

**SOCIAL SAFETY NET  
IMPROVEMENT OF PRIMARY EDUCATION  
IN KERALA**

**DRAFT PROJECT REPORT  
[REVISED]**

**DEPARTMENT OF GENERAL EDUCATION  
GOVERNMENT OF KERALA**

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## SYNOPSIS

A project for the social safety Net Programme and Development of Primary Education in Kerala prepared on the basis of guidelines issued by Government of India on 18.01.1993 and the guidelines for world bank assisted programme dated, 14.01.1993. The development Programme in Primary Education (CL.1 to V) in terms of infrastructural facilities is restricted to Government Primary Schools due to the reasons explained in Chapter I and II. But the private aided schools are also included for the extension of MLL Programme in terms of the cost on Teacher Training, Instructional Materials to facilitate the teaching learning processes in the class room teaching, support in the form of Audio-Video equipments, improvement of library and laboratory, Community education etc. which is envisaged is the Stage II of the Phase II of the Programme. As the project is scheduled in III phases, phase III of the project relate the implementation of U.E.E. and M.L.L. in the remaining eleven Districts of the State. This will be done only after evaluation of the performance in Phase I and II of the Project. The cost of project for Phase I and II <sup>Rs</sup> 2320.928 million. The cost of the project for Phase III is <sup>Rs</sup> 9297.256 million. The percapita investment for the beneficiary students per year is Rs.501.60 for Phase I and II and Rs. 558.76 for Phase III. Considering the benefits expected of the Project the investment suggested can rightly be termed as moderate.

## CHAPTER I

### INTRODUCTION

1.1.1. Kerala, the southern most state of India has an area of 38863 Sq. kms. Its population according to the census 1991 is 29098518. The Kerala State was formed in the year 1956 by combining the princely States of Travancore, Cochin and the erstwhile Malabar District of Madras Province. The levels of education in these three areas were different at the time of formation. The former princely State of Travancore had taken many progressive measures in the field of education and therefore the educational standards in the former princely state of Travancore was higher compared to the other two areas. After formation of Kerala, the State have made significant contribution in the distribution of public utilities. There have been notable efforts in the field of education which are non-comparable with other states in India. (The State of Kerala was spending more than 30% of its resources on social services including education.) At the time of formation of the State (1956) the total number of schools was 9050. By the year 1990-'91 this number has increased to 12134, registering an increase of 34%. The total number of students was 2709271 (1956). This has risen to 59.01 lakhs during 1991, registering an increase of 180%. During 1956 the population of the state was 1.44 crores, against 2.90 crores in 1991. The population increase in the period was 101%. A glance at the above figures shows the rate of enrolment of students has surpassed the rate of population increase whereas the increase in number of schools is not in a tune with the increase in student strength. Probably this would have been due to the fact that the increase in the flow of students have been met by additional class divisions and by increasing the number of children admitted in each class, the



latter being more predominant. Of the total 12134 Schools, 4486 (about 37%) are in Govt. Sector and 7648 (about 63%) are in the private sector. It is observed that the percentage of ~~phase~~<sup>pass</sup> in SSLC Examination is considerably higher in private schools than that of the Government Schools. The major reason for this difference is the physical facilities available in the private institutions which has caused a flow of students of higher strata of the society towards such institutions leaving the Government Schools to meet the requirements of the socially backward students of the society.

1.1.2. The State of Kerala is one of the states in Indian Union which has a very low per capita income compared to the national level. In 1990-'91 the per capita income of Kerala was only Rs.4229/- (at current prices) against Rs.4974/- (at current prices) the national average. The State through the years has been spending a major portion of its revenue from the exchequer in the field of education (vide table<sup>6</sup>). In the year 1957-'58 the expenditure on education was Rs.58.5 million (excluding capital expenditure on building construction) where as the same in 1991-'92 is Rs.8335.8 millions. The total budgetted outlay for 1991-'92 was Rs.27668.4 million. This indicates that 30% of the revenue receipt of the State, is spent in the field of education. So it is evident that the state is finding it extremely difficult to cope up with the ever increasing demands in the education sector with the increase in population.

1.1.3. The Government of India in its scheme on Social Safety Net on Primary Education have called upon to formulate necessary proposals to protect the educational facilities in general and for the poor in particular as the budgetary outlays in the coming years are liable to affect the share, in the field of education, following the structural adjustments in the economy. Therefore they had directed to protect in real terms the budgetary

outlays on Primary education to aim at a better targetting so that the poor receives the proportionate benefit in the field of education and also to improve the cost effectiveness for the programme. The world declaration of education for all, (the principles of which have been incorporated in the national policy on education 1986, subsequently modified in 1992) has directed all nations to take effective steps to achieve meeting basic learning needs viz., shaping the vision, access and promoting equity, learning acquisition, broadening the means and scope of education, enhancing environment of learning and strengthening the partnership. Following these directives Government of India have appointed a committee headed by Prof.R.H.Dave (UNESCO) to study afresh the learning outcome defined in the existing curriculum and to lay down the minimum levels of learning (MLL) for primary education. In the context of Kerala it has become more necessary to tackle the quality variation between Government schools and private schools rural and urban. According to the national policy on education immediate attention has to be given to improve the unattractive school ~~in~~ environment, unsatisfactory conditions of buildings, inadequacy of instructional materials, and laying down, minimum levels of learning for all children. The Government of India in the Social Safety Net Programme have again directed to achieve U.E.E. by 2000 A.D through a new programme which is area intensive and holistic titled as the District Primary Education Programme. In this programme emphasis has been given to reduce the drop out rates especially for female children and to achieve UEE by the year 2000 and to attain basic levels of MLL in the field of primary education from classes 1 to 5. It has also been directed that the project would be formulated and implemented with the co-operation, and assistance of Non-Government organisations, eliciting teacher and parent participation and co-operation from all those groups who

are the beneficiaries of the project. It has also been directed to give more attention on district with low female literacy rates.

1.1.4. Education is purposely designed for developmental activities. It is conceived as departmental activities of Government because education would help us achieving all round developments of individuals which in turn will help them contribute to the development of the nation. If this is to happen curricular transaction should be based on competencies, skills, attitudes and values which form the basis for developments. Thus teaching and learning will not be content oriented as at present, but process oriented. Psychological studies conducted all over the world have shown the deficiency associated with general development as well as educational attainment at higher levels can be traced back to early periods of human development which is the stage at which the children undergo primary education. Therefore effective steps are required for enhancing educational standards, to strengthen education during the early childhood at primary level and to ensure mastery of the M.L.L. The project on development of primary education in Kerala is designed to achieve the above goal.

## CHAPTER II

### 2.1.0 THE PROJECT

The project is conceived in two phases. The first phase deals with the attainment of U.E.E. by 2000 A.D. and the second phase deals with the attainment of the desired M.L.L. within a period of seven years.

### 2.1.1 DIRECTIVES OF GOVERNMENT OF INDIA

The Government of India have given the following directive for the preparation of the project.

- (a) Three Districts are to be selected based on the statistical information.
- (b) Details of core group to be set up at the state level and district level for formulating the project proposal are to be furnished.
- (c) Institutional linkages with NCERT (SIE, DIET) and, to assist the project implementation and the organisation of the District level training and work shops are to be spelt in detail.
- (d) A work plan to be prepared based on the guide lines furnished by Government of India for district and state level programmes.
- (e) Specific proposal for 1993-'94 regarding district plan and state level activities, are to be furnished.
- (f) Specific indications of assistance required for project formulation in terms of consultants services of resource persons from national organization as well as financial assistance required, are to be furnished.

### 2.2.0 The Project Formulation

Based on the guidelines mentioned above and in Chapter I, three districts out of 14 districts of the state are selected based on the female literacy rate (Table 2D) for the implementation of the programme, under phase one

and phase two. It is noticed that the learning ability is low in Government Schools when compared with the private aided and un-aided schools. Table 1 gives the number of pupils studying in Primary Schools who are the target groups of the project.

