, teachers, parents and the reports of action researches conducted in the Block area.

### **Formation of Media Advisory Committee**

The purpose of the above committee is to ensure media support. Representatives from information centre, Journalists, Editors, AIR officials representatives from visual media, and personnels from PRD may be included as members of the committee. The district media Advisory Committee may be convened at least once in three months.

The main purpose of the Media Advisory Committee is to make aware of the objection and function of SSA and to ensure public acceptance and also to get feed back regarding the programmes implementation.

### **Exhibitions**

Exhibitions shall be conducted at district, sub district and school levels as a public campaign. Every year a district level exhibition will be arranged at a place where public concentration is more.

The basis of pedagogical renewal process, parents role, classroom process, classroom experiences etc. may be conveyed in an easy communicable techniques.

At panchayath level also such exhibition will be conducted. At school level the products of the teachers and students and also the creation of parents may be exhibited. Provision for panchayath level exhibition may be included during the year, Under the responsibility of the BRC.

### **Press meeting**

The press meet may be utilised for making the public aware of the project programmes. Two press meets will be conducted in one year.



## **Brochures / Pamphlets**

As a tool for the public campaign and for the parental awareness programmes the brochures shall be prepared. Separate brochures may be prepared for separate interventions. For e.g. Brochures regarding girls education, brochures EEC, IEDC etc. shall be prepared separately.

## **DOCUMENTATION**

### **INTRODUCTION**

Documentation is the process by which the accumulation classification and addition of information. In the field of Sarva Siksha Abhiyan it has a very important role. It is a long term process for 10 years and it is necessary to document each and every record for future reference. It provides publicity among the general public about the activities of SSA.

### **Strategies used for Documentation**

A DIET faculty members may be given charge of documentation at district level. The documents related to the pre plan activities and other plan documents may be filed. Using the MIS unit these details may be recorded and kept at DPO. Necessary documentation at BRC level also be made by the competent authorities.

## **CIVIL WORKS**

At pathanamthitta district the physical facilities of the govt schools are very poor. Due to the poor facilities of these schools the system may not attract the society up to the level and also for the effective management of the S.S.A activity well established BRS's and CRC's are needed.

Constructions shall be taken up on community construction basis with the help of VEC/PTA. Innovative use of cost effective technology is designing and estimation shall be adopted in preparing designs and estimate. Thrust on child friendly elements with special focus on disabled group shall be given. The active involvement of community leaders shall be fixed is supervision and monitoring. The Gramapanchayat will evaluate and see that the work is completed within the specific period. The civil works proposed below are most essential for the smooth running of the S.S.A activity.

## **ACTIVITIES**

### **1. Construction of BRC's**

For the schools and effective functioning of S.S.A activities well essential. But in the case of

Pathanamthitta dist provision for such facilities are meagre. Most of the blocks / sub district have to spare buildings to use as BRC,s. so as the first phase it is proposed that construction of at least 5 BRC's buildings during the year (2003-04) its self(Pathanamthitta, Adoor, Konny, Aranmulla, Ranny). Remaining the existing facilities available.

**2. Cluster resource centers**

These should be 57 cluster resource centers in the districts but the additional class room facilities is limited there may be 40 additional class room for this purpose and the remaining 37 class room may be renovated.

**3. Facility of drinking water**

The geographical features of this district makes the facility of drinking water scarce. The eastern part of the district is hilly and the availability of water during the summer season is very difficult. So 12 units of drinking water facility the project year is proposed.

**4. Toilet facility**

Most of the schools in this district have no separate toilet facility so there may be provision for to toilets is to be included in the proposal during the year.

**5. Compound wall**

As a part of improving the physical facilities and maintain the safety measures in the schools, 10 units of compound walls are proposed.

**6. Electrification**

To make use of the modern technology in the field of electrification of this schools is inevitable. So 45 schools are proposed for electrification.

