

**SARVA
SHIKSHA
ABHIYAN**

ANNUAL WORK PLAN 2003-04

KOTTAYAM

PREFACE

AWPB 2003- 2004 , Kottayam has been prepared in accordance with the guidelines of Sarva Shiksha Abhiyan (SSA). The District Planning Committee took it as a challenge as well as an opportunity to ensure planned and co-ordinated effort for the Universalisation of Elementary Education in the District.

The Planning was based on :

Review of Past Experiences.

Diagnosis of Present Status

Problems and Issues

Plan Proposals

Ways and Means of Implementation

The Process of Plan preparation is itself a small contribution to the Nation wide movement for decentralised planning . The AWPB 2003 - 2004 will be a new renaissance, a new re-flowering of Elementary Education.

District Project Officer
SSA, Kottayam

Kottayam
7.4.2003

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A W P B 2 0 0 3 - 2 0 0 4**Chapter 1****Introduction***Historical Background & Special features*

Present Kottayam District belonged to the former Thekkumkoore Princely State. The very name Kottayam derived from the term 'Kottakakom'. From the 19th century itself there were schools and printing presses in Kottayam.

Kottayam is a land of religious harmony. Hindus, Muslims and Christians live peacefully. There is not much social disparity among the communities. Kottayam district is agrarian in nature. The main crops are Rubber, Coconut, Paddy and Tapioca. Kottayam district is rich in cultural heritage. There are many village libraries and public libraries. Kottayam Public Library deserves special mention. There are many Book Publishers like The SPCS and The DC Books. There are famous temples like Ettumanoor, Vaikom and Thirunakkara and Churches like Manarkadu, Bharananganam and Kuruvilangadu. News Papers like Malayala Manorama, Deepika, Mathrubhumi, Mangalam, Keral Kaumudi, Deshabhimani are published from Kottayam. A number of periodicals and weeklies like Vanitha, The Week, Bhasha Poshini, Kuttikalude Deepika, Balarama, Malayala Manorama are published from Kottayam. Kottayam gave birth to eminent personalities like K.R.Narayanan, former President of India, Ramapurathu Varier, Kottarathil Shankunni, Kattakkayathil Cheriyan Mappila, Vaikom Muhammed Basheer, Kainikkara Brothers, Lalithambika Antharjanam, Karoor Neelakanta Pillai, Muttathu Varkey, Ponkunnam Varkey, Pala Narayanan Nair, Nalankal Krishna Pillai and so on.

Geographical Conditions

Kottayam district is situated between 9° 24' to 9° 52' North Latitude and 76° 22' to 76° 52' East Latitude. The Kottayam stretches upto the Eranakulam district in the north and Alapuzha and Pathanamthitta in the south, the eastern boundary of Kottayam district is Idukki district and the Vembanad Lake is the Western boundary. Kottayam district belongs mainly to the midland. The land comprises of plains, vallies and a small number of hills. Rivers like Meenachilar, Manimalayar flow through the district . The land is fertile and suitable for agrarian activities. There are many roads , rail accessibility and communication facilities in the district. There is no Sea Shore but only Lake Shore.

Demographic Features

According to the 2001 census the total population of the kottayam district is 1952901. Out of this 988468 are females and 964433 are males. Female outnumber males. There are 1025 females for every 1000 males.

Table 1(i).

Population in the Kottayam District.

Female	988468
Male	964433
Total	1952901
Density of Population	884 Persons/Sq.Km

(Data Source 2001 Census.)

Out of the total population 31.12% belongs to the employed/working group. The rate of working population of male is 50.37% and that of female is 12.13%. The density of population is 884 persons/Sq.Km.

- *Literacy Scenario*

Kottayam district has the highest literacy rate in the State. The total literacy rate is 95.9%. The female literacy rate is 94.45% and male literacy rate is 97.41%. There is a district Saksharatha Samithi working at the district level and 'JanaVidya Kendras' in each Panchayats, which help neo literates and promotes literacy activities.

Table 1(ii)

Literacy in Kottayam District

Female Literacy	94.45%
Male Literacy	97.41%
Total Literacy	95.9%
Illiterates	4.1%
Below 4 th Standard	7.2%
Between 4 th and 7 th Standard	27.2%
Above 7 th Standard and Below 10 th Standard	29.1%
Above 10 th and Below Degree	24.8%
Degree and Above	7.6%

- *Launching of SSA – Situational Analysis*

The number of educational institutions is fairly good but the quality of education is not upto the mark due to various reasons like inadequacy of physical facilities such as inconvenient and inadequate class rooms , furniture , library, laboratory, playground, toilet, electrification , drinking water facilities etc. Teachers need training in the teaching learning process and evaluation. Inadequate teaching learning materials also contributes to low quality of education . Parent Teacher Association is not actively involving in the educational process. Quality education can be ensured only through overcoming these shortcomings and inadequacies. Sarva Shiksha Abhiyan can effectively intervene in overcoming these and ensure quality education.

- *The main objectives of Sarva Shiksha Abhiyan are :*

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

Chapter 2

District Profile

According to census 2001 Kottayam District has a total population of 1952901. This comes to 6.13% of the total population of Kerala. The female population of Kottayam District is 968468 and male population is 964433. Sex ratio of Kottayam District is 1025 females for 1000 males. While the sex ratio of Kerala state is 1058 females for 1000 males. The density of population in Kottayam District is 884/sq km while that of Kerala state is 819/sq km. Kottayam District stands in 10th rank in population size. The growth rate of population is 6.76% (source 2001 census).

74% of the general population lives in rural areas and 26% lives in urban areas. 85% of SC population resides in rural areas where as the 15% of the SC population lives in urban areas. 94% of ST population in Kottayam District lives in rural areas where as the 6% lives in urban areas. 79% of OBC lives in rural areas and 21% lives in urban areas.

Kottayam district constitutes 5.6% of the total land area of the Kerala State. The land area of the district is 2195.5 Sq.Km. Kottayam district stands 10th out of the 14 districts of Kerala in land area.

The total number of Grama Panchayats are 71 and Municipalities are 4.

There are 11 Block Panchayats in the district viz.

1. Vaikom
2. Kaduthuruthy
3. Ettumanoor
4. Uzhavoor
5. Lalam
6. Frattupetta

7. Pampady
8. Pallam
9. Madappally
10. Vazhoor
11. Kanjirappally

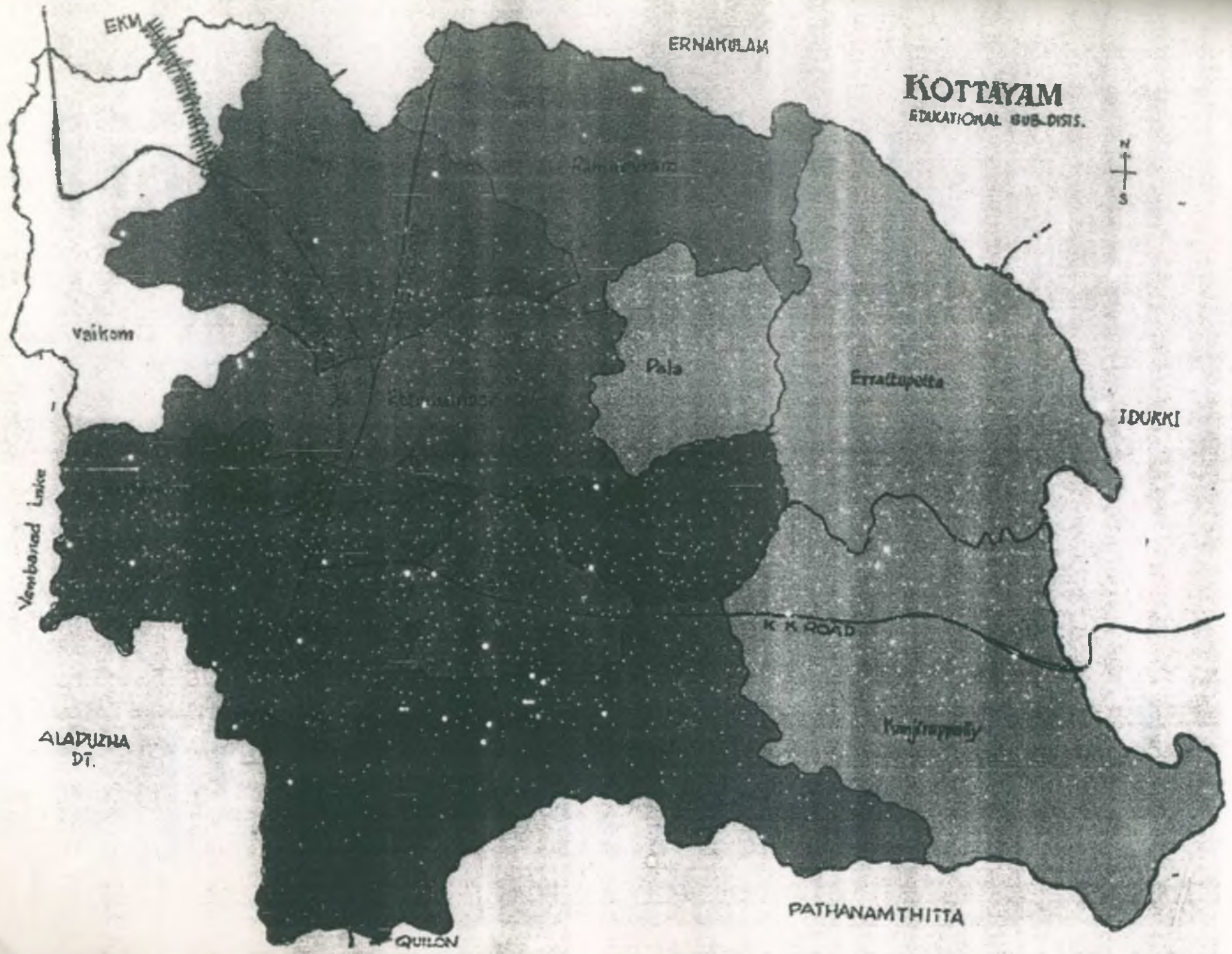
There are 73 village and 5 Taluks in the district .

Taluks are,

1. Meenachil
2. Kanjirappally
3. Kottayam
4. Changanassery
5. Vaikom

Kottayam district has the highest literacy rate in the state. Literacy rate in kottayam district is 95.9 % while that of Kerala State is only 90.92 % . Male literacy rate in the district is 97.41 and that of Kerala State is 94.20%. The female literacy rate in the district is 94.45% while that of the Kerala State is 87.86%.

There is a District Saksharatha Samithi working at the district level and JanaVidya Kendras in each panchayat for the cause of literacy activities.



ERNAKULAM

KOTTAYAM
EDUCATIONAL SUB-DISTS.



Vaiikom

Pala

Erattupetta

IDUKKI

Vembarad Link

K K ROAD

Kanjirappally

ALAPUZHA
DT.

PATHANAMTHITTA

QUILON

Education Profile

(1) Educational Administration.

Deputy Director of Education(DDE) is the highest authority in the educational administration in the district . The office of the Deputy Director of Education is situated in Kottayam town . The Deputy Director is entitled with the administrative control of all Schools in the revenue district.

There are four educational districts in Kottayam. They are Kanjirappally, Kaduthuruthy, Kottayam and Pala. The District Educational Officers are the controlling officers of High Schools in the educational district. The four educational districts are subdivided into thirteen Educational SubDistricts and they are under the control of the Assistant Educational Officers. They are the controlling officers of the Primary Schools.

The thirteen educational subdistricts in the district are Vaikom, Kuruvilangad, Pala, Ramapuram, Erattupetta, Kanjirappally, Pampady, Kozhuvanal, Kottayam(East), Kottayam(West), Karukachal , Changanacherry and Ettumanoor.

Table 2(i)

Educational Administration in the District

Revenue District of Kottayam	Educational Districts(4)	Educational Subdistrict(13)
Deputy Director(Education)	District Educational Officers	Assistant Educational Officers
	Kottayam	Kottayam East
		Kottayam West
		Pampady
		Changanassery
	Pala	Pala
		Ramapuram
		Kozhuvana
		Ettumanoor
	Kanjirappally	Kanjirappally
		Erattupetta
		Karukachal
	Kaduthuruthy	Vaikom
		Kuravilangad

District Panchayats and Grama Panchayats are monitoring the educational activities in the district. They are also actively participating in all the educational programs in the district.

The district office of the Sarva Shiksha Abhiyan is attached to the office of the Deputy Director of Education. District Project Officer, Programme Officer are working at the district level, while Block Programme Officers and Block Resource Centre Trainers are working at block centers and Cluster Resource Centers respectively

Table2(ii)

Educational Facilities of Various Levels Category / Management wise

Sno	Category	Govt	Aided	Total
1	TTI	3	7	10
2	VHSE	21		21
3	HSS	39	49	88
4	Poly Technic	2		2
5	ITI	2	19	21
6	Colleges	1	20	21
7	Training Colleges		4	4
8	Professional Colleges	2	3	5
9	Navodaya Vidyalaya	1	-	1
10	Kendriya Vidyalaya	1	-	1
11	High Schools	59	166	225
12	Upper Primary Schools	68	128	196
13	Lower Primary Schools	169	268	437
14	NFE	237	-	237
15	MGLC/EGS	-	-	-
16	Anganwadi/Pre-Primary	66	1660	1726

State and Centerly Sponsored Schemes such as Quality Improvement Programme ,Operation Black Board Scheme are being implemented in the district. Centerly Sponsored DIET is also functioning in the district . They are conducting pre-service and in-service teacher education programmes. They are also associated with the Sarva Shiksha Abhiyan.