### 2.3.0 DESCRIPTION OF THE PHASE-I PROGRAMME

#### 2.3.1. The Objective

The objectives are defined below:

- (a) Attainment U.E.E. by 2000 A.D. by reducing the drop out rate from the existing level to zero.

#### 2.3.2. The Strategy

- (a) Identifications of the cause of drop outs.
- (b) The Surveys so far conducted have shown that the drop outs come from the under served groups viz. the poor, the working class who are under employed, working children, children from remote areas and a very small percentage who are averse to the teaching methods in the present education system.

2.3.3. Considering the fact that 16.5% of the population are living below the poverty line. The drop out rates can be fully eliminated by appropriate awareness campaign. Major factor contributing towards the drop out rates is that majority of the government schools in rural hilly areas do not have proper buildings, many of them thatched and are leaking profusely during rainy periods which extend for a period of six months in an year. Needless to state that this environment is not at all conducive to learning but causes irregular attendance by the children resulting in continuous absenteeism which leads to the drop outs.

#### 2.3.4. Community Education Centre

Even though the enrolment rate of Kerala is more than 100% in record, above 15% of the pupils' population at the age group of 5-10 is not benefited by the formal system of schooling. This difference is explained as follows.

1. Enrolment rate is calculated only on the basis of the data given from the schools in their rolls which includes under aged and the over aged as repeaters. The percentage is calculated on the basis of school age population in the age group of 5-10 as per the census details from time to time. It is a fact that when the deduction of under aged and over aged is made from the total enrolment, it will be clear that 15% is ~~in~~ out of the schools, engaged in House hold and child labour.

So it is suggested that a kind of community Education has to be given to achieve U.E.E. This can be done by establishing Community Education Centres after identifying some pockets/clusters in the habitations. The cost for the honorarium for teachers, for instructional materials, for teaching learning materials etc. is calculated in tables of 2A, 2B, 2C.

#### 2.3.5. E.C.C.E. (Early Childhood Care and Education)

On analysis of sample achievement test conducted by the State Institute of Education in the year 1990-91 as per the guidelines of N.C.E.R.T, it is relevently seen that, the primary schools attached with pre-primary section/E.C.C.E Centres have recorded 100% enrolment in formal school system and their achievements rate also is high. The Kerala Government has sponsored only a few centres of pre-primary schools (55 pre-primary Centres in the whole state). Hence to achieve the U.E.E. objective

E.C.C.E. Centres should be attached to every primary school, of the 3 Districts. For every centre there should be 400 Sq.ft. (35 Sq.m.) built in area in every primary school, the teacher cost, furniture, play equipments etc. The total cost and estimate of fund required is included in the master table U.E.E. of table 2A, B&C. Social Welfare Department and Tribal Development Department have already been running some centres in the name of Angan Wadies and Balawadies. The E.C.C.E. Centres will be established only in areas where there are no Angan Wadies and Balawadies.

2.3.6. Considering these aspects mentioned above, emphasis has been given in the POA for converting the thatched buildings to buildings with tiled roofs,

, minimum infrastructure facilities like reading room etc. are also provided wherever necessary. Importance is also given to physical education and games. Construction of urinals and toilet facilities are suggested for providing healthy environments in the schools and to inculcate cleanliness habits. New building construction are proposed where ever the schools are now functioning in rented private buildings. It is pointed out that most of these schools do not have any spare space in the school compound not to mention about play grounds.

#### 2.4.0 PROJECT PROPOSAL FOR PHASE-II

##### 2.4.1 OBJECTIVE

To achieve mastery in MLL within a period of seven years in selected schools in each districts, representing different strata viz., Urban rural economically and

socially backward, ethnic groups like tribals etc. In an educational programme designed for achieving the multi dimensional developments desired, stress should rather be on developing competencies and other qualitative changes associated with the various dimensions of development in place of monotonous mechanical process existing at present. That is why an approach in which the process of learning adequately guided but independent and child centered is given importance in the programme for achieving mastery in MLL.

2.4.2 The requirements to lay down MLL arises from the fundamental concern that irrespective of sex, location caste, and creed, all children must have access to education of a desirable standard. Therefore the stress is on equity and reduction of existing disparities. NCERT have formulated the rational criteria for fixing a set of MLL for measuring cognitive capabilities. In this process they have done significant exercises to specify MLL as a quality issue and as well as a curriculum issue. The quality of a school educational system should in the real sense be defined in terms of the performance capabilities of pupils. For this the measure of out put in the form of expected standard of achievement has to be defined. Every curricular attempt to modify the cognitive as well as non cognitive domains of developments of the learner lays down achievable educational objectives and the corresponding learning outcomes from the learners. In this connection it is to be pointed out that <sup>there is</sup> over ambitiousness in the primary level syllabus now in vogue. As far as teachers are concerned the need to complete the syllabus seems to take precedence over the need to progress according to the gradual learning by the students. Under these conditions the pupils do not react promptly to the fast attempts made by the teachers to complete the syllabus. Haunted by fear about the performance in the examinations the students are forced to mugg up the syllabus without actually learning it.



Therefore the pupils reach nowhere near mastering level. Considering all these aspects NCERT has recommended that the MLL exercises should be viewed as part of a larger curricular reform endeavour attempting to move towards greater relevance and functionality in primary education. They have outlined the basic features of MLL as;

- (a) Achievability
- (b) To serve as performance objectives and goals.
- (c) To ensure learning up to mastery level by every child in the class.
- (d) Communicability
- (e) Evaluability and
- (f) Learning continuum

2.4.3. NCERT have defined MLLs for Language, Mathematics and environmental studies which include science for cognitive areas and broadly identified selective parameters for MLLs in noncognitive areas of learning with assessment by group of teachers.

#### 2.4.4 Achievement of Pupils

Three thousand six hundred pupils of Std.IV responded to the "seven" tests of battery which was administered by the State Institute of Education for assessing their terminal competency in Malayalam and Mathematics.

Of the total 207 test Scores, the mean score for language Malayalam was found to be below 75 viz. (36%) and this shows the general low standard of the pupil. The lowest mean was for the test in Arithmetics viz 22%. There could be two reasons for this situation. Firstly, the curricular expectations could be low; secondly, this part of learning is mostly dependent on teaching in schools

compared to achievement in language. In Kerala, a high percentage of pupils used to read books other than their text books. With more parents being literate, the possibility of access to books increases. It may be noted that the mean achievement on test on sentence Structure and Reading comprehension were high, both would be affected by reading.

#### **2.4.5 Factors Related to pupils achievement**

Data regarding home back ground of the pupils, the facilities they have had/were having, that helps learning and the Educational environment at their houses were collected through a questionnaire. Data on several related variables were combined to get composite scores on "Home Factors". Facilities for learning and Educational Environment at Home, father's occupation, education and caste contributed most to the correlation between home variables and achievement in general. Mothers Educations was a significant variable for the higher achievement rate to pupils in primary education.