## Quality Improvement

### Annual Work Plan and Budget for the year 2003-2004

Item No.	Description Activities	Unit Cost	Physical Target	Period	Financial Outlay proposed	Remarks
1	Training for the State Resource Group (6 days Residential)	2000	60X4	April 2003 to March 2004	480000	Includes as per which norms
2	Training for the Trainers (6 days Residential)	140	125X6	April 2003 to March 2004	105000	
3	Teacher Training(10 days non residential)	70	4555	May&Sept. 2003	318850	
4	Training for the newly recruited teachers	70	500	Sept. 2003	35000	
5	Cluster workshops	70	4555	June to March 2004	318850	
6	Free Text Books (SC/ST student&girls)	50	21371	Jun-03	1068550	
	a. LP	100	2260	Jun-03	226000	
	b. UP	150	7382	Jun-03	1107300	
7	Teacher Grant	500	4555	Jun-03	2277500	
8	School Grant	2000	699	Jun-03	1398000	
9	Teacher Support Materials	500000	1		500000	
10	Estt. of BRCs	70	143	2003 April to March 2004	10010	Includes as per which norms
	a. Honorarium for BRC Trainers	12500	-	2003 April to March 2004	12500	
	b. Contingency charge for the BRC	5000	-	-	5000	
	c. Training materials	500	-	-	500	
	d. Workshop and meeting	100000	-	-	100000	
	e. Furniture for training purpose BRC					



TABLE - II

## Quality Improvement

Annual Work Plan and Budget for the year 2003-2004

Item No.	Description Activities	Unit Cost	Physical Target	Period	Financial Outlay proposed	Remarks
11	Estt. Of CRCs					
	a. Furniture for training	10000	63	-	630000	
	b. Contingency	2500	63	-	157500	
	c. Meeting and Travael allowance	200	63	-	12600	
	d. Teaching Learning Material Grant	1000	63	-	63000	
12	Augmenting DIET					
	a. Armed chairs	400	125	-	50000	
	b. Public Addressing System	50000	1	-	50000	
	OHP	15000	1	-	15000	
	Generator	35000	1	-	35000	
	Slide Projector	15000	1	-	15000	
	Internet Fittings (Fan, lights etc.)	75000	-	-	75000	
	White Board	5000	5	-	25000	
	Video CD	5000	1	-	5000	
	Reference Books	100000		-	100000	
	Language Lab	25000	1	-	25000	
	Intercom	25000	1	-	25000	
	Hiring charge of the vehicles	15000/ month	9	-	135000	
	Science Lab	40000	1	-	40000	
	Tools for work experience	10000	1	-	10000	
Hostel Furnishing	100000	1	-	100000		
Contingency charges	10000			10000		
13	Special Programme for English Teaching					
	Workshop for preparing teachers reference mat	20000	1	-	20000	
	Teaching materials BRC level (11X40X7X20)	616000	1	-	616000	

**TABLE - II**

**Major Interventions**

**Integrated Education for the Disabled**

Item No.	Description Activities	Unit Cost	Physical Target	Period	Financial Outlay proposed	Remarks
1	Orinetation for the teachers - 3 days					
	Remuneration for the teachers	70X3	4555		956550	
2	Identification of Disabled children Medical Camp	5000	11		55000	
	a. Remuneration for the Doctor					
	b. Contingency	500	11	Jun-03	5500	
	c. Supply of Aids and Appliances	10000	11	Jul-03	110000	
3	Parental Awareness Programmes					
	a. Exhibition - Contingencies	100	690		69000	
	b. Meeting of the peoples representatives	100X2	63		12600	
4	Convergence meetings	500X2	11		11000	
5	Insitutional facilities IMPRS	10000	100		1000000	
6	Resource Centres - Equipments	50000	11		550000	
7	TLM preparation workshop raw materials	1000	63		63000	Includes as per which norms
<b>Grand Total</b>					<b>2832650</b>	