The DIET's are conducting Action Research , the findings are being transmitted to the teacher community in the district. The DIETs are giving all academic support for the conduct of inservice training programmes and other studies related to Sarva Shiksha Abhiyan. The social welfare department controls the 'Anganwadies' , the center for early childhood care and education. J.R.Y Schemes, MLA , MP funds are being utilized for making school grounds and to provide physical facilities for computer education etc.

The DIET in the district was established in 1992 . since then they are actively involved in all the educational activities of the district . The DIET had seven faculties . Each faculty has one Senior Lecturer and a Lecturer except Pre-Service Teacher Education, where there is one Senior Lecturer and seven Lectures . The principal is the head of the institute. The office staff consists of a Junior Superintendent , three clerks one typist , one Librarian, three peons and two part-time menials.

Table 2(iii)

Educational Facilities at Various Levels Areawise/Rural-Urban

Sino	Category	Rural		Urban		Total
		Govt	Aided	Govt	Aided	
1	ITI	1	4	2	3	10
2	VHSE	15	6	6		27
3	HSS	29	30	10	19	88
4	Poly Technic	-	-	2	-	2
5	ITI	-	15	2	4	21
6	Colleges	-	7	1	13	21
7	Training Colleges	-	-	-	4	4
8	Professional Colleges	1	1	1	2	5
9	Navodaya Vidhyalaya	1	-	-	-	1
10	Kendriya Vidhyalaya	-	-	1	-	1
11	High Schools	41	103	18	63	225
12	Upper Primary Schools	48	101	20	27	196
13	Lower Primary Schools	141	206	28	62	437
14	NFE	232	-	5	-	237
15	MGLC/EGS	-	-	-	-	-
16	Anganwadi/Pre-Primary	16	560	50	1100	1726

From the analysis of data regarding Kottayam district we find that there are some major problems and issues which are to be dealt with immediately . Most of our schools are unattractive to our children because of the shabby walls , broken tiles, cracked walls . The schools should be attractive learning centers . So immediate steps should be taken to improve the infrastructure of schools in the district . Lack of separate toilets for girls and boys create problems . Girls really feels uncomfortable during school hours . Twenty percent of the schools need separate urinals for girls . Drinking water facilities are not adequate in several schools. Some schools need wells , some others need motors and staff facilities. Some schools need compound facilities ,some schools need new class rooms while some schools need separation walls and some schools need wood black boards .

At present we are not able to provide 20 days inservice training to all teachers in the district . The Block Resource Centers and Cluster Resource Centers should be strengthened BRCs needs buildings, some needs furniture , at the same time we have to identify the needs of teachers and prepare training modules for this we have to conduct creative workshop on a project on education will be successful only if the community activity involves in the project . For this we have to conduct awareness programmes for community leaders , Panchayat Raj Institution members , PTA Office bearers . Provision should be given for the education of the disabled children. They should get quality education. To find out the disabled children and their special needs we have to conduct detection camps and supply supporting materials.

To make the teaching learning process effective and meaningful schools need facilities like audio visual aids, Library , Laboratory etc. So schools should be provided with teaching learning equipments. Some of the schools have equipments which are not functional. So they are to be replaced for the school grants are necessary. For effective instruction teachers have to do in

preparing teaching learning materials. Then only they could effectively transmit the curriculum. So teachers need teacher grant .

The DIET is playing a leading role in teacher training, and planning of educational activities so DIET is to be argued as a center of resource and center of excellence . But DIET has several limitations. It needs good library , telephone with extension facility, display boards assistance for arranging computer room and copier.

Proper monitoring and supervision is necessary for the proper conduct and progress of activities. We need monitoring teams both at district and subdistrict levels for supervising and monitoring the entire programme.

Table 2(iv)

Category Wise Numbers of LP,UP and High Schools in Kottayam District

Sino	Category	Govt	Aided	Total
1	1 - IV	142	258	405
2	1 - V	20	13	33
3	1 - VII	65	78	143
4	1 - X & 1 - XII	29	27	56
5	V - VII	2	50	52
6	V - X & V - XII	27	118	145
7	VIII - X & VIII - XII	3	21	24
Total		293	565	858

Table 2(V)

No of Schools - Blockwise

Sno	Sub-district	LP		UP		HS Std 8		Total
		Govt	Aided	Govt	Aided	Govt	Aided	
1	Kottayam East	11	25	10	5	4	6	61
2	Kottayam West	10	29	9	4	8	23	83
3	Kuravilangadu	21	23	9	9	7	18	87
	Vaikom	15	19	9	8	9	12	72
5	Ettumanoor	9	19	4	7	3	12	54
6	Ramapuram	14	14	3	10	2	10	53
7	Kozhuvanal	5	13	2	2		9	31
8	Pala	16	14	3	11	1	10	55
9	Erattupetta	8	24	3	13	3	13	64
10	Kanjirappally	18	26	4	28	8	21	105
11	Kanukachal	14	22	3	15	3	13	70
12	Changanassery	19	29	6	13	8	13	88
13	Pampady	9	11	3	3	3	6	35
Total		169	268	68	128	59	166	858

Table 2(vi)

Block wise Number of Pre-Primary / Anganwadies

Sino	Subdistrict	Pre-Primary School	Anganwadi	Total
1	Kottayam East	6	100	106
2	Kottayam West	35	182	217
3	Pampady	4	122	126
4	Changanassery	2	210	212
5	Pala	13	114	127
6	Ramapuram	3	106	109
7	Kozhuvanal	1	94	95
8	Ettumanoor	4	120	124
9	Kanjirappally	16	241	257
10	Erattupetta	14	98	112
11	Karukachal	7	108	115
12	Vaikom	12	108	120
13	Kuravilangad	8	123	131
Total		125	1726	1858

Table 2(vii)

Block wise Number of Out-of- School Children

Sno	Subdistrict	Boys	Girls	Total
1	Kottayam East	18	15	33
2	Kottayam West	24	43	67
3	Pampady	11	6	17
4	Changanassery	22	20	42
5	Pala	12	8	20
6	Ramapuram	27	21	48
7	Kozhuvanal	5	6	11
8	Ettimsoor	13	8	21
9	Kanjirappally	32	24	56
10	Erattupetta	27	21	48
11	Karukachal	12	13	25
12	Vaikom	28	19	47
13	Kuravilangad	8	10	18
	Total	239	214	453

Table 2(viii)

Block wise Details of Special Schools

Sino	Subdistrict	No of Schools
1	Kottayam East	4
2	Kottayam West	4
3	Pampady	1
4	Changanassery	3
5	Pala	2
6	Ramapuram	12
7	Kozhuvanal	0
8	Ettumanoor	3
9	Kanjirappally	1
10	Eratupetta	1
11	Karukachal	0
12	Vaikom	2
13	Kuravilangad	1
Total		23

Table 2 (ix)

Details of Teacher Training Institutions

SNo	Category	Govt	Private	University Center	Total
1	Pre-Primary Training	0	6	0	6
2	TTI	2	7	0	9
3	DIET	1	0	0	1
4	Training Colleges	0	4	4	8
	Total	3	17	4	24

Table 2(x)

Block wise Details of Pry/UP/Std VIII Teachers

Sino	Name Of District	Status of Placement									No of Posts Vacant
		Post Sanctioned			In Position						
		LP	UP	Std VIII	LP		UP		Std VIII		
					M	F	M	F	M	F	
1	Kottayam East	308	110	98	34	274	24	96	17	81	
2	Kottayam West	342	132	82	30	312	32	100	40	42	
3	Pannady	187	154	50	47	140	34	120	22	28	
4	Changanassery	348	273	92	23	325	36	237	15	77	
5	Pala	198	161	52	68	130	41	120	18	34	
6	Ramapuram	176	145	72	56	120	46	99	32	40	
7	Kozhuvanal	83	30	29	10	73	9	21	12	17	
8	Ettumanoor	270	161	97	40	230	31	130	27	70	
9	Kanjirappally	421	308	113	200	221	108	200	20	93	
10	Errattupetta	163	203	48	20	133	40	161	18	30	22
11	Karukachal	238	263	71	60	178	100	163	31	40	
12	Vaikom	321	191	121	71	250	31	160	41	80	
13	Kuravilangad	365	200	98	65	300	45	155	30	68	
Total		3420	2331	1023	724	2696	577	1754	323	700	

Grand Total : 6774

Untrained Teachers Nil

BLOCK-WISE LIST OF UNTRAINED TEACHERS

No.	Sub district	L.P			U.P.			Grand Total
		Male	Female	Total	Male	Female	Total	
1.	Changanacherry	2	3	5	3	5	8	13
2.	Erattupetta	1	4	5	2	2	4	9
3.	Ettumanoor	-	2	2	1	2	3	5
4.	Kanjirappally	3	4	7	2	3	5	12
5.	Karukachal	1	2	3	-	2	2	5
6.	Kottayam East	2	-	2	2	3	5	7
7.	Kottayam West	1	3	4	2	2	4	8
8.	Kozhuvanal	-	-	-	2	2	4	4
9.	Kuravilangad	2	4	6	1	3	4	10
10.	Pala	1	2	3	1	2	3	6
11.	Pampady	1	1	2	-	1	1	3
12.	Ramapuram	2	2	4	2	3	5	9
13.	Vaikkom	3	4	7	3	6	9	16
Total		19	31	50	21	36	57	107

TABLE II (XI) A

Block wise enrollment at Primary, UP & StdVIII levels

General-Genderwise & class wise

sl. no	sub district	Std I			Std II			Std III			IV			V			VI			VII			VIII		
		B	G	Total	B	G	Total	B	G	Total	B	G	Total	B	G	T	B	G	T	B	G	T			
1	KTME	1085	1048	2133	983	1111	2094	994	1136	2130	1080	1154	1154	422	293	715	410	261	671	371	250	621			
2	KTMW	1007	1001	2008	1000	900	1900	951	883	1834	910	853	853	266	239	505	222	232	454	213	286	499			
3	PDY	478	492	970	478	502	980	473	478	951	483	444	444	217	176	395	187	165	352	200	154	354			
4	CHRY	1416	1310	2726	1357	1288	2645	1413	1208	2621	1363	1241	1241	632	424	1056	589	391	980	648	450	1098			
5	Paia	646	647	1293	663	630	1293	630	577	1207	636	616	616	322	232	554	317	254	571	292	230	522			
6	RMPM	476	473	969	461	515	976	484	430	914	499	469	469	223	239	462	260	248	508	247	299	546			
7	KZHL	329	334	663	331	300	631	312	293	605	363	302	302	123	102	225	70	59	129	73	67	140			
8	ETMR	704	691	1395	635	666	1301	634	617	1251	590	651	651	365	268	633	317	249	566	416	255	671			
9	KPLY	1255	1224	2479	1368	1288	2656	1242	1185	2427	1199	1230	1230	702	652	1354	740	662	1402	736	674	1410			
10	ETPA	824	864	1688	880	827	1707	785	758	1543	779	728	728	296	316	612	312	241	553	294	278	572			
11	KCHL	726	716	1442	735	747	1482	712	731	1443	755	703	703	372	355	727	370	313	683	401	351	752			
12	Vaikom	964	927	1891	918	905	1823	987	836	1523	972	928	928	589	466	1055	564	423	987	659	452	1111			
13	KVLD	985	1007	1992	973	988	1961	995	910	1905	935	885	885	425	371	796	353	340	693	413	329	742			
14	KTM DEO	624	668	1292	660	726	1386	749	793	1542	707	748	748	3966	3854	7820	3788	4037	8025	4686	4409	9095	6443	6313	127
15	KPLY DEO	497	557	1054	518	521	1039	491	522	1013	460	515	515	1954	2001	3955	2221	2140	4361	2370	2318	4688	3816	3548	73
16	Pala DEO	342	360	702	348	355	703	368	351	719	363	352	352	1369	1410	2779	1525	1550	3075	1678	1617	3295	2702	3485	61
17	KDRY DEO	274	238	512	294	219	513	243	253	496	299	266	266	1303	1373	2676	1505	1574	3009	1547	1644	3191	2656	2369	50
				25209			25090			24124			12083			26519			27019			29307			313