#### **2.5.0 STAGE-I OF PHASE-II OF THE PROJECT**

Considering the objectives as explained above in detail a programme of action has been charted out for implementation in schools representing stratified sections of the selected districts. An awareness campaign among teachers, pupils and parents is chosen as the first programme of action. Introduction of modern instructional methods using audio visual techniques and exhibiting the physical situations behind theoretical descriptions using T.V. sets with VCR and appropriate cassettes for the subjects concerned. In this method the teacher will initially explain to the pupils the fundamentals of the subjects covered, linking the fundamentals to the problems, and thereafter the display units will be put to operation for the physical

demonstration of the principles. After this exercise is over the teacher will be conducting immediate evaluation of the pupils with reference to the levels of learning and if he finds that the desired impact on the pupils have not been achieved practical performance of the principles will be resorted to as the next step. To reinforce this method of instruction equipments like slide projectors compound microscope etc. will be provided in each school so as to enable pupils to minutely understand and develop competency to the required level. Emphasis is also given to develop the reading habits by providing libraries with recommended text books and periodicals in each selected school. In order to avoid the monotony in learning science, mathematics and environmental studies importance will be given for the development of musical and artistical talents by the pupils. Development of leadership qualities, development of physical capabilities etc. are also given importance. The district chosen are the most backward in the state. Children have to travel an average distance of 3 to 5 kms. from home to reach the schools in rural areas. On returning home the poor among them are not having an atmosphere conducive for reading and study in their homes due to lack of space and other amenities. In order to tackle this deficiency it is proposed to establish COMMUNITY LIBRARIES AND PARKS - with people's participation in selected areas where socially and economically backward pupils live in clusters. Certainly the teacher training requires reorientation to make them capable in handling the new instructional methods effectively. Therefore importance is given for the Teachers' Training in these aspects also. Since we are locating schools in areas which covers the stratification, each school will have a sizeable number of pupils who are coming to the school for the first time from their family, like SC/ST pupils. It has been accepted by all that the learning capabilities of the pupils improve with generation after

generation. Scientists of genetics say that a phenomenon called condensation nucleii is taking place in the genes of humanbeings which contains the improvements achieved by him in the field of learning in a codified form. These genes transmit his capacity to the future generations in a particular way of distribution. Therefore it is actually found that there will be considerable number of pupils who may not attain mastery level in MLL even after the introduction of modern instructional methods. These pupils can be categorised under two groups (a) pupils who are deficient in certain subjects only and (b) the pupils who are deficient in all the subjects. For the categories of pupils in (a) compensa-tory education is required to cover up deficiencies whereas for the pupils in group (b) more intensified teaching followed by the increased teacher attention are required to bring these backward children to achieve the mastery in MLL.

#### **2.5.1. Compensatory Education :**

So these two groups can be tried out through compensatory Education to achieve the mastery in MLL. At the time of introduction of MLL, the ultimate objective to achievement rate upto 85%. Those who are below the achievement rate i.e., below 60% should be given remedial teaching/compensatory Education in schools. Proposed MLLs function intends both formal and non-romal delivery systems. One of the non-formal delivery system is the kind of education can be envisaged at remedial teaching/compensatory education in schools. Assuming about 20% have not achieved the MLL due to various reasons like infrastructure facilities in schools, home factors like facilities for learning, educational environment at home etc., steps and programmes are to be included for remedial teaching/compensatory Education in Phase II.

### 2.5.2. Plan of Action for Compensatory Education :

As from the study already undertaken it has been revealed that the attainment of the pupil, even with regard to MLL is found to be very low and it necessitates to take urgent compensatory programme for the quality improvement of education particularly in the primary stage.

The following plan of action is suggested:-

- (a) Identification of the 20% school/population.
- (b) Training of Teachers on conducting the test items and evaluating the pupils.
- (c) Supply of work books, teaching aids etc.
- (d) Actual conduct of the programme using the physical facilities of existing schools.

Compensatory teaching-learning can be after the class time in week days and on Saturdays. Teachers will be paid an honorarium. Total cost estimated for 7 years is included in the master table 3A, B&C)

### 2.5.3. Establishment of Gurukulams :

As stated above, through compensatory education the mastery of MLL cannot be achieved in toto. At least a 5% of residual must have to be given more intensive coaching with the specialisation of all the three domains namely Cognitive affective and Psychomotor. For this, the establishment of Gurukulam schools is suggested.

The Gurukulam schools will be set up as residential with specialised teachers in every subject and

specialists in Psychology in each district depending upon the Number of this Category of children.

**2.5.4.** The master table 3A-A1, 3B-B1 and 3C-C1 gives district-wise summary information with financial outlay for the project activities of Compensatory Education Centre and establishment of Gurukulams as described above. For the case of Kasargode and Malappuram districts Gurukulam schools are provided separately for boys and girls. Whereas in Wynad district there is justification for only one Gurukulam school and therefore the hostel accomodation for pupils (girls and boys) will be provided separately.

**2.6.0. Stage II of Phase-II of the Project**

As per the direction of Government of India the activities to achieve mastery in MLL are to be extended to other schools of the selected districts in the second stage of phase-II programme. The project for this stage is workedout based on the details described above and as per the principles already mentioned. Master tables for each district are furnished in Tables 3(A),3(B) and 3(C).

## CHAPTER III

### CORE GROUPS FOR PROJECT FORMULATIONS

3.1.1 It is an accepted practice to provide sufficient and appropriate human resources to formulate and implement the scheme in its letter and spirit.

3.1.2 While considering the proper implementation of the scheme especially improvement of quality of education emphasis should be given to the vital roll of experienced personnel in the Department.

3.1.3 In the state level the D.P.I. himself will function as the Chief Co-ordinator of the project in addition to his heavy responsibilities. Considering the volume magnitude and importance of the scheme, the Chief Co-ordinator will be advised by a team of experts consisting of educational experts, Economists, Expert in pedagogi, consultant architect, expert in MLL tool design and expert in MIS.

3.2. This Core group will organise the conduct of the base line surveys in each project district, through the Principals of respective DIETs. Temporary Surveyers will be engaged during the survey period. The data so collected will be processed at each DIET under the supervision of the core group.

3.3. The anticipated expenditure for the formulation of the District Plans is furnished in Table B. 10 Million 100% assistance from Government of India is expected for this work. *The expenditure for the project period is furnished in table ->*

## CHAPTER IV

### ORGANISATIONAL SET UP FOR IMPLEMENTATION OF THE PROJECT

An autonomous society named "PRIMARY EDUCATION DEVELOPMENT SOCIETY OF KERALA" will be registered as per the provisions in the Charitable Societies Act. The Society will have a Governing body with Chief Minister as Chairman, Minister for Education Vice-chairman and the Director of Public Instruction as the Managing Director. The core group formed for the formulation of the project will be working under the Managing Director with necessary organisational set up as explained in the chart. There will be district offices for the Society in each district. The District Collector of the District will be the Chairman of the district unit of the Society. There will be an Executive Director Projects in the rank of Deputy Director (Education) who will also will be the Secretary of the Society at District level. The Principal (DIET) will be the Programme Co-ordinator (Academic) who will be assisted by necessary supporting staff as explained in the organisational chart to take up the additional academic works due to the implementation of the project.

An Engineering Wing of the State PWD will be working directly under the central of the Managing Director. This engineering wing will have necessary supporting staff at district level. The district level staff will also be under the administrative control of the District Chairman of the Society and also be under the technical control of the Chief of the Engineering Unit who works under the Managing Director.

The funds released for the Project will be placed in a Bank account in any of the Nationalised Banks in the name of the Managing Director of the Society, who will place the necessary funds at the District level.



## CHAPTER V

### TRAINING PROGRAMME AND LINKAGE WITH STATE INSTITUTE OF EDUCATION AND D.I.E.Ts

5.1.0 Effective implementation of the scheme depends on the new skills acquired by various categories of staff to carry out new responsibilities. Teachers should be acquainted with the methodology of teaching so as to enable them to motivate children to attain minimum level of learning. Parents should be made aware of the joint responsibility of school, home and the community in moulding balanced personality development of the children. The educational administrators should be equipped with new skills so as to enable them to carry out new responsibilities effectively. As the importance of effective training, and size and complexity of the endeavour, it is evident, a series of training programme have been designed for various categories of personnel associated with the implementation of the project-teachers, parents and educational administrators.

5.2.1 For the implementation of the project, pre-service training for teachers is not required as there are adequate number of trained teachers available. Hence the programme have been designed giving due weightage for inservice courses. Teachers handbooks based on the strategies for achieving MLL should be prepared with the assistance of the curricular unit in the State Institute of Education. The Principals and members of DIETs have an important role in conducting training courses for teachers, headmasters and parents.

All the training programmes are to be conducted by a Programme Co-ordinator. A post of Programme Director may be created in the State Institute of Education, Trivandrum with the necessary supporting staff.