## TABLE - II

### Major Interventions

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2	Identification of Disabled children Medical Camp	5000	11		55000	
	a. Remuneration for the Doctor					
	b. Contingency	500	11	Jun-03	5500	
	c. Supply of Aids and Appliances	10000	11	Jul-03	110000	
3	Parental Awareness Programmes					
	a. Exhibition - Contingencies	100	690		69000	
	b. Meeting of the peoples representatives	100X2	63		12600	
4	Convergence meetings	500X2	11		11000	
5	Insitutional facilities IMPRS	10000	100		1000000	
6	Resource Centres - Equipments	50000	11		550000	
7	TLM preparation workshop raw materials	1000	63		63000	Includes as per which norms
<b>Grand Total</b>					<b>2832650</b>	

**TABLE - II**

**Major Interventions**

**Education of SC/ST Students**

Item No.	Description Activities	Unit Cost	Physical Target	Period	Financial Outlay proposed	Remarks
1	<b>Survey</b>					
	a. Preparation of survey tools and awareness to enumerators two day workshop	30X2X70	1	2003 June	4200	
	b. Stationary	30X15	1	2003 June	450	
	c. Consolidation	1000	11	2003 June	11000	
	d. Renumeration to Enumerators	50000	1		50000	
2	<b>Public Awareness</b>					
	a. Workshop for module preparation Mess allowance	40X2X70	1		5600	
	Stationary	40X10	1		400	
	b. Awareness Programme (5 centres panchayat)					
	Stationary	100X5X5	57		142500	
	Mess Allowance	5X100X30	57		855000	
3	Neighbourhood Learning Centres	500	50		25000	
	a. Training for Facilitators	2X3X70	50		21000	
	b. Stationary	2X15	50		1500	
	c. Honorarium to facilitators for five months	2X750X5	50		375000	
<b>Grand Total</b>					<b>1491650</b>	



**TABLE - II**

**Major Interventions**

**Education of SC/ST Students**

Item No.	Description Activities	Unit Cost	Physical Target	Period	Financial Outlay proposed	Remarks
1	<b>Survey</b>					
	a. Preparation of survey tools and awareness to enumerators two day workshop	30X2X70	1	2003 June	4200	
	b. Stationary	30X15	1	2003 June	450	
	c. Consolidation	1000	11	2003 June	11000	
	d. Renumeration to Enumerators	50000	1		50000	
2	<b>Public Awareness</b>					
	a. Workshop for module preparation Mess allowance	40X2X70	1		5600	
	Stationary	40X10	1		400	
	b. Awareness Programme (5 centres panchayat)					
	Stationary	100X5X5	57		142500	
	Mess Allowance	5X100X30	57		855000	
3	Neighbourhood Learning Centres	500	50		25000	
	a. Training for Facilitators	2X3X70	50		21000	
	b. Stationary	2X15	50		1500	
	c. Honorarium to facilitators for five months	2X750X5	50		375000	
<b>Grand Total</b>					<b>1491650</b>	

**Computer Education - Budget Estimate 2003- 2004**

Item	Description of Activity	Unit	Phy	Total	Remarks
No.			Cost	Target	
1	DRG Training	70	15 x 10	10500	
2	Initial Teacher Training	70	55 x 10	38500	
3	Refresher Training	70	55 x 10	19250	
4	Mothly one day review	70	55 x 7	26950	
5	Honorarium of Computer	10000		10000	
6	Monitoring and Assessment	10000		10000	
7	Purchase of learning materials	15000		15000	
	<b>Total</b>			<b>130200</b>	

**Computer Education - Budget Estimate 2003- 2004**

Item	Description of Activity	Unit	Phy	Total	Remarks
No.			Cost	Target	
1	DRG Training	70	15 x 10	10500	
2	Initial Teacher Training	70	55 x 10	38500	
3	Refresher Training	70	55 x 10	19250	
4	Monthly one day review	70	55 x 7	26950	
5	Honorarium of Computer	10000		10000	
6	Monitoring and Assessment	10000		10000	
7	Purchase of learning materials	15000		15000	
	<b>Total</b>			<b>130200</b>	