TABLE II (XI) B																									
Blockwise Enrollment of LP, UP and Standard 8 Levels (Scheduled Caste Only)																									
slno	subdistrict	STD 1			STD 2			STD 3			STD 4			STD 5			STD 6			STD 7			STD 8		
		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	KTM(E)	92	87	179	91	72	163	72	87	159	36	83	169	36	19	55	24	17	41	20	20	40			
2	KTM(W)	54	58	112	63	60	123	52	58	110	52	48	100	16	10	26	21	12	33	17	18	35			
3	Pampady	28	28	56	25	30	55	37	29	66	29	44	73	11	9	20	6	3	9	8	12	20			
4	Changanasser y	177	164	341	182	170	352		132	309		131	280	78	66	144	100	69	169	89	58	147			
5	Pala	39	42	81	38	38	76	56	29	85	42	33	75	24	22	46	25	15	40	19	29	48			
6	Ramapuram	50	38	88	29	29	58		32	59		26	53	16	14	30	22	15	37	15	25	40			
7	Kozhuvanal	38	15	53	27	27	51		23	44		17	32	9	8	17	5	4	9	4	6	10			
8	Ettumanoor	55	53	108	44	47	91		46	88		38	93	19	15	34	26	23	49	34	21	55			
9	Kanjirappally	139	123	262	164	190	354		151	322		139	290	97	80	177	104	81	185	88	84	172			
10	Erattupetta	48	36	84	40	56	96		46	86		31	74	22	25	47	28	23	51	13	27	40			
11	Karukachal	82	86	168	89	86	175		83	169		102	201	58	63	121	53	42	95	56	70	126			
12	Vaikom	130	134	264	113	112	225	130	126	256	121	123	244	58	58	116	80	43	123	80	62	142			
13	Kuravilangad u	125	117	242	129	120	249		110	241		96	193	53	51	104	42	44	86	51	44	95			
14	Kottayam DEO	57	50	107	51	53	104		38	122		62	127	284	286	570	327	301	628	376	337	713	551	557	1108
15	Kanjirappally DEO	40	49	89	50	43	93		41	80		31	63	179	169	348	191	180	371	218	226	444	421	379	800
16	Pala DEO	18	18	36	25	17	42	31	16	47	14	18	32	88	92	180	104	90	194	115	127	242	206	171	377
17	Kaduthuruthy DEO	38	27	65		36	63		26	47		47	94	175	160	335	188	162	350	205	186	391	349	309	658
	Total			2335			2370			2290			2193			2370			2470			2760			2943

TABLE II (XI) C

Blockwise Enrollment at Primary, UP & Std VIII levels Scheduled Tribe

slno	subdistrict	STD 1			STD 2			STD 3			STD 4			STD 5			STD 6			STD 7			STD 8		
		B	G	Total	B	G	Total	B	G	Total	B	G	Total	B	G	Total	B	G	T	B	G	T	B	G	T
1	KTM(E)	1	5	6	2	3	5	5	5	10	3	3	6	2	1	3	0	0	0	3	1	4			
2	KTM(W)	5	2	7	0	2	2	2	2	4	1	2	3	1	0	1	0	1	1	1	1	1	2		
3	Pampady	1	1	2	0	3	3	5	4	9	3	2	5	1	4	5	0	1	1	4	0	4			
4	Changanasery	5	2	7	3	2	5	5	3	8	1	3	4	1	1	2	1	0	1	2	1	3			
5	Pala	2	0	2	2	2	4	3	3	6	1	2	3	2	0	2	0	0	0	3	2	5			
6	Ramapuram	1	3	4	2	2	4	2	1	3	0	1	1	1	1	2	3	1	4	0	2	2			
7	Kozhuvani	1	1	2	2	2	4	2	1	3	2	2	4	0	0	0	1	0	1	0	1	1			
8	Ettumanoor	2	3	5	0	0	0	2	2	4	2	0	2	0	1	1	0	0	0	0	1	1			
9	Kanjirappally	48	38	86	45	33	78	43	32	75	35	41	76	15	17	32	23	13	36	19	10	29			
10	Erattupetta	3	2	5	0	1	1	4	3	7	6	2	8	4	1	5	1	2	3	0	2	2			
11	Karukachal	6	4	10	4	4	8	2	3	5	2	2	4	2	2	4	2	1	3	2	5	7			
12	Vaikom	54	86	140	34	72	106	25	63	88	27	56	83	27	60	87	12	30	42	11	28	39			
13	Kuravilangadu	3	1	4	1	1	2	1	2	3	1	0	1	0	0	0	0	0	0	0	2	2			
14	Kottayam DEO	3	2	5	2	1	3	1	2	3	2	2	4	14	9	23	9	14	23	19	7	26	22	13	45
15	Kanjirappally DEO	10	13	23	15	10	25	11	4	15	9	2	11	44	44	88	42	37	79	56	48	104	69	70	139
16	Pala DEO	8	7	15	7	10	17	7	9	16	10	10	20	9	23	32	13	15	28	22	32	54	43	48	91
17	Kaduthuruthy DEO	0	1	1	0	1	1	1	0	1	1	1	2	2	6	8	6	6	12	3	3	6	5	10	15
	Total	153	171	324	119	149	268	121	139	260	106	131	237	295			204			291			290		

Table 2(XIII)

Blockwise Details of Dropout

Year	Class	Enrollment			Retention			Completion			Dropouts		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2001-02	1	12342	11948	24290	12340	11948	24288	12340	11948	24288	2	0	2
	2	12340	12041	24381	12338	12038	24376	12337	12041	24378	3	5	8
	3	12620	12168	24788	12617	12167	24784	12616	12165	24781	4	3	7
	4	12971	12657	25628	12969	12654	25623	12965	12650	25615	6	7	13
	5	13692	12981	26673	13687	12977	26664	13687	12976	26663	5	5	10
	6	14528	13828	28356	14524	13823	28347	14524	13822	28346	4	5	9
	7	15191	13985	29176	15187	13983	29170	15187	13982	29169	4	3	7
	8	15998	14911	30909	15993	14908	30901	15993	14917	30910	5	4	9

Chapter 3

The Planning Exercise

The Sarva Shiksha Abhiyan(SSA) aims of an effort to Universalize Elementary Education (UEE) by community ownership of the school system. The Government of India had taken several steps to sustain the students enrolment and retention in schools. The subsequent programs made remarkable changes in this scenario.

There are certain hindrance to achieve the aims of Universalization of Elementary Education. In order to overcome this hindrance and achieve the goal introduced several program under Sarva Shiksha Abhiyan Plan.

The Micro-Planning Exercise.

The main emphasize of Sarva Shiksha Abhiyan is that it gave more importance to participatory process of planning . More than this, it make sure the participation of woman as well as persons from deprived communities and parents of children with special care needed. It also highlight baseline assessment to know the current situation with regard to learning achievements , retention , access gender equity, social equity and physical infrastructure. The effectiveness and success of the program depends on decentralization planning with adequate focus at the grass root level . Thus the Micro-Planning Exercise provide ample opportunity to identify the relevant issues , make diagnosis and suggest remedial measures.

Participatory Planning Process.

1. Setting up of VEC at Block level.

An orientation program for Village Education Committee(VEC) was conducted at each block level. The village education committee headed by Grama Panchayat president is responsible of leading the program.

The Village Education Committee comprises the following personnel

- o Grama Panchayat president
- o HeadMaster
- o Ward Member
- o Selected Teachers
- o Parent representatives.

2. School DataBase

An orientation program on school database study was conducted at DIET, Kottayam on 7th March 2003. The main highlight of this training program is to equip the district resource persons. The training program was lead by the DIET faculty members. 14th march , the training in this connection was imparted to all headmasters in Kottaym district . The training program was organized by the concerned AEO's and DRG members as the resource persons.

The orientation session adhered to the following schedule.

Schedule of School Database Orientation

Sino	Name of the Education Subdistrict	Date of Orientation
1	Kottayam East	14-3-2003
2	Kottayam West	14-3-2003
3	Kuravilangadu	14-3-2003
4	Vaikom	14-3-2003
5	Ettumanoor	14-3-2003
6	Ramapuram	14-3-2003
7	Kozhuvanal	14-3-2003
8	Pala	14-3-2003
9	Erattupetta	14-3-2003
10	Kanjirappally	14-3-2003
11	Karukachal	14-3-2003
12	Changanassery	14-3-2003
13	Pampady	14-3-2003

The third phase of this training was conducted at each subdistrict on 17th March 2003.

Selected teachers from each school attended the program , DRG members as the resource persons.

The collected data were consolidated at Panchayat level, Block level and finally at District level.

Education Management and Information System(EMIS)

Followed by the above program a training program on EMIS study also been conducted at DIET, Kottayam on 18th March. DIET faculty was the resource persons, DRG members as the participants. At subdistrict level this program was conducted on 20th March, concerned AEOs organized the program and DRG members as the resource persons.

Integrated Education for Disabled Children(IEDC)

A training for IEDC was also conducted along with the EMIS program at DIET ,Kottayam on 18th March afternoon session . This program also be conducted at subdistrict level. Concerned AEOs organized the program.

The orientation session adhered to the following schedule.

Selection and Posting of Resource Personnel

It is in need of resource personnel for the implementation of the SSA program in Kottayam district. The office of SSA Kottayam conducted the selection and posting procedure. On the basis of the selection procedure, posted (20) at Primary and Upper Primary level and (5) at High school level.

The selection committee comprises the following personnel

- Deputy Director
- DIET principal
- District project officer

Teacher Training Program

A teacher training program in Communicative English at std III was conducted in all Blocks in Kottayam district. It was the first time the Communicative English was introduced in primary class. More emphasis was given to listening and speaking. Conducted one day cluster training for all subjects in primary and upper primary classes. Conducted an evaluation training for all teachers in the subdistricts. The concerned AEOs organized the program and DRG members as the resource personnel.

A training program for std V111 teachers were conducted at each educational districts. During the training program collected need assessments from the teachers on the basis of the need assessment prepare the annual work plan.

The training session adhered to the following schedule.

Schedule of EMTS and IEDC

Sino	Name of the Education Subdistrict	Date of Orientation
1	Kottayam East	20-3-2003
2	Kottayam West	20-3-2003
3	Kuravilangadu	20-3-2003
4	Vaikom	20-3-2003
5	Ettumanoor	20-3-2003
6	Ramapuram	20-3-2003
7	Kozhuvanal	20-3-2003
8	Pala	20-3-2003
9	Erathupetta	20-3-2003
10	Kanjirappally	20-3-2003
11	Karukachal	20-3-2003
12	Changanassery	20-3-2003
13	Pampady	20-3-2003

Schedule of Teacher Training (Communicative English) Program

Sino	Name of the Education Subdistrict	Date of Orientation	
1	Kottayam East	8-10-2003	11-10-2003
2	Kottayam West	8-10-2003	11-10-2003
3	Kuravilangadu	8-10-2003	11-10-2003
4	Vaikom	8-10-2003	11-10-2003
5	Ettumanoor	8-10-2003	11-10-2003
6	Ramapuram	8-10-2003	11-10-2003
7	Kozhuvanal	8-10-2003	11-10-2003
8	Pala	8-10-2003	11-10-2003
9	Erattupetta	8-10-2003	11-10-2003
10	Kanjirappally	8-10-2003	11-10-2003
11	Kanukachal	8-10-2003	11-10-2003
12	Changanassery	8-10-2003	11-10-2003
13	Pampady	8-10-2003	11-10-2003

Major Areas of Interventions

- Quality Improvement
- Special Focus Group
- Education Guarantee Scheme and Alternative and Innovative Education
- Research Evaluation
- Management Structure and Institutional Capacity Building
- Community Mobilization
- Civil Works

- **Monitoring MIS**
- **Finance and Requirement**
- **Media and Documentation**

Detailed notings of the interventions are included in chapter 1V

Progress Overview

1. **PFE** – Primary- This item is not included in Plan Year 2002-03
2. **UPE** – Upper Primary - This item is not included in Plan Year 2002-03
3. (i) **School Grant**

For the quality improvement of Education physical environment should be maintained in the school along with revised system of Education. To achieve this target a sum of Rs. 2000/- is allotted to each school as school grant. The total amount sanctioned and the expenditure in the annual plan 2002-203 are given below as table

Table I

No. of schools	Amount sanctioned	Amount utilized	Balance
863	17.260	16066	0.60

3. (ii) **Teacher Grant**

For the effective implementation of the curriculum the use of learning aids play a vital role. It helps the teacher to provide quality education in an effective manner. For this purpose a sum of Rs. 500/- was given to teachers of L.P, U.P. level as grant per year.

Table No. 2 shows the total amount sanctioned and the amount utilized for the Year2002-03]

Table II

No. of Teachers	Amount sanctioned	Amount utilized	Balance
6605	33.32 lakhs	27.69	5.635

4. (i) **E.G.S. Centre (L.P.S.)**

- (ii) **E.G.S. Centre (U.P.S.)**

To achieve the aim of Article 45 of the Constitution of India every children is expected to have school facilities within 1 Km of their residence. EGS and AIE area scheme for scoring the course of those children who do not have the facility of having schools within 1 km of their residence and where there is no chance of establishing a new school as per state norm. There we try to set up some centres for educating the children as to the age of 6 to 14. For this purpose a sum of Rs. 1.271 lakhs is sanctioned. (0.659 lakh for L.P.S and 0.6112 lakh for UPS)

Table III

No. of Centre	Amount sanctioned	Amount utilized	Balance
78 (LPS)	0659 lakhs	Nil	1.271 lakhs
51 (UPS)	0.612 lakhs		

5 (1) Education for disable

This includes the visually impaired, hearing impaired, orthopaedically handicapped, Mentally retarded and learning disabled groups in Std 1 to VIII. To bring them in the main stream this programme gives special emphasis. In 2002-2003 annual plan 180.4 lakhs is sanctioned of which Rs. 0.15 lakh is utilized.

Table IV

No. of Children	Amount Sanctioned	Amount Utilized	Balance
15067	180.804 lakhs	.15 lakhs	180.654

6. CRC

The function of CRCs are just started and in 2002-03 plan year Rs. 3.835 lakhs is sanctioned. Details are given in the table.