## **I. DISTRICT LEVEL WORKSHOPS**

Three workshops have to be conducted at district level, namely Kasargode, Wayanad and Malappuram with the assistance of curriculum unit in the State Institute of Education for pretesting, to establish bench mark data. The services of the eminent educationalists, the Principals and members of D.I.E.T., Headmasters, and Teachers may be made use of in the preparation of teachers books giving emphasis to the local environmental factors. An average number of 30 participants are required for preparing handbooks for all subjects from Standard I to V and for imparting training in the use of measuring tools in the achievement of MLL. These workshops can be conducted in DIETs and the principal of the DIET will be the programme arranging officer. It is the duty of the Principal to see that the materials for the training and work are prepared in time (See Table 11).

## **II. RESOURCE PERSONS' TRAINING**

Five experts who have participation in the preparation of teachers hand books would be selected for imparting training courses for resource persons. 100 resource persons should be given training in four batches. The duration of the course will be 10 days. These hundred resource persons are expected to give training to the headmasters of primary schools, teachers of primary schools, parent teacher association members, District and Sub-District level officers in the education department. The venue of the course will be the State Institute of Education (See Table 12).

## **III. TRAINING FOR TEACHERS**

25000 (approximately) teachers are to be given training. 500 training courses are to be conducted in 3 DIETs and nearby schools in the selected three districts, with an average 50 participants. The teachers should be

trained how to identify levels of student learning, using the older children as teaching aids, and methods of group based learning. The duration of the course will be 10 days (Table 13).

#### **IV. TRAINING FOR HEADMASTERS**

There are 2000 (approximately) primary schools in three districts selected, for implementing the scheme during I phase. The headmasters of the schools should be made aware of the introduction of the new methods of teaching and the adoption of new evaluation system. Being the immediate controlling officers they are expected to give guidance and instructions to teachers in teaching learning process.

Hence 40 training courses are to be arranged for 2000 headmasters of primary schools with an average participants of 50 headmasters. The venue will be the DIETs and nearby schools. The duration of the course will be 10 days. The service of 5 resource persons are required for conducting one training programme (See Table 14).

#### **V. TRAINING FOR MEMBERS OF THE PARENT TEACHER ASSOCIATIONS AND MEMBERS OF PANCHAYAT BOARDS**

The school can seek active co-operation of parents and the community in the teaching and learning process of the children if they are made aware of the introduction of new methods of teaching and the adoption of the new techniques of evaluation. They may be informed that the acquisition of qualities continuously take place through informal experiences inside as well as outside the school. An understanding between the parent and the teacher helps the balanced personality development of the children. It would be wrong to expect the school to accomplish more than what it can, particularly with respect to development of non-cognitive outcomes.

The venue of the training will be DIETs and nearby schools. 2000 participants should be given 3 days training courses consisting of an average 50 participants. Services of three resource persons are required for conducting 40 course for parents and community leaders.

#### **VI. TRAINING FOR EDUCATIONAL OFFICERS AT EDUCATIONAL DISTRICTS AND SUB-DISTRICT LEVEL**

It is proposed to conduct three training courses for the educational officers in the selected three districts consisting of an average 32 participants. The purpose of the training is to equip them with the new strategies and evaluation techniques. Being the inspecting officers they have an important role in the implementation of the scheme. The venue will be the DIETs and the duration of the course will be 5 days.(See Table 15).

#### **VII. TRAINING FOR TEACHERS IN MODERN INSTRUCTIONAL METHODS USING ELECTRONIC GADGETS**

920 teachers are to be given training in modern instructional methods for analysing the behavioural changes of pupils of different situations (See Table 16).

#### **FOREIGN FELLOWSHIP**

5 State level officers are to be sent to foreign Countries for participating a short term course (one month) to enhance project related skills and to acquaint with the system of education prevailing in Japan, U.S.A. etc., (See Table No.8 in Chapter 5).

#### **STRENGTHENING THE PRESS IN STATE INSTITUTE OF EDUCATION FOR PRINTING THE TEACHING LEARNING MATERIALS FOR THE IMPLEMENTATION OF THE SCHEME**

The existing press in the State Institute of Education has to be strengthened for printing the teachers hand books, evaluation tools and other learning materials.

## CHAPTER VI

### COST ESTIMATE AND PHASING OF EXPENDITURE

6.1.1 The project is envisaged in 3 phases. Phase I has got one stage and Phase II has got two stages and Phase III will be implemented in a single stage. Phase I relates to implementation of U.E.E. for the selected three Districts based on the indices of drop out rates and female literacy. Stage I of Phase II relates to the implementation of mastery in M.L.L. in a group of schools representing stratification in the 3 Districts selected. Stage II of the Phase II Programme relates to the extension of M.L.L. in the remaining schools of the first 3 Districts. Phase III of the Project relates to the implementation of M.L.L. in the remaining 11 Districts of the State after the cost benefit analysis and achievement rate on evaluation of MLL implemented District.

6.1.2 As advised by Government of India a core group will be set up (as explained earlier) for project formulation and this group will be in charge of monitoring the progress and achievements in the implementation of the schemes. The expenditure on setting up the core group and also for preparing the project report will be coming in the year zero. Therefore the zero year covers the period taken for the above activities till the sanction for the project. It is assumed that the sanction to the project will be forthcoming by June 1993.

6.1.3 Master Tables detailing the activities, No. of schools, No. of beneficiaries, Unit cost, cost per year and cost for the project are prepared for the activities in different stages of various phases. These tables are numbered as 2(A), 2(A)1, - 2(B), 2(B)1 - 2(C), 2(C)1 - 3(A), 3(A)1 - 3(B), 3(B)1 - 3(C), 3(C)1 - 4(A), 4(A)1 - 4(B), 4(B)1 - 4(C), 4(C)1. These tables are self explana-

tory and a glance at these tables is sufficient to have an overall idea about the project implementation.

6.1.4. Table 18 gives the cost estimate for the Phase I and II and Table 20 explains the Phasing of the expenditure for Phases I and II. Since the decision on the implementation of Phase III depends upon the evaluation of the performance in Phase I and II of the project, detailing and phasing for the Phase III are not attempted in this report.

6.1.5 The cost of phase I is as estimated Rs. ~~925.272~~<sup>925.272</sup> million and cost of Phase II is estimated as Rs. ~~1395.656~~<sup>1395.656</sup> million for the project. So the total cost of the project is worked out as Rs. ~~2320.928~~<sup>2320.928</sup> million for the whole period of project implementation.

6.1.6 Assuming that the sanction for the Project will be forthcoming during June 1993 and that the sanction for setting up the core group for formulation of the project will be received by May, 1993, the anticipated expenditure during 1993-94 will be Rs. ~~278.041~~<sup>278.041</sup> millions.

6.1.7 The cost estimate reflects only the respective costs for the additionalities introduced in the project. The trend of expenditure furnished in Table 6 would justify that at the end of the project report the left over elements in the additionalities will be fully absorbed by the Education Department of Kerala State.

#### 6.2.1 SUSTAINABILITY, REPLICABILITY AND COST EFFECTIVENESS

In the year 1981-82, the per head cost of primary Education in Kerala was Rs. 298-18; but in the year 1990-91 it was Rs. 827-30. It is evident from the data that every year State Government is allotting a major chunk of State Revenue for the Education Sector. Evidently, that is the reason for higher literacy rate comparing with other

States. It is expected, this trend will continue for the years to come.

When a graph is plotted on the variables of cost (budget allocation) and time, the curve is shooted up. Taking into consideration of project funding from the year 1993 to 2000 A.D., with the budget allocation, a very upper trend is seen in the curve. At the end of the project period, with the voluminous budget allocation of State can cater to the requirements of Primary Education after 2000 A.D. and the sustainability is established. Further, recurring expenditure due to the project functionaries are seen less amount, as the major chunk of fund is utilised for the teacher training programmes, supply of educational and instructional materials in the form of hand books, guide books, laboratory equipments, supply of books and periodicals for the library, construction cost etc. So recurring expenditure envisaged in the preceeding years can be used from the Budget allocation even otherwise without any help from external agencies in monetary terms. Even though the cost of Social Service cannot be quantified but qualitative improvement in the population leads to higher productivity in man power, tantamounts to prosperity of the nation. Any amount spend on Social Service like Education is very much worth to a developing country like India.