Table IV

## Annual Work Plan and Budget 2003 -2004

## Education Guarantee Scheme and Alternate schools

Item	Description of Activites	Unit cost	Phy. Target	Period		Outlay proposed	Financial Remarks
				From	to		
1	Identification of alternative Schools	25000	1	Jul-03		25000	
2	Honorarium for the Instructors	5000	50	Jul-03	Mar-04	250000	
3	TLE for the Alternative Schools	10000	5	Jul-03	Mar-04	50000	
4	Setting up of AS	25000	5	Jul-03		125000	
5	Supply of Solar lamp	20000	5	Jul-03		100000	
6	Contingency charges for AS	1000	5			5000	
7	developing and Priniting of Self Learning Materials for AS	100000	1	Jul-03	Mar-04	100000	
	<b>Total</b>					<b>655000</b>	

Table IV

**Annual Work Plan and Budget 2003 -2004**

**Education Guarantee Scheme and Alternate schools**

Item	Description of Activites	Unit cost	Phy. Target	Period		Outlay proposed	Financial Remarks
				From	to		
1	Identification of alternative Schools	25000	1	Jul-03		25000	
2	Honorarium for the Instructors	5000	50	Jul-03	Mar-04	250000	
3	TLE for the Alternative Schools	10000	5	Jul-03	Mar-04	50000	
4	Setting up of AS	25000	5	Jul-03		125000	
5	Supply of Solar lamp	20000	5	Jul-03		100000	
6	Contingency charges for AS	1000	5			5000	
7	developing and Priniting of Self Learning Materials for AS	100000	1	Jul-03	Mar-04	100000	
	<b>Total</b>					<b>655000</b>	

## Annual Work Plan and Budget 2003 -2004

### MIS

Item	Description of Activites	Unit cost	Phy. Target	Period		Outlay proposed	Financial Remarks
				From	to		
1	Setting up of Computer room	100000	1	Jul-03		100000	
2	Furniture	50000	1	Jul-03		50000	
3	Printers ( Two numbers)	50000	2	Jul-03		100000	
4	UPS	50000	1	Jul-03		50000	
5	Softwares	200000	1	Jul-03		200000	
6	Capacity development Programme	100000	1	Jul-03		100000	
7	Stationary & Contingency	100000	1	Jul-03	Mar-04	100000	
8	Upgradation & Maintenance	100000	1	Mar-03		100000	
9	Expending for the data collection contingencie	5000	1	Mar-04		5000	
	<b>Total</b>					<b>805000</b>	

## Annual Work Plan and Budget 2003 -2004

### MIS

Item	Description of Activites	Unit cost	Phy. Target	Period		Outlay proposed	Financial Remarks
				From	to		
1	Setting up of Computer room	100000	1	Jul-03		100000	
2	Furniture	50000	1	Jul-03		50000	
3	Printers ( Two numbers)	50000	2	Jul-03		100000	
4	UPS	50000	1	Jul-03		50000	
5	Softwares	200000	1	Jul-03		200000	
6	Capacity development Programme	100000	1	Jul-03		100000	
7	Stationary & Contingency	100000	1	Jul-03	Mar-04	100000	
8	Upgradation & Maintenance	100000	1	Mar-03		100000	
9	Expending for the data collection contingencie	5000	1	Mar-04		5000	
	<b>Total</b>					<b>805000</b>	

## Annual Work Plan and Budget 2003 -2004

### Community Mobilisation

Item	Description of Activites	Unit cost	Phy. Target	Period		Outlay proposed	Financial Remarks
				From	to		
1	Training for the community Leaders	30728	8x2	Aug-03	Jan-03	349440	
1	Training for the community Leaders	50720	10x2	Aug-03	Jan-03	364000	
2	Schools Development Committee	50728	10	Jun-03	Mar-04	50000	
3	Planning Exercies at District level	50000	1	Jun-03	Mar-04		
	<b>Total</b>					<b>763440</b>	