Table V

No. of CRC	Amount Sanctioned	Amount Utilized	Balance
65	3.835	NIL	3.835

7. BRC

The function of BRCs; are just started and 2 B.P.Os were posted. 11 B.P.O posts are vacant. In the year 2002-03 Rs. 38.805 lakhs is sanctioned. Details are given below:

Table VI

No. of BRC	Amount Sanctioned	Amount Utilized	Balance
13	38.805 lakhs	Nil	38.805 lakhs

8. Research and Evaluation (R & E)

In Kottayam district there are 863 primary schools, both LP and UP. In the year 2002-03 Rs. 12.082 lakhs is sanctioned for R & E programmes. Details given below:

Table VII

No. of Schools	Amount Sanctioned	Amount Utilized	Balance
863	12.082 lakhs	Nil	12.082 lakhs

9. CCW**i. BRC**

5 BRCs were sanctioned in the year 2002-03. The work is started and is in progress. In the previous year (2002-03) Rs. 30 lakhs is sanctioned of which 12 lakhs is utilized.

Table VIII

No. of BRCs Sanctioned	Amount Sanctioned	Amount Utilized	Balance
5	30 Lakhs	12 lakhs	18 lakhs

ii. Not included in the plan year 2002-03

iii. Not included in the plan year 2002-03

iv. Additional Classrooms

During the plan year 2002-03 25 additional class rooms are sanctioned. The work of 18 classrooms are started and in progress. Rs. 37.5 lakhs is sanctioned of which 10.5 lakhs is utilized.

Table IX

No. of Sanctioned	Under Construction	Amount Sanctioned	Amount Utilized	Balance
25	18	37.5 lakhs	10.5 lakhs	27 lakhs

v. Drinking water

From the survey it is noticed that 150 schools lack the facilities of drinking water. In the previous year (2002-03) drinking water facilities are sanctioned in 50 schools. Out of this 50 schools 45 schools got drinking water facilities. The work of drinking water facilities in the remaining 5 schools is postponed in the next year. For this purpose Rs. 7.50 lakhs is sanctioned and Rs. 2.70 is utilized.

Table X

No. of Schools	Completed the work	Amount Sanctioned	Amount Utilized	Balance
50	45	7.500 lakhs	2.7 lakhs	4.8 lakhs

vi. Toilet for girls

In Kottayam districts 173 schools lack separate toilets for girls. 50 toilets are sanctioned in 2002-03 plan. The work of 35 toilets are started and the work is in progress. Rs. 10 lakhs is sanctioned of which 2.8 lakhs is utilized.

Table XI

No. of Schools	Completed the work	Amount Sanctioned	Amount Utilized	Balance
50	35	10 lakhs	2.8 lakhs	7.2 lakhs

vii. Compound Wall

In the year 2002-03 the compound wall is sanctioned in 50 schools. The work in all the schools are completed.

Table XII

No. of Schools	Completed the work	Amount Sanctioned	Amount Utilized	Balance
50	50	20.00 lakhs	8 lakhs	12 lakhs

viii. Separation Wall

In 2002-03 the separation wall is sanctioned in 100 schools. The work of 90 schools are started and is in progress. The work remaining 10 schools are postponed in next year. Rs. 10 lakhs is sanctioned of which 3.6 lakhs is utilized.

Table XIII

No. of Schools	Completed the work	Amount Sanctioned	Amount Utilized	Balance
100	90	10.00 lakhs	3.6 lakhs	6.4 lakhs

ix. Electrification

In 2002-03 Annual plan electrification is sanctioned in 22 schools. The work is completed in all the schools. Rs. 2.200 lakhs is sanctioned and 0.8 lakh is utilized.

Table XIV

No. of Schools	Completed the work	Amount Sanctioned	Amount Utilized	Balance
22	22	2.200 lakhs	0.8 lakhs	1.400 lakhs

10. Maintenance and Repair charge

In 2002-03 Annual plan Rs. 14.800 laks is sanctioned for the maintenance and repairs of 296 schools. 14.1 lakh is utilized for this work.

Table XV

No. of Schools	Work done	Amount Sanctioned	Amount Utilized	Balance
296	282	14.8 lakhs	14.1 lakhs	0.7 lakhs

11. Management Cost

6 % of total cost is sanctioned for management cost. Out of this Rs. 40.00 lakhs is sanctioned of which 0.5 lakhs is utilized.

Table XVI

No.	Amount Sanctioned	Amount Utilized	Balance
1637	40 lakhs	0.5 lakhs	39.5 lakhs

12. TRG

i) Training for Trained teachers

According to S.S.A, programme each teacher has to participate 20 days training programme in every year. For the conduction of proper training programmes 130 DRGs are needed. But only 26 DRGs are availed in the previous year. So we could conduct 5 days training programme for the teachers. Rs. 84.714 lakhs is sanctioned of which 12.39 lakhs is utilized.

Table XVII

No. of Teachers	Amount Sanctioned	Amount Utilized	Balance
6051	84.714	12.39 lakhs	72.324 lakhs

ii) Training for fresh Teachers

The main objective of human resource development is to support and enhance the teachers in their profession. So the competency of teachers should be ensured first. For this, effective training, sharing of experience and trips etc. are to be planned and implemented. For the development of competency among fresh teachers 30 days orientation programme is planned in the year 2002-03. But due to the unavailability of DRGs this programme is not conducted. For this programme Rs. 6.300 lakhs is sanctioned.

Table XVIII

No. of Fresh Teachers	Amount Sanctioned	Amount Utilized	Balance
300	6.30 lakhs	Nil	6.300 lakhs

iii) Training for untrained teachers

In Kottayam districts there is no untrained teachers in Govt. as well as Aided Schools.

13. Training for VEC Members

For the implementation and successful functioning of SSA awareness programme for community leaders is essential. Training of community leaders is visualized for the creation of a positive environment. In the plan year 200-03 training for 1168 VEC members is planned. Rs. 0.35 lakhs is sanctioned in the previous year. Out of which 0.15 lakhs is utilized.

Table XIX

No. of VEC members	Amount Sanctioned	Amount Utilized	Balance
1168	0.350 lakhs	0.15 lakhs	0.20 lakhs

14. **INO**

i) **Computer Education**

Computer Education is a new born child in the field of education. It becomes an essential part in our daily life. So computer literacy is very essential from elementary level itself. In the annual plan 2002-03 Rs. 15 lakhs is sanctioned of which Rs. 0.5 lakh is utilized for the same.

Table XX

Amount Sanctioned	Amount Utilized	Balance
15 lakhs	0.5 lakhs	14.5 lakhs

ii) **Education of girls**

Lack of education among women leads to their exploitation in different forms and also leads to social inequality and gender disparity. One and the only solution for this is to educate girls. It is implemented through SSA. SSA aims at reducing gender disparity through girls educations. In 2002-03 annual plan Rs. 15 lakhs is sanctioned of which Rs. 0.1 lakh is utilized.

Table XXI

Amount Sanctioned	Amount Utilized	Balance
15 lakhs	0.1 lakhs	14.9 lakhs

iii) **Education for SC/ST**

In 2002-03 annual plan Rs. 10 lakhs is sanctioned for the education of children belonging to SC/ST community. Rs. 0.1 lakh is utilized.

Table XXII

Amount Sanctioned	Amount Utilized	Balance
10 lakhs	0.1 lakhs	9.9 lakhs

iv) **ECE programme**

In 2002-03 annual plans Rs. 10 lakhs is sanctioned for ECE programme. Of which 0.02 lakhs is utilized.

Table XXIII

Amount Sanctioned	Amount Utilized	Balance
10 lakhs	0.02 lakhs	9.88 lakhs

15. Free text books for girls and SC/ST students from Std II to VIII.

For improving education achievement of girls and students of SC/ST community some special programmes are proposed to be taken up under SSA. One among them is free supply of text books. In the previous year (2002-03) Rs. 71.932 lakhs is sanctioned. Of which 48.5 lakhs is utilized.

Std	No. of students	Amount Sanctioned	Amount Utilized	Balance
II-IV	40352	2.176 lakhs		
V-VII	34620	34.620 lakhs		
VIII	11424	17.136		
	Total	71.932	48.5	23.432

CHAPTER 5

Plan For Spill Over Activities

1			Allotted		Utilized	Balance
	ASE EGS Center LPS	78	0.659		0	
	EGS Center UPS	51	0.612	-	0	
	Total		1.271	-	0	1.271

Reason: Deficiency of staff and trainers

2	IED Education of disabled	15067	180.804			
	Total		180.804		0.015	180.789

Reason: Survey of disabled children finished and details consolidated during March 2003.

Speedy works in detecting them by medical camps will be done immediately. The fund will be utilized without delay.

3	CRC workshops and meetings	65	1.560		0	1.56
	Furniture	0	0		0	0
	Contingency grant	65	1.625		0	1.625
	TLM Grant	65	0.650		0	0.650
	Total		3.835			3.835

Reason: District Project Office (SSA) of Kottayam start at functioning very late during 2002 and 03. All BRCs come into being during March 2003 only. Two BPO only joined duty. All other posts are vacant. So the work cannot be done.

4	BRC furniture	0	0		0		
	Contingency grant	13	1.625		0	1.625	
	Workshop and meetings	13	0.78		0	0.78	
	TLM grant	13	0.65		0	0.65	
	Honorarium of trainees	130	0.75		0	0.75	
	Total		38.805		0	38.805	

Reason:- All BRCs come into being only during March 2003.

			Alloted		Utilised	Balance	
5	Rand E Program	863	12.082		0	12.082	
	Total				0	12.082	

Reason:- District project office(SSA)Kottayam started functioning very late during 2002-2003.

6	CCW	5	30		12.0	18	
	1. Constitution of BRCs						
	2. Constitution of CRCs	0					
	3. New school building	0					
	4. Additional class room	25	37.5	18	10.8	26.7	
	5. Drinking water	50	7.5	45	2.7	4.8	
	6. Toilets	50	10	35	2.8	7.2	
	7. Compound walls	50	20	50	8.0	12.0	
	8. Separation walls	100	10	90	3.6	6.4	
	9. Electrification(LP,UP,HS)	22	2.2	2	.88	1.32	
	Total		117.2		40.78	76.42	

Reason:-

Work is in progress, balance amount will be utilized soon.

7	CCR Maintenance and repairing grants	296	14.8	282	14.1		
	Total		14.8		14.1	0.7	

Reason:- Some high school did not receive the amount yet

8	Management cost	1637	40		0.5		
	Total		40		0.5	39.5	

Reason:- District project office (SSA) and BRCs in Kottayam District come into being very late.

9	TRG Training for teachers	6051	84.714	6051	12.39	72.324	
	Training for fresh recruitments	300	6.3		0.0	6.3	
	Training for untrained teachers	79	3.318			3.318	
	Total		94.332			81.942	

Reason:- District project office Kottayam (SSA) and BRCs come in to being very late during 2002-03. So training for teachers conducted only for limited days.

10	VEC Training for VEC Members	1168	0.35	390	0.15		
	Total		0.35		0.15	0.20	

Reason:- Formation of VEC was late and training for the members was done for one day only.

11	INO Computer education		15		0.5	14.5	
	Education of Girls		15		0.1	14.9	
	Education of SC/ST		10		0.1	9.9	
	ECE		10		0.02	9.98	
	Total		50		0.72	49.28	

Reason:- District Project Office and BRCs are come into being very late. The amount will be utilized as per as possible.

12	TXT Free text books						
	Std II to IV for LP	40352	20.176				
	Std V to VII for UP	34620	34.62				
	Std VIII for HS	11424	17.136				
	Total		71.932		48.5	23.432	

Reason:- All the Text books are not available during the academic year. The distribution was late.

13	Not.in Norms		0		0	0	
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Chapter 6

DETAILS ON MAJOR COMPONENTS

1. Quality Improvement

Hence the project mainly aims at the improvement of quality of lower and upper primary classes. So enhancement and improvement of different components directly and indirectly related with teaching-learning process is needed to achieve the goal. The perspective plan visualized some major components to the improved empowered and a member of activities are also started and progressing in the areas

(a) Curriculum

Hence all the text books are reversed except classes IV & V. So the plan proposed to revise the curriculum for Std.IV &V in the year 2003-2004. Workshop should be conducted to prepare the curriculum frame work, text books and hand books to teachers. These workshops will be conducted in different spell at least 5 days durations for each classes. Total 5 Lakh Rs is proposed for this provision.

(b) Teacher Training

In the year 2002-03 S.S.A conducted different training programmes to teachers like initial training to all teachers of Std VIII, Evaluation training for HMs and teachers (lower and upper primary, training regarding M.I.S one day cluster training to all L.P school teachers, 3 day training to communicative English Std III, one day training to special language teachers (Sanskrit and Arabic), training to educational officers and HMs, training to V.E.C members. The major issues and problems highlighted are --

- (1) The duration of these trainings were very less.
- (2) The venue facilities for these traing were inconvenient.
- (3) The chance to discuss ^{W.L.T.} there issues and problems was nil.
- (4) The teachers do not get any on site support.
- (5) Enough resource persons are not appointed to impart the training caused many problems.

Analyzing all these issues the project suggest to implement sufficient trainings in the correct ^m time ie before reopening the schools. These trainings must be done in the centers which are convenient to them. English trainers are to be

appointed and they must be given a basic training for at least 6 days. Their duties are also be assigned and make sure that they are capable of imparting training programmes and serving OSS. Monetary benefits also be given. No untrained teachers are working in Kottayam district. The perspective plan suggests to give 60 days training to untrained teachers. This allotment is to be used for any other training purpose.