6.3.1 The expenditure in Table 6 reflects only Non-plan expenditure. An extrapolation will be required to project the non-plan expenditure during the project period from the details in. In addition to this it is pointed out that a sum of Rs.822 millions is also provided for plan schemes during 8th Plan.

## CHAPTER VII

### EVALUATION

#### Computerised MIS Programme

#### 1. Programme performance monitoring of Phase - I and Stage - I of Phase-II Programme

Schoolwise, programme wise table for the purpose of programme performance and facility monitoring will be introduced in primary schools in the programme area and they will be asked to send regular reports to the district project co-ordinator. The number of these reports will depend upon the frequency at which tools are applied to measure the achievement of M.L.L. In the case of U.E.E a simple reporting system regarding the improved academical performance of the pupils and the absenteeism will serve the purpose. In addition, reporting has to be made on the impact of modern instructional methods. Effective tools are to be designed for measuring non-cognitive areas of learning by organising field level workshops with the participation of the experts in the subject. In order to streamline the monitoring process the following output tables are to be structured, flexibility in the design of the reporting system is warranted by the nature of the project and these programme wise tables require further development during the implementation.

Similarly a district wise programme wise table, for school wise performance, District wise and school wise facility consolidation tables are to be structured and developed as explained above.

At the state level, a single table combining the programme wise details, performance details and facility consolidation details is to be designed to classify and present the basic information regarding the implementation of the project.



## CHAPTER VIII

### DATA BASIS FOR THE PROJECT

A survey some what similar to a baseline survey was conducted for Malappuram District in 1986 which was updated by a sample survey conducted during 1st week of April 1993. The results of the 1st survey have shown that, some of the schools (Primary) do not have essential furniture like, benches, desks etc. 23% do not have their own buildings. 48% Schools do not have Water supply facilities. 5% Schools do not have toilet facilities and 44% of Schools do not have library facilities. No recent survey has been conducted for ascertaining MLL. But a State level sample survey was conducted by State Institute of Education, under the auspicious of NCERT, the results of which are used as the bases for, the project report. The convergence of similar activities under various schemes have been taken into account. The average values for the above surveys have been taken into account. The average values for the above surveys have been used for the other two Districts namely Kasaragode and Wayanad. The facilities provided by the OB-Scheme are not duplicated in the project

The baseline surveys for the three Districts will be conducted for the detailed project report. On the findings of this survey this draft report will thus get updated in the detailed project report. Base lines surveys for the remaining eleven districts will be completed by Septemeber and detailed project report for three Districts can be prepared by December 1993. The flexibility in the formulation of the project is contained in the approach. A beginning is made from available data. These will get subsequently modified in the light of additional supply of information from the baseline surveys. Since the whole approach has a statistical base, major deviations on the final cost of the project from what is assessed to-day is not anticipated.

## CHAPTER IX

### CONCLUSION

Kerala having the highest literacy rate is the most suitable state to implement the programmes for achieving U.E.E by 2000 AD. Introduction of the programme on mastery of M.L.L in the state for the qualitative improvement cannot be dispensed with. Primary Schools in Kerala is in the radius of 2 to 3 kms, accessibility, the availability of teachers, quality consciousness of parents etc. accelerate the need for mastery of M.L.L achievement. The facilities, man power, techniques available in Kerala can be made use of for both U.E.E and mastery of M.L.L. These resources can be strengthened with this venture of additional resources expected to be available in the implementation of the project.

Now in the State, primary education the curriculum prescribed for them is already revised as per the standards prescribed by the N.C.E.R.T. and a new generation of text books are readily available to the coming generation of schooling. The State Institute of Education has also conducted a study in the form of achievement test on the line of obtaining the mastery of M.L.L. The data is analysed by N.C.E.R.T. and a report of observation is reviewed. A number of programmes like community Education Centre, implementation of ECCE compensatory Education and establishment of Gurukulam Schools are formulated in this project proposal on the basis of these observations.

The State Government is very much keen in the Social Services of their population. The highest priority is being given to Education Sector. It is evident, the State Government is allotting a major chunk of State Revenue for the development of the human resources. The <sup>deliberate</sup> voluminous <sup>share</sup>

of the present budget allocation for Education Sector and its trend in the preceeding years shows that, the resources available can ~~be~~ cater to the programmes implemented in the project period and to continue those programmes even after the project period is over.

The programmes included in the proposal intends to cover the whole gamut of school age children and also envisaged to "reaching the unreached".

Perhaps the above mentioned programmes are for the 1st time in the State. This satisfies the policy direction of the World Declaration of Education and also the National Policy of Education (1986). The emphasis on non-cognitive area would enable the shaping of pupils to ideal citizens who possesses a broad vision on national integration, communal harmony and equality of all.

TABLE No. 1  
NUMBER OF PRIMARY SCHOOLS IN THE STATE

District	Government	Aided	Unaided	Total
Thiruvananthapuram	513	363	46	922
Kollam	405	421	26	852
Pathanamthitta	255	419	31	705
Alappuzha	318	386	19	723
Kottayam	293	551	43	887
Idukky	168	253	12	433
Ernakulam	357	532	59	948
Trissur	246	686	30	962
Palakkad	300	561	24	885
Malappuram	<u>509</u>	737	18	1264
Kozhikode	310	832	15	1157
Wayanad	129	103	9	240
Kannoor	247	934	7	1188
Kasargode	273	<u>204</u>	5	482
<b>Total</b>	<b>4323</b>	<b>6981</b>	<b>344</b>	<b>11648</b>

TABLE I A

## NUMBER OF STUDENTS IN PRIMARY SCHOOLS (STANDARD I-V)

DISTRICT	Govt.			Aided			Un-aided			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Thiruvananthapuram	86589	84602	168991	44978	45120	90098	8635	9182	17817	140202	136704	276906
Kollam	62273	59462	121735	50767	48679	99446	3330	3489	6819	116370	111630	228000
Pathanamthitta	23275	22508	45783	25895	24722	50617	3724	3602	7326	52894	50832	103726
Alappuzha	40407	37471	77878	45696	43583	89279	2483	2949	5432	88586	84003	172589
Kottayam	27989	25455	53444	51433	49870	101303	5128	4135	9263	84550	79460	164010
Idukki	18828	17102	35930	31521	29245	60766	1339	1407	2746	51688	47754	99442
Ernakulam	43838	40706	84544	71934	70118	142052	9670	8157	17827	125442	118981	244423
Trissur	40013	28217	68230	98758	97749	196507	4621	2341	6962	143392	128307	271699
Palakkad	49575	48762	98337	92114	70613	162727	3890	4035	7925	145579	123410	268989
Malappuram	95271	89186	184457	130828	123563	254391	1691	1420	3111	227790	214169	441959
Kozhikode	42408	39897	82305	106686	100473	207159	1226	756	1982	150320	141126	291446
Wayanad	21607	20118	41725	19820	19040	38860	1013	966	1979	42440	40124	82564
Kannur	27847	26823	54670	103272	96915	200187	958	829	1787	132077	124567	256644
Kasargode	42354	39367	81721	27828	25447	53275	798	785	1583	70980	65599	136579
Total:	622274	577476	1199750	901530	845137	1746667	48506	44053	92559	1572310	1466666	3038976

TABLE No. 1 B

ESTIMATE FOR PREPARATION OF DISTRICT PLANS FOR THE DEVELOPMENT  
OF PRIMARY EDUCATION IN KERALA STATE.