## Annual Work Plan and Budget 2003 -2004

### Community Mobilisation

Item	Description of Activites	Unit cost	Phy. Target	Period		Outlay proposed	Financial Remarks
				From	to		
1	Training for the community Leaders	30 728 x 8x2		Aug-03	Jan-03	349440	
2	Schools Development Committee	50 728 x 10		Jun-03	Mar-04	364000	
3	Planning Exercies at District level	50000	1	Jun-03	Mar-04	50000	
	<b>Total</b>					<b>763440</b>	

## Annual Work Plan and Budget 2003 -2004

### Civil Works

Item	Description of Activites	Unit cost	Phy. Target	Period		Outlay proposed	Financial Remarks
				From	to		
1	Conctruction of BRCs	600000	5	Jun-03	Jun-04	3000000	
2	Renovation of rexisting facilities for BRC's	150000	40	Jun-03	Jun-04	1200000	
3	Construction of Additional class room	150000	40	Jun-03	Jun-04	6000000	
4	Renovation of exisiting class romm for CRC's	50000	17	Jun-03	Jun-04	850000	
5	Driking water	15000	12	Jun-03	Jun-04	180000	
6	Toilet	20000	60	Jun-03	Jun-04	1200000	
7	Compound Wall	40000	10	Jun-03	Jun-04	400000	
8	Electrification	10000	45	Jun-03	Jun-04	450000	
	<b>Total</b>					<b>13280000</b>	

## Annual Work Plan and Budget 2003 -2004

### Civil Works

Item	Description of Activites	Unit cost	Phy. Target	Period		Outlay proposed	Financial Remarks
				From	to		
1	Conctruction of BRCs	600000	5	Jun-03	Jun-04	3000000	
2	Renovation of rexisting facilities for BRC's	150000	40	Jun-03	Jun-04	1200000	
3	Construction of Additional class room	150000	40	Jun-03	Jun-04	6000000	
4	Renovation of exisiting class romm for CRC's	50000	17	Jun-03	Jun-04	850000	
5	Driking water	15000	12	Jun-03	Jun-04	180000	
6	Toilet	20000	60	Jun-03	Jun-04	1200000	
7	Compound Wall	40000	10	Jun-03	Jun-04	400000	
8	Electrification	10000	45	Jun-03	Jun-04	450000	
	<b>Total</b>					<b>13280000</b>	

Sl.No	Major Activity	Sub. No.	Activity Dcription	Unit Cost	2002- 2003 Phyiscal	Financial
		3.3	T.L.E Grant	0.1	0	0
			Total			35.99
4	A/E	4.1	EGS Centre's ( P.S)	0.00845	391	3.3 395
		4.2	EGS Centres UPS	0.012	448	5.76
			Total			8.68
5	IED	5.1	Education for the disabled children	0.012	687	8.244
			Total			8.244
6	CRC	6.1	Workshops and meetings	0.002	0	0
		6.2	Furniture	0.1	0	0
		6.3	Contingency Grant	0.025	0	0
		6.4	T.L.M Grant	0.01	11	0.11
			Total			0.11
7	BRC	7.1	Furniture	1	0	
		7.2	Contingency Grant	0.125	9	1.125
		7.3	Workshops and meetings	0.005	9	0.54
		7.4	TLM Grants	0.05	9	0.45