Details of Various Trainings Conducted- Blockwise

Sl.no	Blocks	Number of days of training	No of Participants Attended	Total Expenditure
1	Chry	6	790	331800
2	Epta	6	449	188580
3	Etmr	6	568	238560
4	Kjply	6	890	373800
5	Krchl	6	608	255360
6	KtmE	6	487	204540
7	KtmW	6	515	216300
8	Kzhl	6	125	52500
9	Kurld	6	592	248640
10	Palai	6	383	160860
11	Pamdy	6	367	154140
12	Rmpm	6	333	139860
13	Vaikkam	6	486	204120

Teacher Placement

Different training programmes were held. All these programmes were conducted at the Dist.H.Q or at the sub district HQ. So the number of participants in almost all the trainings were low. The main reason for this is that teachers have to travel a long distance to reach the venue. Lack of enough number of resource personnel one or two sub districts are to be combined. This also creates some problems. Sufficient cluster meetings cannot be conducted. So the project suggests to formulate BRCs at block level and CRC at panchayath level. So that the teacher community can easily attend the training programme and they can discuss their problems and issues. Now no references during trainings are available. So reference materials like books, periodicals etc are to be available in the training centers. Personnel for BRC (Resource persons) were selected. But unfortunately very low number of trainees are recruited. They do not come forward because no monetary benefits are given to them. The second reason is they are not getting any academic support. To take them to the correct academic channel it is proposed to recruit an academic co-ordinator in every BRCs. This academic co-ordinator has the capacity and quality to lead the trainers in imparting effective

the capacity and quality to lead the trainers in imparting effective trainings, giving on site support etc. These on site support make the teachers confident in facing the problems in teaching learning process. It is very essential to improve the quality of education. This year OSS should be specially focused because text book of Std II,III,IV are reversed. Teachers are very in need of on site support. With an immediate effect sufficient trainers and academic co-ordinators are to be recruited.

To identify the difficulties faced by the teachers and pupils are to be found out, analysed and suggest remedies to overcome them. So plan suggest to do certain number of actions researched in the year.

© *Teaching learning materials (TLM)*

All the girls and SC/ST boys of Std II,III,IV,V,VI.VII&VIII were entertained the facility of free supply of text books

It is very helpful to attract the weaker section of pupils to school. Free supply of text books to Std.I children is already done by the state Government. These books should be available to the children by the reopening of the academic year.

For effective transaction of curriculum sufficient teaching learning materials are essential. At the same time teacher capacity needs to be enhanced to improve the quality of teaching/learning process. So the teachers are to be trained to make use of TLM and they are to be trained to make certain TLM, they can by using low-cost materials so the plan version to provide text books, hand books, teaching aids, learning aids, educational kits, supplementary reading materials in addition to that provide teachers training in the TLM area to prepare and make use of them

(d) Teacher Grant

To improve the quality of education it is very essential to transact the curriculum effectively. To achieve this goal constant use of learning aid is essential. It helps to accelerate joyful learning and minimizes teacher efforts. In this vision perspective plan proposed to

grand LP,UP school teachers a sum of Rs.500 as teaching grand per year. This all the LP UP teachers of Kottayam district were given Rs.500 as teacher grand. Observing the norm of teacher-pupil rates 1:40. So this plan proposed the teacher community (LP UP) should be granted Rs.500 each.

(e) School Grant

Periodical replacement of school equipments is needed for quality education. All the schools in Kottayam district need a formal amount for replacement of school equipments . In the year 2002-2003 all the schools were given Rs.2000 as

School Grant- Blockwise

Sl. no	Name of block	No. of school		Total expenditure
		LP	UP	
1	Chry	48	37	1,70,000
2	Epta	32	30	1,24,000
3	Etmr	28	25	1,06,000
4	Kjply	44	58	2,04,000
5	Krchl	36	32	1,36,000
6	KtmE	36	24	1,20,000
7	KtmW	39	41	1,60,000
8	Kzhl	18	12	60,000
9	Kurld	44	41	1,70,000
10	Palai	30	24	1,08,000
11	Pamdy	12	22	68,000
12	Rmpm	28	22	1,00,000
13	Vaikkam	34	36	1,40,000
	Total	429	404	16,66,000

To perform the responsibilities of DIET such as planning, monitoring and supervising all activities in connection with improvement of academic works at district, sub district and panchayat levels. DIETs are to be arranged .DIETS have the additional responsibility to train the trainees for delivering quality in service teacher training. In addition to the faculty members have the responsibility to monitor the academic activities in the blocks. So DIETs will be provided additional infrastructure facilities. During 2002-2003 fax machine and Photostat machine are installed in DIET Kottayam. But computer, vehicle, DIETs library, laboratory arts and sports etc are to be strengthened. Telephone with extension is to be provided.

II EDUCATION GUARANTEE SCHEME (E.G.S)
- ALTERNATIVE AND INNOVATIVE
EDUCATION (A.I.E)

There are some areas of habitation where children of 6-14 years do not have facility of schooling within one kilometer of their residence. The state norm of 40 children for a class is not operative in these areas. So there must be some provision for satisfying the needs of such children. E.G.S and A.I.E is a scheme for serving such children. In Kottayam district, Kottayam West block, Erattupettah and Kanjirappally are some of the blocks which need this facility. The target groups of these school children in the unserved habitations within the age group of 6-14 years.

1. Awareness campaign in selected area

To create awareness among the community, parents and other functionaries, there will be community awareness programmes in connection with E.G.S and A.I.E. Kalajadhas, Grihasadas are to be organized.

2. Orientation to PTA members of E.G.S

Besides to the awareness campaign the parents of EGS are to be oriented, further. For this workshops should be conducted. Through awareness programmes need of orientation are to be emphasized.

3. Residential Training to all AS instructors

Alternative schools do not satisfy the teacher pupil ratio. In these schools an instructor should be there. The selection of these As Instructors should be done first. After that all of them must be trained well, through a residential training programme. The module preparation, Resource persons training etc are the activities that should be held in this head.

4. Provision of States/Pencils/Books to EGS Children

States, Pencils, Books etc are to be granted the children of EGS, so that we can attract them to the EGS centres.

5. Convergence Meetings

To develop the sense of accountability towards community there should be convergence with external agencies like local departments, NGOs, Local bodies, Voluntary agencies, Technical Institutions. Etc.

6. Construction of building to EGS centre

EGS centres need buildings in Kottayam district. Three sub-districts need building for EGS centres. The sub-districts are Kottayam west, Kanjirapally and Erattupettah.

7. Provision of School, Tr, Grants

For effective running of these, centres grants are to be provided. So school grant, Teacher grant, Library grant are proposed.

8. Monthly one day review meeting of AS instructors

The cluster level training of normal school teacher help them a lot in their curriculum transaction. In the case of A.S institution such type cluster level training will help them to review their activities and make planning for the next month. So ten cluster level meetings of A.S instructors are planned.

9. Honorarium to EGS Instructors

The EGS instructors have to work in interior areas of inhabitations. They have to reside in that settlement. They may be provided with a reasonable amount of honorarium, considering the nature of their work. Hence honorariums to EGS instructors are proposed.

10. Cooking charges and transportation charges for noon meal programmes

The noon-day meal programme will certainly attracts more pupil to EGS centres. The materials for noon meal such as rice, green gram will be supplied by the state government. In normal schools the cooking charges and nominal amount of transportation charges are borne by P.T.A and, P.R.I institutions. But in the case of EGS noon-day meal programme, the transportation charge will be a huge amount and it can not be met by P.T.A or other agencies. So there may be special provision for transporting of these materials and cooking charges.

11. Expense for total enrollment drive

In Kottayam district we need enrollment drive only in settlement areas. For total enrollment certain types of awareness programmes and other activities such as Kalajadhas, Grahasadas, special enrollement drive etc are to be organized.

12. Assessment of achievement level of Children in EGS centres.

The assessment of achievement level of the children in EGS centres is very essential. But the tools used of the same purpose in normal school can't be adopted. Hence there is the need of preparing special tools for this purpose.

MEDIA AND DOCUMENTATION

I. Media.

Definition: Media is the means through which information can be made public. Media can be divided into three types – visual, reading, listening. Examples are print media, radio, telephone, T.V. channels, internet.....

Purpose: Media is an inevitable part of present day life. Keralites frame their opinions through the information's got through the media. That means media has a great influence in the society. Whenever a new project or programmes is implemented a good media coverage is a must for the success of the same. Otherwise the public will go after tips and tails and make a vague picture of it. So in SSA programme a good media intervention is essential for public awareness and acceptance which will promote the success of the programme.

Focus: A good execution of a programme only will not make it acceptable. A public relation and awareness programme only will enable it to reach the public in its good sense.

Empowerment of teachers and student are mainly aimed at. But the public is also taken into account. Child centered pedagogical approach is still a mirage. The new curriculum is to be made acceptable. in the implementation of SSA, transparency and social involvement are important. These should be attained through proper awareness programme, which can be had through media.

Target Groups

1. Community: The media propaganda will target at public in general and the opinion makers especially. The programme should make clear and strong support by them is needed for the success of it. Community's acceptance is the corner stone of any endeavor.

2. Parents: In Kerala the parents are very anxious about the education of their children. They are much confused and suspicious in the new projects implemented in education. So their orientation in the new programme is a must. Chance should be

given to them for the close observation and evaluation of the education process. Along with these their role in education should be identified. Media will help a lot in these aspects.

3. Teachers: Teachers are the pivots of educational activities. So empowerment and enhancements of teachers are significant. They face many academic issues like knowledge level, class management, problem analysis, activities (inside and out side the class room) evaluation lack of motivation etc. For them the media is to be depended on.

4. Students: In education process the students are the ultimate goal. Dry, monotonous class rooms situations drive them away from learning which will lead into 'push outs'. In the modern life students depend much on media. Latest informations are collected from them.

Through education a child should be trained to lead a successful life. But the present condition is far from the reality. So media can play a vital role in this.

Activities under Media Interventions

1. Formation of District level and Block level Media Advisory Committee

As the media is interactory with general community, the information conveyed should be correct in all aspects. To ensure it a monitoring committee should be formed with official concerned.

2. Press Meeting

The press may polish or demolish programmes. Their views and suggestions crate opinions and reflect opinions. So press meeting should be conducted periodically.

3. News Letters (Printed)

(Dist level and BRC level)

Briefing of project implementation programmes, articles, pictures, preview of coming up activities, etc can be included.

In BRC level creative writings from teachers as well as students may also be included.

4. Pamphlets and Brochures

These function as hand bills. Each teacher should supplied with a copy periodically. This should carry tips and tricks to enable and enhance the learning process.

5. Preparation of annual reports

A report on the activities carried out under SSA including income and expenditure statement at District level and BRC level should be brought out annually. This will enable the target groups to review and suggest further improvement.

CIVIL WORKS

Establishment of BRCS

At present, in service courses are being conducted mainly at DIET. This create a lot of difficulties to teacher, as they have to spend a lot of time and money to travel long distances. The establishment of convenient centres in each block will solve this problem. In this year 5 B.R.C's are proposed.

Establishment of C.R.C's

Now teacher do not get an opportunity to share their experiences, achievements and problem in the classrooms. Hence, it would be beneficial if we establish a common platform to have a get together by teacher. Teachers from neighbouring schools can group together to for a cluster. They can have meeting orce in a month. In this year 2 C.R.C's are proposed.

Additional Classrooms

Certain schools need additional classrooms. In this year 50 additional classrooms are proposed to meet the needs of the school.

Construction of toilets

Lack of separate urinals for girls and boys crates great problems in schools. It is understood that 25% of primary schools need separate urinal for girls. This year 50 toilets are proposed.

Drinking Water Facility

Some times, school children are forced to drink contaminated water from neighbouring areas as they don't have pure drinking water provision in the schools. Hence 50 drinking water facility programmes are proposed.

Electrifications of Classrooms

Most of the schools in Kottayam District are electrified. But the classrooms are not properly electrified. As the teachers have to use audio visual items like OHP, slide projector, etc . Most of the schools need extension service of electricity and 50 numbers are proposed.

Compound Walls

Many of the schools do not have compound walls. This creates a lot of problems. Hence compound wall for 50 schools are proposed.

Separation Walls

In many schools there is the lack of separation walls. This adversely affects the curriculum transaction process. Hence 160 separation walls are proposed.

Repair and Maintenance of School Building

Schools should be attractive, learning centres to children. Shabby walls, broken tiles, unthatched walls, door steps, cracked walls etc make an unpleasant class atmosphere. Hence an amount of Rs. 5000/- per school for 296 schools are proposed.

SPECIAL FOCUS GROUPS AND INNOVATIVE ACTIVITIES

I. Children with special Educational Needs

The disable children have the right to get quality education, just like normal children. Integrated Education for the Disabled Children (IEDC) Programme strive to give special attention to the disabled children, together with the ordinary children in common school itself and then by make them reach the main stream. This programme gives special emphasis on the educational needs of the disabled children.

The year the following programme proposed.

1. Community awareness programmes

In connection with awareness programmes, awareness meetings two time a year, preparation of slides, posters, sridiers, printing of materials related to IEDC film shows and seminars are proposed.

2. Parent Education programmer

Under this head, printing of booklets orientative programmes, guidance and counseling (one day two times in a year) home school conversing medical guidance camps, tele conferencing etc are proposed.

3. Teacher empowerment programmes

In order to empower the teachers short term inservia programmes (3 days duration) capacity development programmes (3 days duration) innovation camps for classroom strategies (3 days)

4. Learners Achievement programmes

Under this head behaviour modification courses, courses on peer tutoring techniques readiness activities for class room practices courses and familiarisation of Technical Appliances printing of peer group manual etc are proposed.