## PART I

Sl. No.	Description of work	Unit rate	Quantity	Cost (Rs. in lakhs.)
1.	Conducting base line survey for the preparation of the District Plan, analysing the data and presenting the same in the appropriate forms for the Districts Malappuram, Wayanad and Kasargode	1.5	5	4.5
2.	Charges for functioning the core group consisting of the academicians, Educationalists, ECCE experts, MIS Experts, Architect etc. to assist and direct the formulation of District plans including charge for consultancy wherever necessary.	L.S.		3
Total:				7.5 lakhs

## PART II

1.	Conducting base line Survey for the preparation of the District Plan, analysing the data and presenting the same in the appropriate forms for the Districts Thiruvananthapuram, Kollam, Kottayam, Alappuzha, Pathanamthitta, Palakkad, Kozhikode and Kannur	1.5	11	16.5
2.	Charges for functioning the core group consisting of the Academicians, Educationalists, ECCE Experts, MIS Experts, Architect etc. to assist and direct the formulation of District Plans including charges for consultancy wherever necessary.	L.S.		7
Total				23.51 lakhs

Total for part I and II: 31 lakhs

TABLE 2A Govt. Schools.

## MASTER TABLE FOR PROGRAMMES FOR IRADICATING DROP OUT RATES AND ACHIEVEMENT OF U.E.E. IN KASARGOD DISTRICT (PHASE - I)

Sl. No.	Description of items	No. of Schools	No. of Panchayat	No. of beneficiaries	Unit cost	Cost per year in Millions	Cost for the project period in millions	Remarks
1	2	3	4	5	6	7	8	9
1.	Awareness Campaign	-	37	-	1,000	0.37	0.26	
2.	Physical development and recreational facilities	274	"	81,721	13,000	3.56	3.56	
3.	Supply of Desk	274	"	81,721	1,500	24.52	24.52	One unit for 5 childrens. 73 Schools are in rented buildings.
4.	Provision of minimum infrastructural facilities such as teacher's room, reading room, HM room - cum stores.	201	"		1,50,000	30.15	30.15	
5.	Providing urinal toilet facilities		"					All schools covered under operation black board scheme.
6.	Yard leveling and play ground.	201	"		25,000	5.03	5.03	
7.	Providing drinking water facilities.	70	"		12,000	0.84	0.84	50% schools having facilities 2 sets per school being requirement minimum facilities of a well for 50% schools out of these 68 schools have been provided drinking water facilities under operation Black Board scheme.
8.	Repairs and Minor Works to existing schools.	201	"		25,000	5.03	5.03	
9.	New construction in place of thatched dilapidated buildings	46	"		1,50,000	6.9	6.9	46 Schools are considered.

1	2	3	4	5	6	7	8	9
10.	Aquisition of land New construction to accommodate the schools in rented buildings.	73	3.7		7,00,000	51.1	51.1	Those schools are running in rented buildings.
11.	Annual Maintanance	274	"		10,000	2.74	16.44	
12.	Construction of community Education Centres.	25			50,000	1.25	1.25	
	a) Establishmentcost	25			1,000x12	0.30	2.10	
	b) Supply of furniture	25			5,000	0.125	0.125	
	c) Providing Radio Sets (Two in One)	25			2,000	0.05	0.05	
13.	Construction of early Childhood Care and Education Centre	274			80,000	21.92	21.92	
33	a) Establishment cost	274			2,500x12	8.22	57.54	
	b) Supply of furniture and Toys	274			10,000	2.74	2.74	
					Total		<u>164.512</u>	<u>229.555</u>



TABLE - 2A-1 Aided Schools

MASTER TABLE FOR PROGRAMMES FOR IRADICATING DROP OUT RATES AND ACHIEVEMENT OF U.E.E. IN KASARGOD DISTRICT

Sl. No.	Description of items	No. of Schools	No. of Panchayat	No. of beneficiaries	Unit cost	Cost per year in Millions	Cost for the project period in millions	Remarks
1.	Physical development and recreational facilities	204	37	53,275	13,000	2.652	2.652	
2.	Providing desks	204		53,275	1,500	15.983	15.983	
				Total		18.635	18.635	

Explanary Note:

According to K.E.R. the infrastructural facilities to Aided schools should be provided by the Managers.

TABLE - 2B Govt. Schools

**MASTER TABLE FOR PROGRAMMES FOR IRADICATING DROP OUT RATES AND  
ACHIEVEMENT OF U.E.E. IN MALAPPURAM DISTRICT (PHASE I)**

Sl. No.	Description of items	No. of Schools	No. of Panchayat	No. of beneficiaries	Unit cost	Cost per year in Millions	Cost for the project period in millions	Remarks
1	2	3	4	5	6	7	8	9
1.	Awareness Campaign	-	95	-	1,000	0.05	0.665	
2.	Physical development and recreational facilities	509	95	1,84,457	13,000	6.62	6.62	
3.	Supply of desk	509	95	1,84,457	1,500	55.34	55.34	One unit for 5 children.
4.	Provision of minimum infrastructural facilities such as teachers room, HM room , cum-stores	297	95		1,50,000	44.6	44.6	212 schools are in rented buildings, hence provision has been included for its construction.
5.	Providing Urinal and Toilet facilities	15	95		12,000	0.18	0.18	20% of school have no facilities, Out of which 90 schools have been provided such facilities under OB Scheme. 212 schools are in rented building
6.	Yard leveling and play ground	297	95		25,000	7.43	7.43	
7.	Providing Drinking water facilities	160	95		12,000	1.92	1.92	5-% schools have been such facilities. Minimum facilities of well for 50% of schools are to be provided. 94 schools have already been covered, under operation black board
8.	Repairs and Minor works to existing schools	297	95		25,000	7.43	7.43	

DISTRICT ENGINEER  
 MALAPPURAM DISTRICT  
 Planning and Administration  
 17-B, 1st Floor, Arambode Road,  
 New Malappuram-110016  
 D-8612  
 31-5-95

1	2	3	4	5	6	7	8	9
9.	New construction in place of thatched dilapidated buildings	22	95		1,50,000	3.30	3.30	
10.	Aquisition of land and new construction to accommodate the schools in rented buildings	212	95		7,00,000	148.8	148.40	212 schools are running in Rented Buildings
11.	Annual Maintenance	509			10,000	5.09	30.54	
12.	Community Education Centres	25	95		50,000	1.25	1.25	
	(a) Establishment cost	25			1,000x12	0.30	2.10	
	(b) Supply of furniture	25			5,000	0.125	0.125	
	(c) Providing Radio Sets (two in one)	25			2,000	0.05	0.05	
36 13.	Construction of Early child hood are and Education Centre	509				80,000	40.72	40.72
	(a) Establishment cost	509			2,500x12	15.27	106.89	
	(b) Supply of furniture & Toys	509			10,000	5.09	5.09	
					Total		343.21	462.65

**TABLE 2 B1 Aided Schools**

**MASTER TABLE FOR PROGRAMMES FOR IRADICATING DROP OUT RATES AND ACHIEVEMENT OF U.E.E. IN MALAPPURAM DISTRICT (Phase - I)**

Sl. No.	Description of items	No. of Schools	No. of Panchayat	No. of beneficiaries	Unit cost	Cost per year in Millions	Cost for the project period in millions	Remarks
1.	Physical development and recreational facilities	737	95	2,54,391	13,000	9.580	9.580	
2.	Providing desks	737		2,54,391	1,500	76.317	76.317	
				<b>Total</b>		<b>85.897</b>	<b>85.897</b>	

Explanary Note :-

According to K.S.R. the infrastructural facilities should be provided by the Manager of the private aided school.