Sl.No	Major Activity	Sub. No.	Activity Dicription	Unit Cost	2002- 2003 Phyiscal	Financial
		3.3	T.L.E Grant	0.1	0	0
			Total			35.99
4	A/E	4.1	EGS Centre's ( P.S)	0.00845	391	3.3 395
		4.2	EGS Centres UPS	0.012	448	5.76
			Total			8.68
5	IED	5.1	Education for the disabled children	0.012	687	8.244
			Total			8.244
6	CRC	6.1	Workshops and meetings	0.002	0	0
		6.2	Furniture	0.1	0	0
		6.3	Contingency Grant	0.025	0	0
		6.4	T.L.M Grant	0.01	11	0.11
			Total			0.11
7	BRC	7.1	Furniture	1	0	
		7.2	Contingency Grant	0.125	9	1.125
		7.3	Workshops and meetings	0.005	9	0.54
		7.4	TLM Grants	0.05	9	0.45

Sl.No	Major Activity	Sub. No.	Activity Dcription	Unit Cost	2002- 2003 Physcial	Financial
11	MGT	11.1	Management cost			
			Total			
12	TRG	12.1	Training for Trained teacher's (20 days)	0.0007	4402	61.628
		12.2	Training for fresh recriuts ( 30 days)	0.0007	0	0
		12.3	Training for Untrained teachers ( 60 days)	0.0007		0
			Total			61.628
13	VEC	13.1	Training to VEC members	0.0003	1088	0.3264
			Total			0.3264
14	INO	14.1	Computer education			15
		14.2	Education for girls			11.16
		14.3	Education for SC,ST			9.63
		14.4	ECE			14.21
			Total			50
15	THT		Free Text book			
			2 to IV for LP	0.0005	20871	10.4355
			V to VIII for UP	0.001	22076	22.076
			VII for HS	0.0015	8404	12.606
			Total			45.1175
			Grand Total			296.347

Sl.No	Major Activity	Sub. No.	Activity Dicription	Unit Cost	2002- 2003 Physcial	Financial
11	MGT	11.1	Management cost			
			Total			
12	TRG	12.1	Training for Trained teacher's (20 days)	0.0007	4402	61.628
		12.2	Training for fresh recriuts ( 30 days)	0.0007	0	0
		12.3	Training for Untrained teachers ( 60 days)	0.0007		0
			Total			61.628
13	VEC	13.1	Training to VEC members	0.0003	1088	0.3264
			Total			0.3264
14	INO	14.1	Computer education			15
		14.2	Education for girls			11.16
		14.3	Education for SC,ST			9.63
		14.4	ECE			14.21
			Total			50
15	THT		Free Text book			
			2 to IV for LP	0.0005	20871	10.4355
			V to VIII for UP	0.001	22076	22.076
			VII for HS	0.0015	8404	12.606
			Total			45.1175
			Grand Total			296.347

Table - B

**PLAN AND BREAKUP FOR THE SPILLOVER  
ACTIVITIES - 2003 - 2004**

**COMPUTER EDUCATION**

Item	Description of Activity	Unit cost	Physical Target	Total	Remarks
<b>I</b>	<b>Setting up of District Training Centre</b>				
a.	Stationary	5000	2	10000	
b.	Annual Maintenance cost	10000	2	20000	
c.	Software	100000		100000	
d.	Telephone, Electricity, Internet	25000		25000	
e.	Books and periodicals	10000		10000	
f.	Monitoring and Assessment	5000		5000	
	<b>Total</b>			170000	

Item	Description of Activity	Unit	Physical	Total	Remarks
<b>II</b>	<b>Setting up of Computer Lab in Pilot Schools</b>				
a.	Computer and its Accessories	40000	11 x 3	1320000	
b.	Printer	4000	11	44000	
c.	Furnishing	10000	11	110000	
d.	Stationary and Maintenance	1000	11	11000	
e.	Furniture	10000	11	110000	
f.	Electric Charges	1500	11	16500	
g.	Software	14000	11	154000	
	<b>Total</b>			<b>1765500</b>	