5. Facilities improvement programme

This includes printing of assessment tools data collection, analysis, consolidation, medical decision camps, early identification programmes (2days) supply of Aids and appliances, setting up of resources centers, provision for infrastructure facilities, meeting of DRU/DRY/Advisory groups/ etc are proposed.

COMMUNITY MOBILISATION

Any education programme will be a success only with the active participation and involvement of the community. Hence community mobilisation is very essential for SSA. Proper orientation must be given in school level to enhance the rate of enrolment. In Kottayam dist one day orientation to VEC members have already done.

1. Training of community leader at school level.

To mobilize the community a series of training programme are essential. Capacity building, micro planning at school levels, providing and monitoring child registry etc are to be given importances. So such as module should be developed workshop should be conducted to enrich the Resources persons for running the training. 8 members from each schools will be trained at least two times in a year. In Kottayam dist there are schools

2. Development of modules for training

For the effective transaction of ideas training should be based up on effective modules. So effective modules will be prepared for quality training. 3 days workshop will be conducted to prepare modules. The members on the workshop will be community leaders, educationists, Dist Faculty members, Trainers, Teachers etc.

Micro planning (school. CRC/BRC/Dt level)

To access the exact needs, planning must be done at the grass root level by participation of different categories of the society. So members teachers, parents are to be participated in the planning process at the school level. Then these plans must be unrolled at CRC and BRC levels and finally at District level.

MANAGEMENT STRUCTURE AND INSTITUTIONAL CAPACITY BUILDING

Management of the project has to be done at central and at local levels. So different types of man power and mechanical powers are needed.

Salaries

Different categories of officers are working under S.S.A at district block and panchayat levels.

Equipments

For the smooth functioning of an institution various equipments are needed. Maintenance replacement of office equipments are also essential. The plan proposes to equip with the following materials.

Postage, Fax, telephone and photo copiers are also to provided in the district and block level offices.

Administrative Expenditure.

For the effective functioning of office administration, different stationary items are needed. So the plan should provide fund for administrative expenditure.

Contracting Experts

Effective transaction of certain areas from experts are needed in training such as gender, pedagogy, civil works MDS etc. These experts may not be a part of SSA. So they are to be hired. These experts are to be given attractive remuneration and other allowances. So the plan should provide fund for their allowances.

Exposure visits

In order to build the capacity among BRCS and other resources centers, exposure visits should be provided. So that the members can realise and witness the activities done by other similar centers.

Capacity building of identified agencies

DIET, DRG, BRG, DRC, VEC, etc are to be empowered as they are the resource support of the project. So provision should be there for the building up of their capacity.

RESEARCH, EVALUATION, SUPERVISION AND MONITORING

SSA is conducting various activities through various intervention. For the effective implementation of these activities studies monitoring and supervisions are essential.

(i) Setting up of Research Advisory Committee at District level.

The Research advisory committee should be formed by representation from different blocks in the district. The committee should be activated at sub district level also. There should be members from different categories such as Educational Experts, DIET Faculty members, Educational Officers, teachers, trainers etc.

(ii) Convergence with external Resource Agencies

SSA aims at the capacity development of all the components related with education. There are several External Agencies who can contribute much resource at various levels. So find the external resource agencies first and then they can evaluate/assess the project externally. External assessment helps us to assess how better we perform and help us to identify our defects.

(iii) Conduct orientation Programmes on Research Practices/Academic Supervision and Monitoring

The participants who are involved in Research work, monitoring and supervision are to be oriented. So that they can do their activities in a better way. So the members of the above mentioned team may be oriented in the areas of Research, Supervision and Monitoring Workshops will be held. Tools and strategies will be found out and consolidated.

(iv) Conduct of field activities such as Monitoring Appraisal and supervisions of class room activities

Supervision and monitoring helps to improve the performance of the functionaries. So District, Block, Village and School level monitoring team are to be formed. For their smooth functioning, travelling expenses and monitoring tools should be provided. Periodical meeting of these teams are necessary to assess the progress of the project. C.R.C. monitoring team should monitor the schools in the Panchayat once in a week. Block level monitoring should be done once in a month and District-wise monitoring should be conducted once in every three months. In addition to that real class room experiences are also to be monitored.

(v) Arrangement of Consultancy Services

While implementing different activities at various levels, it is quite natural to arise problems, doubts etc. To solve these problems and issues such consultancy services help us. So arrangement of consultancy services at District level is proposed.

(vi) Conduct of various types of research studies

While conducting the teaching learning process, there may arise many problems and issues. Teachers want to find solutions for these problems scientifically. So Action Research helps the teachers to find out the difficulties and overcome the difficulties. So the plan proposes to conduct certain number of Action Researches in the District. Selected DIET faculties, trainers and teachers will conduct Action Researches.

(vii) **Conduct of periodical meetings of District Officials**

Academic review helps the educationists and teachers to assess the achievements of learner. At the same time, they can realise the problems and issues facing to improve the quality of education. So the plan proposes to conduct periodical meetings of District Officials twice in a month.

(viii) **Dissemination of study findings at various levels**

After the studies at various levels a three day workshop will be conducted and all the relevant findings will be consolidated. Then findings may be sorted out. Discuss the way to overcome these issues. The merits were highlighted.

(ix) **Publication of periodical research bulletins**

These research exercises and findings will be made out as the report. These reports are to be published. In addition to that Bulletins at various levels such Block/District are also be published.

For all these activities the plan proposes separate costing @ Rs. 1400/school for the year 2003-04.

Management Information System

Documentation and updating of ideas, facts and figures is an integral part of a project. Then only the process of assessment of achievement is possible. With this end in view MIS units are proposed to establish at the office of DPO and 13 BRCs – total 14 MIS units. There will also be provision for purchase of computer accessories and computer operators at each centre.

Early Childhood Care And Education-ECCE

A word of caution

"Being busy does not always mean real work. The object of all work is production or accomplishment and to either of these ends, there must be forethought, system, planning, intelligence, and honest purpose, as well as perspiration. Seeming to do is not doing", remarked by Thomas Alva Edison.

The words quoted are highly relevant in the case of pre-school education process in the country. There are no doubt that the inputs received by the children during the pre-school phase will help conditioning their growth process to meet any challenges in the future. However, real work seems to be missing some where due to unhealthy planning and practices.

Children now-a-days, are forced to learn a great deal of things even from their early childhood. They are overburdened with much stuff than what is actually required in order to survive and excel in their future courses. Also prevails unhealthy competition among the several schools offering pre-school educations, as well as among the uncompromising parents determined to secure the best (?) education to their children. All these are factors affecting the honest purpose of pre-school education.

The present focus of ECCE

The childhood is the most beautiful span in a man's life. This is also the period wherein the children should develop the traits related to skills, knowledge and attitudes in order to be the better citizens in the society. But the present practices in pre-school education system affects contradictory to the developmental aspects of a child. Overloading them with study material

creates lack of interest in learning . A paradox is that the rate of literacy and suicide is equally high in Kerala.

The quality of inputs provided to the children during pre-school phase will ensure the quality of the whole education process. That is why Sarva Shiksha Abhiyan incorporates the Early Childhood Care and Education-ECCE as one of its major areas of intervention to provide joyful pre-school education.

Present Status of Pre-School Education.

The pre-school educational scenario in Kottayam district at present is not one of much promise and hope. The 'Managements' of pre-schools in the district belong to different categories. Only a handful of pre-primary schools are managed by the department of education. There exist pre-primary sections in several Government Schools and Aided Schools, but these are managed by the PTA. In such schools, the PTA appoints trained teachers and the remuneration is paid out from the fees collected from the children. There are also several pre-primary schools run by different private agencies.

It is noted that the infrastructure of the institution is far from satisfactory, it also deserves attention that these schools do not follow a prescribed curriculum or syllabus and the approach to teaching the pre-primary children often proves to be unscientific . Also, the amount collected from children towards fees is huge , thus making pre-primary education beyond the reach of common man. The pre-schools and Anganwadies under the supervision of the Social Welfare Department is a helping hand and attracts children hailing from the lower income families. The Block wise details of Anganwadies are shown as Table 1.

Objectives.

- To provide pre-school education to all children below the age of 6.
- To provide parental orientation .
- To ensure the quality of pre-school education.
- To make the teachers of pre-school children more aware of the methods of teaching
- To familiarize the teachers with the effective use of learning materials including play things.
- To improve the infrastructure by supplying chairs and other equipments.
- To make the parents as well as the community aware about the importance of qualitative pre-school education.
- To enhance the co-operation and support of other Governmental and Non-Governmental organizations.

Target Group.

The ECCE programme targeted include all pre-school children , who are studying at the department run pre-primary schools , Anganwadies and pre-primary schools managed by PTA at Govt and Aided Schools.

Major Activities Proposed under ECCE

1.Refresher Training to Pre-School Teachers

During the previous year ,three day training was given to all Pre-Primary and Anganvady Teachers. To evaluate the effectiveness of the training and to refresh their ideas, it is proposed to conduct two day training to all pre-school teachers. As a part of it, there will be a module preparation workshop and BRC training . In both, service of experts in this area as well as that of BRC trainers can be used.

2. PTA Orientation.

Now a days most of the parents are thinking, why not our kids born with a stethoscope?. That is why they forced their children to learn a great amount of things even at primary level. This will create severe problems in education. Only solution to this problem is parental awareness. Therefore one day training is proposed to the parents of pre-school children.

3. Community Awareness Programs.

It is proposed to conduct one day orientation to the VEC members, community leaders, social workers etc to make them aware about qualitative pre-primary education , making use of the module prepared for PTA Orientation.

4. Supply of Learning Materials.

Learning can be made effective through the proper use of proper learning aids. At this level play things can be used as learning aids. Accordingly, it is proposed to supply learning materials including playthings to three hundred pre-schools.

5. Supply of Chairs.

Giving care to pre-school children is equally important as their learning , with this end in view, it is planned to provide 20 chairs each to selected pre-schools. The list of schools will be prepared and approved by VEC.

6. Monitoring.

Program and monitoring are like horse and carriage. Effectiveness of the program can be evaluated through proper monitoring . So it is incorporated the provision for monitoring at District and Block level.

Table 1

Budget Estimate for the year 2003-04
Early Childhood Care and Education (ECCE)

SLNO	Activities		Unit Cost	No: Of Participants	No: Of Days	Amount
1	Module Preparation	R.P	250	2	2	1000
		Participants	70	13	2	1820
2		R.P	250	2	2	1000
		Participants	70	40	2	5600
3	Teacher Training		70	1875	1	262500
Total						271920

Table 2

PTA Orientation and Community Awareness

SIno	Activities	Unit Cost	No of Participants	No of Days	Amount
1	Module Preparation	70	13	1	910
2	DRG Training	70	40	1	2800
3	Panchayat Level Training	500	75	1	37500
4	Training to PTA members	Nil	1875 Pre-schools	1	Nil
5	TA to Trainers	4000	-----	-----	4000
					45210

Table 3**Material Distribution**

Sino	Activities	Unit Cost	No of Anganwadies and Pre-Schools	Amount
1	Supply of Learning Materials	1000	290	290000
2	Supply of Chairs	120*20	150	360000
			Total	650000

Table 4**Monitoring**

Sino	Activities	Unit Cost	No of Districts and Blocks	Amount
1	District Level Monitoring	5000	1	5000
2	Block Level Monitoring	2000	13	26000
			Total	31000

Grand Total : Rs.9,98,130

Chapter 6- Annexure-II

INNOVATIVE PROJECT- EDUCATION OF GIRLS

Foreword

Woman is said to be the artistic creation of God. She is regarded as the light of the family, queen of the household, the symbol of luck and prosperity. She is respected at three levels- as mother, sister and wife. She is also considered as the symbol of all virtues-love, patience, tolerance, innocence and sacrifice. On the contrary, she is considered as inferior to man. She is under the control of the father, husband and son in various stages of her life. So many restrictions were imposed on her by the society. Modern education was denied to her. She had no right, till recently, to work in an office or earn money. Her task was restricted to managing the household and looking after the children. She had to depend on man for each and every thing. "So long as woman in India do not take equal part with men in the affairs of the world...., we shall not see India's star rising", said Sarojini Naidu once. The same condition is existing in India even decades after independence. And here lies the need of attaching top priority to impart education to the woman.

The Status of women in Kottayam District

The present status of women in Kerala is comparatively high when compared to their position in northern states of India. The credit for this goes to the educational development attained by the state. Still there exist gender bias in some parts of Kerala, which can only be eliminated through imparting proper education and community awareness programmes.

Through gender factors and consequent social inequality are comparatively low in Kottayam District, they are certainly existing in some areas and among some sections in the society. Despite the several programmes and projects implemented, the girls among tribals as well as from socially and economically disadvantaged communities remain the under privileged in the field of education. This may be due to the lack of education among their parents or the unhealthy attitude of the society towards education of the girls. All these lead to the exploitation of girls in different forms.

The S.S.A focus on education of girls

At home or outside, a girl doesn't enjoy full freedom even today. By force of circumstances imposed upon her by the society, she is restricted to normal household duties, raising of children, labour work etc. The media also is reluctant to bring the pathetic situations faced by women living in rural areas. In courts of law, she doesnot receive proper justice always. Only through proper education that they can protect themselves from all kinds of onslaughts and work freely for the uplift of the society.

The S.S.A programme aims at total enrollment of girls to school and their retention along with the readmission of drop-out girls to schools. Mostly, the girls discontinued their studies due to illiteracy of parents, their economic backwardness or due to some social or religious reasons. S.S.A aims at solving all these problems and bringing the girls to the main streams of social life, which could only be attained through providing qualitative education.