TABLE - 2C. Government Schools

**MASTER TABLE FOR PROGRAMMES FOR IRADICATING DROP OUT RATES AND ACHIEVEMENT OF U.E.E.  
IN WYNAD DISTRICT (PHASE - I)**

Sl. No.	Description of items	No. of Schools	No. of Panchayat	No. of beneficiaries	Unit cost	Cost per year in Millions	Cost for the project period in millions	Remarks
1	2	3	4	5	6	7	8	9
1.	Awareness Campaign	..	25	..	1,000	0.025	0.18	
2.	Physical development and recreational facilities	129	..	41,725	13,000	1.68	1.68	
3.	Supply of desks	129	..	41,725	1,500	12.52	12.52	
4.	Provision of Minimum infrastructure facilities such as Teachers room, reading room, HM room cum stores	118	..		2,00,000	23.6	23.6	11 schools are in rented buildings
5.	Providing Urinal Toilet facilities	11	..		12,000	0.132	0.132	20% of the total schools do not have the Urinal facilities Out of which 15 schools have been provided the facilities under Operation Black Board
6.	Yard levelling & Play ground	118	..		25,000	2.95	2.95	
7.	Providing Drinking Water facilities	31	..		12,000	0.37	0.37	50% of schools have such facilities, Minimum facilities of well for 50% of schools are to be provided 34 schools have already been covered under Operation Black Board.
8.	Repairs and Minor works to Existing schools	118	..		25,000	2.95	2.95	
9.	New construction in place of thatched dilapidated buildings	90	..		1,50,000	13.5	13.5	

1	2	3	4	5	6	7	8	9
10.	Acquisition of land and new construction to accommodate the schools in rented buildings	11	25		7,00,000	7.7	7.7	
11.	Annual Maintenance	129	..		10,000	1.29	7.74	
12.	Construction of Community Education Centres	25	..		50,000	1.25	1.25	
	a) Establishment cost	25	..		1,000	0.3	2.1	
	b) Supply of furniture	25	..		5,000	0.125	0.125	
	c) Providing Radio sets (two in one)	25	..		2,000	0.05	0.05	
13.	Construction of Early Child hood Care and Education Centres	129			80,000	10.32	10.32	
	a) Establishment cost	129			2,500	3.87	27.09	
	b) Supply of furniture & Toys	129			10,000	1.29	1.29	
				<b>Total</b>		<b>83.922</b>	<b>115.547</b>	

TABLE 2 C-1 Aided Schools.

MASTER TABLE FOR PROGRAMMES FOR ERADICATING DROP OUT RATES AND  
ACHIVEMENT OF U.E.E. IN WYNAD DISTRICT (Phase 1)

Sl. No.	Description of items	No. of Schools	No. of Panchayat	No. of beneficiaries	Unit cost	Cost per year in Millions	Cost for the project period in millions	Remarks
1.	Physical development and recreational facilities	102	25	38,860	1,30,000	1.33	1.33	
2.	Providing desks	102	..	38,860	1,500	11.658	11.658	
				Total		12.988	12.988	

40

Explanatory Note:

According to K.E.R. Infrastructural facilities should be provided by the Managers of Aided Schools.

**TABLE No. 2 D**  
**LITERACY RATE**

Sl. No.	State/District	Literacy rate excluding 0-6 years		
		Persons	Males	Females
	KERALA	89.31	93.62	86.17
1.	Kasargode	82.51	88.57	76.29
2.	Kannur	91.48	95.54	87.65
3.	Wayanad	82.73	87.59	77.69
4.	Kozhikode	91.10	95.58	86.79
5.	Malappuram	87.94	92.08	84.09
6.	Palakkad	81.27	87.24	75.72
7.	Thrissur	90.18	93.77	86.94
8.	Ernakulam	92.35	95.46	89.27
9.	Idukki	86.94	90.82	82.96
10.	Kottayam	95.72	97.46	94.00
11.	Alapuzha	93.87	96.79	91.12
12.	Pathanamthitta	94.86	96.55	93.29
13.	Kollam	90.47	94.09	87.00
14.	Thiruvananthapuram	89.22	92.84	85.76



**TABLE No. 2 E**  
**DROP OUT RATE**

Sl.No.	District	Boys	Girls	Total
1.	Thiruvananthapuram	2.6	2.6	2.6
2.	Kollam	3.9	3.2	3.5
3.	Pathanamthitta	2.9	2.2	2.5
4.	Alappuzha	1.5	2.0	1.7
5.	Kottayam	4.2	2.3	3.2
6.	Idukki	5.5	4.5	5.0
7.	Ernakulam	2.7	3.3	2.5
8.	Thrissur	4.5	3.2	3.9
9.	Palakkad	3.1	3.1	3.1
10.	Malappuram	4.6	4.3	4.4
11.	Kozhikode	3.3	2.6	3.0
12.	Wayanad	5.8	4.6	5.2
13.	Kannur	3.7	4.8	4.2
14.	Kasargode	5.3	4.9	5.1
		3.71	3.23	3.47

TABLE - 3-A. Government Schools.

## MASTER TABLE FOR THE ACHIEVEMENT OF M.L.L. IN KASARGODE DISTRICT (Stage 1 of Phase II)

Sl. No.	Description of items	No. of Schools	No. of Panchayat	No. of beneficiaries	Unit cost in thousands	Cost per year in Millions	Cost for the project period in millions	Remarks
1	2	3	4	5	6	7	8	9
I.	Awareness Campaign	3	37		5,000	0.19	0.19	
II.	INTRODUCTION OF MODERN INSTITUTIONAL METHOD TO ACHIEVE M.L.L.							
	a. Providing T.V. Sets with VCR	3		895	35,000x3	0.11	0.11	
	b. Providing Video cassettes in the subject Maths, Arithmetics, Environmental Studies, Science, Ars and Culture	3		895	500x70x3	0.11	0.11	
	c. Providing Slide projectors with slides in Basic Science etc.	3		895	5,000	0.02	0.02	
	d. Providing compound Micro-Scopes, slides etc.	3		895	5,000	0.02	0.02	
	e. Establishing Libraries, Supply of books, cost of periodicals etc.	3		895	5,000	0.02	0.02	
	f. Recurring expenditure for supply of periodicals etc.	3		895	3,000	0.01	0.07	
	g. Developing artistic musical Talents	3		895	10,000	0.03	0.03	
	h. Providing Public Address system.	3		895	7,000	0.02	0.02	

1	2	3	4	5	6	7	8	9
	i. Providing Physical Education facilities and games etc.	3		895	2,000	0.01	0.01	
	j. Establishing community library and children parks, in areas where economically backward	6		895	10,000	0.06	0.06	
	a) Establishment charges	6			1,000	0.072	0.504	Honoring for attender-cum-peons.
	b) Providing T.V. Sets.	6		895	15,000	0.09	0.09	
	k. Providing Science kits.	3		895	1,000	0.003	0.003	
	l. Teachers Training for the introduction of new methodology in teaching	3		30	30x1,090	0.033	0.229	30 Teachers have to be trained
	m. Recurring cost for the supply of periodicals and other consumable articles.	3		895	500x10x3	0.02	0.11	Periodical for 10 months.
4	n. Construction of additional class rooms, urinal facilities, Drinking Water facilities, Play ground Yard levelling, construction of compound wall and repair to the existing well.	3			3,00,000	0.90	0.90	
III	INTRODUCTION OF COMPENSATORY EDUCATION.							
	a. Supply work book, Teaching Aids evaluation tools etc.			179	100x179	0.02	0.13	20% of Total Population
	b. Honorarium to Teachers			15	100x15x10	0.02	0.11	15 teachers are to be trained for 10 months.
IV.	ESTABLISHING "GURUKULAM" SCHOOLS.							
	a. Cost of Development works, cost of construction of school building and hostels, quarters etc.	2		1,400	86,00,000x2	17.2	17.2	1% of Total Population of pupils in the District (both Government & Private)