**REKUP FOR THE  
SPILLOVER ACTIVITIES, 2003 - 2004. GIRLS EDUCATION**

Sl. No	Activity	Unit Cost	Physical Target	Total	Remarks
	<b>SURVEY</b>				
	To Locate the gender issues - Tool preparation Work Shop - 2 days	70 x 2	40	5600	
	Stationary	20 x 2	40	800	
	Tool Printing	25000	1	25000	
	Familiarisation Workshop of the tools for the Enumarators	70	60	4200	
	Remuneration for the Enumarators	3 x 3	200	1800	
	Travelling allowance for the teacher enumerators	60	20	1200	
	Consolidation of Data (2 days)	70 x 2	40	5600	
	Publication of Reports	10000	1	10000	
2.	<b>AWARENESS MEETING</b>				
	People representatives and social workers (2 courses)	30	100	3000	
	Contingency	15	100	1500	
	Public awareness programme through P. T. A.	500	750	37500	
	Brochure - 25000 (Nos)	25000	1	25000	
	Training in Cycling	2500	100	250000	
	<b>Total</b>		<b>708700</b>		

Table - IV 13

**PLAN AND BREAKUP FOR THE  
SPILLOVER ACTIVITIES ECCE - 2003 - 2004**

**TABLE OF PROGRAMME**

Item	Description of Activity	Unit Cost	Physical Target	Total	Remarks
I.	Module Preparation for the Training of Anganwadi Supervisors, Workers and Helpers.	1	50 x 2 x 70	7000	
II (a)	Block Level Training for Anganwadi Supervisors (3 days)	1	65 x 3 x 70	13650	
(b)	Block level Training for Anganwadi Workers (3 days)	1	1324 x 3 x 70	281820	
(c)	Block Level Training for Anganwadi helpers (3 days)	1	1342 x 3 x 70	281820	
III	Awareness programme for mothers of Children of Anganwadies (4 Mothers from each Anganwadi)	1	1342 x 4 x 30	161040	
IV	Block Level Seminar (One Day)	9	100 x 9 x 10	9000	
V	District Level Seminar (One Day)	1	40 x 1 x 70	2800	
VI	Supply of Play Materials to 1342 Anganwadies @ Rs. 500/- each	1	1342 x 500	671000	
VII	Monitoring and Evaluation			1000	
VIII	Convergence Meeting (2 meetings)	2	500 x 2	1000	
	Grand Total			1430130	

**Activites Implemented in the year 2002 -2003 in Pathanamthitta**

Sl.No	Activity	Approved Budget 2002 - 2003	Expenditure 2002 - 2003	Balanace
1	Free supply of Text Books	4511750	3595725	916025
2	Purchase of Teaching Learning equipments	0	0	0
3	School Grant	3599000	2680000	919000
4	Teacher grant	2201000	2185500	16000
5	Teacher Training	6162800	1267000	4895800
6	Drinking water	2.25	2.25	225000
7	Toilets	12.4	12.4	1240000
8	Compound wall	4	4	40000
9	Seperation walls	0	0	0
10	Electrification L.P & U.P	4.5	4.5	450000
11	Minor repairing	12.95	12.95	450000
12	Education of Disabled	8.24	0	0
Total		16474594.34	9728261.1	9151825



## SSA Pathanamthitta

### Fresh Proposals

Sl. No	Major Interventions	Fresh proposal 2003- 2004
1	Quality Improvement	13147110
2	Special Focus Group	2832650
3	Girls Education	1066200
4	SC/ST	1491650
5	ECCE	1530130
6	Computer Education	1504200
7	EGS	655000
8	Research & Evaluation	92000
9	MIS	805000
10	Project Management	4857000
11	Community Mobilization	763440
12	Media	706000
13	Civil works	13280000
	<b>Total</b>	<b>42730380</b>

**Abstract**

Sl.No	Table No	Spill over to 2003 2004	Fresh Proposals 2003 - 2004	Total
1	B	4729330	-	4729330
2	C	-	38011050	38011050
	<b>Total</b>	<b>4729330</b>	<b>38011050</b>	<b>38011050</b>