Target group

S.S.A proposes to conduct a number of programmes for realizing the aforementioned goals. Main target group under the programme are girls.(from std I to VIII) and their parents, teachers, V.E.C members of the local bodies, community workers, members of governmental and non governmental agencies.

Convergence with external agencies

The success of any programme depends on the intensive support from people inside as well as outside. Support from non-governmental agencies also a pre-requisite for the smooth functioning of the proposed programme. An orientation program to non governmental agencies is intended, with this objective in mind. Similarly the programme ensure the support of governmental agencies for the mobilization of the required fund and other purpose.

In addition, the S.S.A programme on education of girls envisage a counseling center in each school will be selected and adequate training will be imported so that she can perform as the head of the counseling center. The overall supervision and monitoring of the counseling centers shall be entrusted to the D.R.U faculty in D.I.E.T, and the experience so far attained by the D.R.U faculty in similar activities may prove to be an added advantage in this regard. The counseling facilities in school will prove to be of great advantage to the girls, especially those passing through the face adolescence.

Objectives

- to make the parents aware of the importance of education of girls.
- to enable the teachers to develop an understanding about gender sensitization
- to make the community aware about the significance of education of girls.
- to impart adequate training to the teachers to provide counseling to the girls, especially at adolescent age.
- to help the girls to acquire ideal about their rights and duties in the society.

Education of Girls-Major Activities Proposed

1. Establishment of counselling centres

Girls who are studying at upper primary level are passing through the age of transmittance, ie adolescent. At this stage they are subjected to bodily and mental changes. They are always anxious about the sudden changes. This may create problems in their life. Through counseling they can anchor the waving mind. There fore it is a must to start counseling centers to secondary school. There should be a trained teacher counselor at each school and a separate room for counseling. Rs.1000 per year per school is budgeted for the functioning of the center.

2. Teacher training

Teachers are really the agents of social change. As it says, the charity begins at home the sense of gender equality should begin from childhood onwards. In this connection it is proposed to conduct 2 day training programme to all teachers. Module preparation and D.R.G training will be conducted under the charge of experts in the area.

3. Community awareness programmes

The role of community is very important in fostering pre-primary education. For community awareness the following programmes are proposed

(a) Seminars

It is proposed to conduct seminars at District level and block level participating educational officers, teachers, trainers, members of local bodies, social workers P.T.A/ M.T.A members and community leaders.

(b) Orientation to P.T.A/ M.T.A Members

To a great extent parents are responsible for gender bias. Most of the parents treat male children with great care. To eliminate this bias and to bring up children with equal rights and privilege, awareness to parents is unavoidable. So it is planned to conduct parental awareness programmes.

4. Competition and distribution of prizes

It is also proposed to conduct competition such as quiz, essay, postures etc at different levels in connection with important days and occasions such as Women's day. There will be provisions for prizes to the winners in the competition. The prizes will be awarded to the winners at a meeting.

5. Monitoring

Monitoring is essential for the review and feed back of the programme. So this programme also had provision for monitoring at District and Block level. Since D.R.U faculty of D.I.E.T has been engaging activities of same kind, it will be better to entrust D.R.U faculty to monitor activities at district level.

TABLE-I**ESTABLISHMENT OF COUNSELLING CENTRES**

SI no	Activities	Unit cost	No. of participants	No. of days	AMOUNT	
	Training to teacher counselors					
1	Module preparation	R.P	250	2	2	1000
		Participants	70	10	2	1400
2	D.R.G Training	R.P	250	2	2	1000
		Participants	70	20	2	2800
3	Teacher training	70	220	3	46200	
4	T.A.to trainers				4000	
5	Establishment of counseling centers	1000	220		220000	
	TOTAL				276400	

TABLE II**TEACHER TRAINING**

Sl no	Participants	Unit cost	No. of participants	No. of days	AMOUNT	
	Module preparation	R.P	250	2	1000	
		Participants	70	13	1820	
	D.R.G Training	R.P	250	2	1000	
		Participants	70	40	5600	
	Teacher training		70	5750	2	805000
	T.A.To trainers					5000
	TOTAL					820420

TABLE.III A**COMMUNITY AWARENESS PROGRAMME**

S.LN o	Activities	Unit Cost	No.of Blocks/Pan chayaths	No.of days	AMOUN T
	SEMINARS				
1	District level	15000	-----	----	15000
2	Block level	3000	13	----	39000
3	Panchayath level	1000	74	----	74000
	Total				128000

TABLE.III B**P.T.A. MPTA ORIENTATION**

S.LNo	Activities	Unit Cost	No.of schools	No.of days	AMOUNT
1	P.T.A & M.P.T.A Orientation	250	860	1	1,71,850
	TOTAL				1,71,850

TABLE.IV**COMPETITIONS AND PRIZES [UPPER PRIMARY ONLY]**

S.L No	Activities	Unit Cost	No.of Blocks/Panc hayaths	No.of days	AMOUNT
1	Panchayat level	500	74	1	37000
2	Block level	2000	13	1	26000
3	District level	5000	1	1	5000
	TOTAL				68000

TABLE.V**MONITORING**

S.L No	Activities	Unit Cost	No.ofDistri ct/Blocks	No.of days	AMOUN T
1	District level	5000	1	---	5000/--
2	Block level	2000	13	---	26000/--
	TOTAL				31,000

Grand Total:

I	276,400
II	820,420
III A	128,000
III B	171,850
IV	68000
V	31000

Rs 1495670/-

Chapter VI

Annexure-III

EDUCATION OF SC/ST

Education is the birth right of every Indian. The constitution of India itself guarantees free and compulsory education to all upto the age of 14. Several Programmes and projects had been started since independence to realise this goal. The work rendered by the National Policy of Education 1984 and its programmes of Action 1992 deserves special mention. Despite of all these attempts, a larger percentage of pupils especially those from socially and culturally deprived strata of the society remained out of main stream education. Because of a variety of causes, only a small percentage of this category benefited from education. This because a contributing factor to their backwardness. It is as clear as daylight that their social advancement is possible only through educational development. To uplift the scheduled caste and scheduled tribe to the forefront of education that Sarva Shiksha Abhiyan launched the innovative project-Education of SC/ST.

Kottayam has a rich and varied cultural heritage. With great pride we can say that Uzhavgoor in Kottayam District is the birth place of our former President of India, Mr. K.R.Narayanan. Kottayam also gave birth to other luminaries such as M.S.Joseph belonged to the deprived community. But it is only one side of the coin. On the other side, majority of that community engaged themselves in their traditional jobs without benefiting much from education. When compared with other communities, their rate of enrolment as well as retention is low. It is the duty of the society to provide them qualitative education and there by fulfil the constitutional universalisation of elementary education.

Kottayam ranks high in literacy rate. Impact of the same can be seen in the education of SC/ST also. Still at some areas especially at tribal and coastal areas we can see a number of pupils of this community, who are not properly educated. The project also focuses on such group and to bring them to the mainstream of education.

Objectives

- * To make the community aware of the importance of education of SC/ST.
- * To provide awareness to the parents of SC/ST Children
- * To enable them to learn in a joyful manner
- * To supply learning material to the children
- * To make them aware of their rights
- * To equip them to live in a society.

Target Group

SC/ST pupils who are studying from Std.I to VIII, their parents, teachers, social workers, community leaders and other beneficiaries come under the project

Convergence with External Agencies

The programme can be implemented only through the whole hearted support and co-operation of community. It's entire success depends on the support of governmental and non-governmental organisations.

Major Activities Proposed

1. Community Awareness Programme

The role of community is very important in fostering the education of SC/ST pupils. So a district level meeting is proposed containing representatives of local bodies, community leaders, social workers, political leaders, parents, teachers etc. In the same pattern, meetings are proposed at Block level and Panchayat level.

2. Supply of Material for Joyful Learning(LP School Children)

Achievement level of SC/ST children is low when compared with children of other communities. One of the major reasons for that is the lack of qualitative basic education. This finally resulted in their poor achievement or even drop out from schools. By realising the severity of the situation, it is planned to distribute learning materials for joyful learning. Standard wise materials will be prepared at a workshop and supplied to the children.

3. Teacher Training

It is proposed to conduct one day training to LP School teachers in class wise to familiarise the materials prepared. After that they will work out the materials in their classes.

4. Supply of Learning Materials Including their Civil Rights(Uplevel)

During the previous year, 5 day special training was given to all SC/ST children in communicative English and Mathematics. After knowing its feed back, a supplementary material will be prepared for enriching their knowledge in Maths and English. Another problem is that most of the children are not aware of their rights. Materials will be prepared for the same making use of the service of experts in this area. Elements General knowledge will also be there in the materials prepared for the children. To familiarise the material there will be a DRG Training and teacher training.

5. Competitive Examination and Prize Distribution

After months of practice competitive exams will be conducted at different levels and prizes will be awarded to the winners. This will certainly serve as a motivating factor for their further learning.

6. Monitoring

Monitoring is essential for evaluating the process. Accordingly it is proposed to conduct Block level and District level monitoring. On the basis of the collected data further programmes will be planned.

BUDGET ESTIMATE FOR THE YEAR 2003-2004

TABLE I

COMMUNITY AWARENESS PROGRAMME

Sl.No.	Activities	Unit Cost	No.of Blocks	Amonut
1	District Level Seminar	10000	--	10000/-
2	Block Level Seminar	2000	13	26000/-
	Total			36000/-

Table II

SUPPLY OF MATERIALS FOR JOYFULL LEARNING (LP Section)

Sl. No	Activities		Unit Cost	No.of Participants	No of Days	Amount
1	Material Preparation	RP	250	2	2	1000
		Participants	70	20	2	2800
2	Printing and Supply of materials		20	10137	-	202740
3	DRG Training	RP	250	2	1	500
		Participants	70	40	1	2800
4	Teacher Training		70	3211	-	224770
	Total					434610

Table III
SUPPLY OF MATERIALS TO UP SCHOOL CHILDREN

Sl. No	Activities		Unit Cost	No.of Participants	No of Days	Amount
1	Material	RP	250	2	2	1000
	Preparation	Participants	70	20	2	2800
2	Printing and Supply of materials		20	11603	-	232060
3	DRG	RP	250	2	1	500
	Training	Participants	70	40	1	2800
4	Teacher Training		70	3700	1	259000
Total						498160

Table IV
MONITORING

Sl.No.	Activities	Unit Cost	No.of Blocks	Amonut
1	District Level	5000	--	5000/-
2	Block Level	2000	13	26000/-
Total				31000/-

Grand Total Rs. 9,99,770/-

SARVA SHIKSHA ABHIYAN
KOTTAYAM DISTRICT
PROGRAMME ON
COMPUTER EDUCATION TO SCHOOL STUDENTS

Introduction

Computer education is of utmost importance in our country because we have already ushered in an era of computerization. At present the computer is used in almost all the fields where very complicated functions are to be performed. Computers are employed in guiding sophisticated rockets, submarines, jet engines, in large business concerns, banks and even in homes. Information technology is penetrating all walks of life and Personal Computers has become a very common phenomenon.

A casual glance at the process of computerization is sufficient to tell us that mankind has achieved an enormous growth within a short span. But at the same time we are afraid whether we have paid enough attention to introduce our children in schools to the world of computers. While admitting that computer training is gaining paramount importance with the emergence of information technology, efforts in the direction of making the school children, computer literate is still lagging behind. The SSA Programme aims at imparting computer literate to all students in standards up to VIII.

Significance of introducing computers to the children

The basic definition of a computer states that it is an electronic device which stores, processes and produces information required by the user. These devices are capable of handling enormous volumes of data and the process is mostly fast and accurate. If we put the computer at the disposal of teacher and pupil, we open up the possibility of a revolution in education.

Apart from serving as an equipment for delivering data, computer can function as a super teaching machine. These machines can be programmed so that they can initiate more sophisticated and flexible interactions with the students. This is possible because

the computer is able to record and store all the responses of students. The computer-student relationship in this way can become much more sophisticated and life-like one. Moreover, computer familiarization leads to conversational kind of interaction between the student and the computer.

Focus of the Programme.

The children studying in standard VIII and below classes need to have a fresh, first hand systematic experience with the computers. The computer awareness gained during this period will prove to be of immense value during the later stages of their studies. In other words, the foundations received by familiarizing with the computers during the upper primary stages will develop the abilities of the children in processing with data and dealing with the world of information technology.

The SSA Programme of computer education is designed as introductory in every sense. The programme intend to familiarize the students up to classes VIII with personal computers and to highlight the role of computers in simpler forms and in a natural way. The students will find new ideas and avenues open to them. They will definitely realize and appreciate computers as a partner for learning, thus enabling computer assisted education.

Programme Objectives

- To provide basic understanding and genuine interest about computers to the students (std VIII initially)
- To provide the students fresh hands own, systematic experience with personal computers
- To broaden and enrich the whole learning experience of students by resorting to computer assisted instruction.
- To provide an element of variety from the normal routine class room teaching, by using the PC as an audio visual media of instruction.
- To stimulate active responses and involvement in students by direct interaction with the computer.

Target Group

The SSA Programme on computer education in Kottayam district targets all students up to the classes VIII. However, the initial phase of computer orientation is restricted to the students in std VIII only. (The list of schools under program coverage is appended as annexure I).

Modus Operandi.

Due to non-availability of specific data or directions the following are incomplete or unattended. The following procedures are proposed for the implementation of the programme.

- Installation of personal computers in targeted schools.
- Orientation/training to the teachers selected in charge of the computer center
- Preparation / supply of adequate software
- Monitoring / Follow-up of the programme .

Major Activities Proposed

1. Setting up of Computer Labs

During the 2002-03 computer labs were established at eight schools(One school for each Block). All together 13 Blocks are there in Kottayam district . In the current year ,2003-04 , it is proposed to set up computer labs in the remainig 5 Blocks in the above pattern, ie one school for each block. Apart from this Kanjirappally is also included as another center for setting up computer lab in this current year.

It is noted that in this subdistrict there are more than 100 schools and the pupil population is too high when compared to other subdistricts. Accordingly this is a felt need to start another computer lab at Kanjirappally subdistrict. Details attached are given as Table 1.

2. Teacher Training

It is proposed to conduct computer training for U.P Schools. But in schools the teachers have not much knowledge about the new system. So initially we

select two teachers from each school in the UP section for giving computer training. For conduct of this at first to provide training for the selected trainers. For this we can seek the help of some experts from this area. For this first phase include three days training and the second phase include two days training for the teacher.

3. *Monitoring and Monthly Review.*

The success of a Programme depends the monitoring. It is proposed to conduct district level monitoring as part of monitoring monthly review is included.

Budget Estimate for the Year 2003-04 Computer Education

Table 1 – Purchase of Computer and Accessories

S/no	Item	Amount
1	Computer and Accessories 6Units * 3 Computers	858600.00
2	Printer 6Units * 3 Computers	72000.00
3	Furnishing	60000.00
4	Stationary and Maintenance	30000.00
Total		1,020,600.00

Table 2 Teacher Training

S/no	Activities		Unit Cost	No of Participants	No of Days	Amount
1	D.R.G	R.P	250	3	5	3750
	Training	Participants	70	26	5	9100
2	Teacher training		70	422	5	147700
Total						160550

Table 3 Posting of computer operators and review meeting

S/no	Activities	Unit cost	No. of participants	No. of days	Total
1	Appointment of computer operator	2000	14		$14 \times 2000 \times 10 = 280000$
2	Monthly review	70	27	7	$70 \times 27 \times 7 = 13230$
3	Monitoring	2000			2000
Total					295230

Grand Total --- 1476380

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CHAPTER VII
ANNUAL WORK PLAN AND BUDGET 2003-04
TABLE C (1)
QUALITY IMPROVEMENT

Item No.	Description activities	Unit Cost	Spill over 2002-03		Fresh 2003-04		Total (Rs. in Lakhs)	Remarks
			Phy. Target	Fin. Outlay	Phy. Target	Fin. Outlay (Rs. In lakhs)		
1	Curriculum revision Std. IV, V					5.000	5.000	
2.	Training Programme. SRG, DRG 5 days x 4 times	0.020			60	4.800	4.800	60 x 4times x Rs.2000/-
3.	5 days initial target	0.0007		72.324	6665	23.328	95.652	
4.	5 days refresher target	0.0007			6665	23.328	23.328	
5.	Training to untrained Teachers (10 days)	0.0007			108	0.756	0.756	
6.	Training to newly recruited teachers (5 days)	0.0007			300	1.050	1.050	
7.	Training to teacher trainers (6 days)	0.0007			130	0.546	0.546	
8.	Cluster workshop	0.0007			6665	46.655	46.655	
9.	Free Text books to girls + SC/ST Std. II to IV	0.0005			40352	20.176	20.176	
10.	- Do- Std V to VII	0.0010			34620	34.620	34.620	
11.	- Do - Std VIII	0.0015			11424	17.136	17.136	
12.	Teacher grant	0.005			6665	33.325	33.325	
13.	School Grant	0.020			858	17.160	17.160	
14.	Developing of teacher support materials					5.000	5.000	
15.	BRC - Contingency	0.125	13	1.625	13	1.625	3.250	
16.	- Workshop and meeting	0.005	13	0.780	13	0.780	1.560	
17.	- TLM Grant	0.050	13	0.650	13	0.650	1.300	
18.	Honourarium to trainers/month	0.100	130	35.750	130	156.000	191.75	
19.	CRC. Contingency/Year	0.025	65	1.625	78	1.950	3.575	
20.	- Meetings, TA/Month	0.002	65	1.560	78	1.872	3.432	
21.	- TLM Grant/ Year/CRC	0.010	65	0.650	78	0.780	1.430	
	TOTAL			114.964		398.049	513.013	

TABLE C (2)

SPECIAL FOCUS GROUPS AND INNOVATIVE ACTIVITIES

Activity Description	Unit Cost	Spill over 2002-03		Fresh 2003-04		Total (Rs.in Lakhs)	Remarks
		Phy. Target	Fin. Outlay	Phy. Target	Fin. Outlay (Rs. In lakhs)		
Gender (Girls education)			14.900		14.957	29.857	
Scheduled Caste/Scheduled Tribe			9.900		9.998	19.898	
ECCE			9.980		9.981	19.961	
Computer Education			14.500		14.764	29.264	
TOTAL			49.28		49.700	98.98	

TABLE C (3)

EDUCATION GUARANTEE SCHEME/ALTERNATIVE AND INNOVATIVE EDUCATION

Item No.	Activity Description	Unit Cost	Spill over 2002-03		Fresh 2003-04		Total (Rs.in Lakhs)	Remarks
			Phy. Target	Fin. Outlay	Phy. Target	Fin. Outlay (Rs. In lakhs)		
1.	Awareness campaign in 3 Areas	0.050			3	0.150	0.150	
2.	Convergence Meetings	0.010			2	0.020	0.020	
3.	Orientation to PTA Members of EGS (2 times)	0.0003			150	0.045	0.045	150 members x 2 times x Rs. 0003
4.	Residential Training all AS Instructors (3 days)	0.0007			10	0.021	0.021	
5.	Monthly One day review Meeting of AS instructors 10 times	0.0007			10	0.070	0.070	
6.	Construction of Thatched Shed	0.0500			6	0.300	0.300	
7.	1) School Grant	0.0200			6	0.1200	0.120	
	2) Teacher Grant	0.005			6	0.0300	0.030	
8.	Slate, Pencil, Books etc.	0.010			6	0.060	0.060	
9.	Honourarium to EGS Instructors for 10 months	0.005			6	0.300	0.300	
10.	Cooking, transportation charges of Noon Meal	0.010			6	0.060	0.060	
11.	Expense for Total enrollment Drive	0.050			6	0.300	0.300	
12.	Assessment of Achievement level	0.005			6	0.030	0.030	
TOTAL						1.506	1.506	

TABLE C

MANAGEMENT INFORMATION SYSTEM (MIS)

Activity Description	Unit Cost	Spill over 2002-03		Fresh 2003-04		Total (Rs.in Lakhs)	Remarks
		Phy. Target	Fin. Outlay	Phy. Target	Fin. Outlay (Rs. In lakhs)		
Setting up of Computer room All BRCs + O/o DPO.	1.000			14	14.000	14.000	
Air Conditioner -do-	0.250			14	3.500	3.500	
Furniture -do-	0.500			14	7.000	7.000	
Computers -do-	0.500			13 + 4	8.500	8.500	
Printer (Two) -do-	0.500			13 + 2	7.500	7.500	
Capacity development (All functionaries)	1.000				1.000	1.000	
Up gradation/Maintenance	1.000				1.000	1.000	
Stationary and Contingencies	1.000				1.000	1.000	
Hub (All BRCs + DPO)	0.200			14	2.800	2.800	
UPS (-do-)	0.500			14	7.000	7.000	
Software (-do-)	2.000			14	28.000	28.000	
TOTAL					81.300	81.300	

TABLE C

MANAGEMENT STRUCTURE AND INSTITUTIONAL CAPACITY BUILDING

Item No.	Activity Description	Unit Cost	Spill over 2002-03		Fresh 2003-04		Total (Rs.in Lakhs)	Remarks
			Phy. Target	Fin. Outlay	Phy. Target	Fin. Outlay (Rs. In lakhs)		
1.	D.P.O Salary	0.150 x 12			1	1.800	1.800	
2.	D. Prog. Officers Salary	0.120 x 12			1	1.440	1.440	
3.	Accounts Officer	0.120 x 12			1	1.440	1.440	
4.	Clerk	0.060 x 12			1	0.720	0.720	
5.	Peon	0.040 x 12			1	0.480	0.480	
6.	Data Entry Operator	0.050 x 12			1	0.600	0.600	
7.	Equipment	1.000			1	1.00	1.000	
	1) Photostat Machine	0.098			1	0.98	0.980	
	2) Fax machine							
8.	Vehicle hiring							
9.	Administrative expenditure	2.000				2.000	2.000	
10.	TA/DA of functionaries	0.005 x 12				0.060	0.060	
11.	Hiring of experts	0.100				0.100	0.100	
12.	Salary of BPO	0.100			13	15.600	15.600	
13.	Clerk	0.060			13	9.360	9.360	
14.	Peon	0.040			13	6.240	6.240	
15.	Capacity Building Exposure visits	0.005 x 13				0.065	0.065	
16.	Spill over			39.500			39.500	
Total				39.500		41.885	81.385	

TABLE C

MEDIA AND DOCUMENTATION

Item No.	Activity Description	Unit Cost	Spill over 2002-03		Fresh 2003-04		Total (Rs.in Lakhs)	Remarks
			Phy. Target	Fin. Outlay	Phy. Target	Fin. Outlay (Rs. In lakhs)		
1.	News letter (2 set)	0.0002			1500	0.600	0.600	
2.	Pamphlets/Brochures					0.500	0.500	
3.	Documentation of Print and Photos					0.300	0.300	
4.	Meeting and Press Conference					0.100	0.100	
5.	Preparation of Annual Reports					0.100	0.100	
Total						1.600	1.600	

Table C (4)								
RESEARCH, EVALUATION, SUPERVISION AND MONITORING								
Item No.	Description Activities	Unit Cost	Spill over 2002-03		Fresh for 2003-04		Total in lakhs	Remarks
			Phy Target	Fin Outlay	Phy Target	Fin Outlay		
1	Formation of various Committees	0.02			14	0.280	0.280	
2	Conduct of field activities	0.005			858	4.290	4.290	
3	Conduct of various Reseach Studies					4.000	4.000	
4	bulletins	0.005			2000	1.000	1.000	
5	Monitoring of various levels					2.442	2.442	
	Total					12.012	12.012	

TABLE C

CIVIL WORKS

Item No.	Activity Description	Unit Cost	Spill over 2002-03		Fresh 2003-04		Total (Rs.in Lakhs)	Remarks
			Phy. Target	Fin. Outlay	Phy. Target	Fin. Outlay (Rs. In lakhs)		
1.	Construction of BRC	6.000	5		5	30.000	30.000	
2.	Construction of CRC	2.000	0		2	4.000	4.000	
3.	Addl. Class room	1.500			50	75.000	75.000	
4.	Toilets	0.200			50	10.000	10.000	
5.	Drinking Water	0.150			50	7.500	7.500	
6.	Electrification (LP,UP & HS)	0.100			50	5.000	5.000	Extension work of electrification
7.	Compound Wall	0.400			50	20.000	20.000	
8.	Separation Wall	0.100			160	16.000	16.000	
9.	Repair of School Buildings	0.050			296	14.800	14.800	
10.	Augmenting DIETS	16.00				16.00	16.000	
Total						198.300	198.300	

TABLE C
IEDC 2003 - 2004

Sl. No.	Activities	Phy. Target	Unit Cost	Total	Remarks
1.	Supply of equipments	7700	300	2310000	
2.	Resource room construction	13	50000	650000	
3.	Medical Detection Camp	13	3000	39000	
4.	Community awareness Programme	13	2000	26000	
5.	Parental awareness programme	858	500	429000	
6.	Teacher Education Programme	13 x 3	70	24570	RTS x BRC x 3 (Day) x 3 (Times) x 70
7.	Learner Achievement Programme (10 Times)		10	770000	Rs. 10 x Times x Number
8.	Honourarium to RTS	13 x 3		1638000	13 x 3 @ 3500 x 12
9.	State level Activities	7700	400	3080000	
TOTAL				8966570	

TABLE C

COMMUNITY MOBILISATION

Item No.	Activity Description	Unit Cost	Spill over 2002-03		Fresh 2003-04		Total (Rs. in Lakhs)	Remarks
			Phy. Target	Fin. Outlay	Phy. Target	Fin. Outlay (Rs. In lakhs)		
		0.0003		0.150			0.150	8members x 858schools x 0.0003
1.	Training of Community leader on school level					2.043	2.043	
2.	Development of modules					0.653	0.653	
3.	Micro planning (School, CRC, BRC, District)					1.422	1.422	
	Total			0.150		4.118	4.268	

ABSTRACT

Sl. No	Name of the intervention	Spill over	Fresh 03-04	G. Total
1.	Quality improvement	114.964	398.049	513.013
2.	IEDC	-	89.666	89.666
3.	Innovative Projects	49.28	49.7	98.98
4.	EGS & AIF	-	1.506	1.506
5.	Research evaluation and Monitoring	-	12.012	12.012
6.	MIS	-	81.3	81.3
7.	Management structure & Institutional capacity building	39.5	41.885	81.385
8.	Community Mobilisation	0.150	4.118	4.268
9.	Media & Documentation	-	1.6	1.6
10.	Civil Works	-	198.3	198.3
	Total	203.894	878.136	1082.03