1	2	3	4	5	6	7	8	9
	b. Maintenance of buildings	2			50,000x2	0.10	0.60	
	c. Cost of furniture, laboratory equipments, reading materials, books, Reference books etc.	2			5,00,000x2	1.00	1.00	
	d. Providing T.V. Sets with Video accessories	2			35,000x2	0.07	0.07	
	e. Supplying Video Cassettes	2			500x70x2	0.07	0.07	
	f. Establishing charges	2			10.92x2	2.18	15.23	
	g. Boarding charges for students	2		1,400	15,00,000x2	3.00	21.00	
	h. Supplying Uniforms.	2			1,400x300	3.00	2.94	
	i. Electricity, Water Charges and other expenditure	2		1,400	1,20,000x2	0.24	1.68	
	j. Contingent expenditure	2			5,000x2	0.01	0.07	
	k. Providing Van	2			5,00,000	1.00	1.00	
V.	EVALUATION:							
	a. Establishment expenditure at evaluation centre	2		1,400	10.90	1.09	7.64	
	b. Data feeding charges	2		1,400	10,000	0.01	0.07	
					Total:	28.148	71.266	

TABLE 3 A1 Aided Schools

MASTER TABLE FOR THE ACHIEVEMENT OF M.L.L. IN KASARGOD DISTRICT (Stage 1, Phase II)

Sl. No.	Description of items	No. of Schools	No. of Panchayat	No. of beneficiaries	Unit cost	Cost per year in Millions	Cost for the project period in millions	Remarks
1	2	3	4	5	6	7	8	9
1.	Introduction of Modern instructional methods to achieve M.L.L.							
2.	a) Providing T.V. Sets	2		525	3,500x2	0.07	0.07	
	b) Providing Video Cassette	2		525	500x70x2	0.07	0.07	
	c) Providing slide projectors with slides in basic science etc.	2		525	5,000x2	0.01	0.01	
	d) Providing compound Microscopes, Slides etc.	2		525	5,000x2	0.01	0.01	
	e) Establishing Libraries Supply of books, cost of periodicals etc.	2		525	5,000x2	0.01	0.01	
	f) Recurring expenditure for supply of periodicals etc.	2		525	5,000x2	0.01	0.07	
	g) Developing artistic Musical talents	2		525	10,000x2	0.02	0.02	
	h) Providing Public address system	2		525	5,000x2	0.01	0.01	
	i) Providing Physical Education facilities and games etc.	2		525	2,000x2	0.004	0.004	
	j) Providing Laboratory equipments	2		525	1,000x2	0.002	0.002	

1	2	3	4	5	6	7	8	9
	k) Teachers Training for the introduction for new methodology in teaching	2		20	1,090x20	0.022	0.154	
	l) Recurring cost for the supply of periodicals and other consumable articles	2			500x10x2	0.01	0.07	
	m) Introduction of compensatory education	2		105	105x100	0.01	0.07	
	(a) Supply of work book teaching aids/ evaluation tools etc.	2		105	105x100	0.01	0.07	
	(b) Honorarium to teachers	2		10	100x10x10	0.01	0.07	
				Total:		0.268	0.640	

**TABLE 3 B - GOVT. SCHOOLS**  
**MASTER TABLE FOR THE ACHIEVEMENT OF M.L.L IN MALAPPURAM DISTRICT (STAGE I - PHASE II)**

Sl. No.	Description of items	No. of schools	No. of Panchayat	No. of beneficiaries	Unit Cost in thousands	Cost for year in Millions	Cost for the Project Period in millions	Remarks
1	2	3	4	5	6	7	8	9
	I AWARENESS CAMPAIGN		95	..	5000	0.48	3.36	
	II INTRODUCTION OF MODERN INSTRUCTIONAL METHODS TO ACHIEVE M.L.L.							
	a) Providing T.V. Sets with V.C.R	5	..	2000	35000	0.18	0.18	
	b) Providing Video Cassettes in the subject, Arithematic environmental studies, science, Arts and Culture	5	..	2000	70	0.18	0.18	
84	c) Providing slide projectors with slides in Basic Science etc.	5	..	2000	5000	0.3	0.03	
	d) Providing compound Microscope, slides etc.	5	..	2000	5000	0.08	0.03	
	e) Establishing Libraries, supply of books, cost of periodicals etc.	5	..	2000	5000	0.03	0.03	
	f) Recurring expenditure for supply of periodicals etc.	5	..	2000	3000	0.02	0.11	
	g) Developing artistic Musical Talents	5	..	2000	10000	0.05	0.05	
	h) Providing Public address system	5	..	2000	7000	0.04	0.04	
	i) Providing physical Education facilities and games etc.	5	..	2000	2000	0.01	0.01	
	j) Establishing community							
	a) Library and children parks in areas							

1	2	3	4	5	6	7	8	9
	where economically backward children live	..	10	..	10000	0.10	0.10	
	b) Establishment charges	10			1000 x 10 x 12	0.12	0.84	Honorarium to attender cum Peon
	c) Providing T.V. Sets	10	..		15000 x 10	0.15	0.15	
	k) Providing Laboratory equipments	5		2000	1000	0.01	0.01	
	l) Teachers training for the introduction of new methodology in teaching	..	..	65	1090	0.071	0.497	
	m) Recurring cost for the supply of periodicals and other consumable articles	5	..	2000	500	0.03	0.21	
6f	n) Construction of additional class rooms Urinal facilities Drinking water facilities, play ground, yard levelling construction of compound wall and repair to the existing wall		5	2000	300000	1.5	1.5	
	III. INTRODUCTION OF COMPENSATORY EDUCATION:							
	a) Supply of work book, evaluation tools, teaching aids etc.	5	..	400	400 x 100	0.04	0.28	
	b) Honorarium to teachers	5	..	400	25 x 100 x 10	0.03	0.18	Honorarium for 25 teachers at the rate of Rs.100 per month for 10 months
	IV. ESTABLISHING "GURUKULAM" SCHOOLS:							
	a) Cost of Development works, cost of construction of school building and hostel, quarters etc.	3	..	1500	86,00,000	25.8	25.8	Gurukulam schools covers students from both aided & Govt schools.



1	2	3	4	5	6	7	8	9
	b) Maintenance of buildings	3	..	1500	50,000	0.15	0.9	
	c) Cost of furniture, Laboratory equipments reading materials, books, reference book etc.	3	..	1500	5,00,000	1.5	1.5	
	d) Providing T.V. sets with Video accessories	3	..	1500	35000	0.11	0.11	
	e) Supplying Video cassettes	3	..	1500	70 x 500 x 3	0.11	0.11	
	f) Establishment charges	3	..	1500	10,92,000	3.28	22.96	
	g) Cost of Van	3	..	..	5,00,000	1.50	1.50	
	h) Boarding charges for students	3	..	1500	15,00,000	4.5	31.5	
	i) Supplying Uniforms	3	..	1500	1,20,000	0.36	2.52	
	j) Contingent expenditure	3	..	1500	5000 x 3	0.02	0.1	
	k) Electricity, Water charges and other expenditure	3	..	1500	1,20,000	0.36	2.52	
V. EVALUATION								
	a) Establishment charge	..	..	..	10,92,000	1.09	7.64	
	b) Data feeding charges	..	..	..	10,000	0.01	0.07	
				<b>TOTAL</b>		<b>41.891</b>	<b>105.057</b>	

AIDED  
~~GOVT.~~ SCHOOLS

TABLE 3 B 1-  
MASTER TABLE FOR THE ACHIEVEMENT OF M.L.L IN MALAPPURAM DISTRICT (STAGE I - PHASE II)

Sl. No.	Description of items	No. of schools	No. of Panchayat	No. of beneficiaries	Unit Cost	Cost for year in Millions	Cost for the Project Period in millions	Remarks
1	2	3	4	5	6	7	8	9
<b>I. INTRODUCTION OF MODERN INSTRUCTIONAL METHODS TO ACHIEVE M.L.L</b>								
	a) Providing T.V. Sets with VCR	7	..	2400	35000	0.25	0.25	
	b) Video Cassettes	7	..	2400	500 x 70 x 7	0.25	0.25	
	c) Providing slide Projectors with slides in Basic service etc.	7	..	2400	5000 x 7	0.04	0.04	
	d) Providing compound Microscopes, slides etc.	7	..	2400	5000 x 7	0.04	0.04	
	e) Establishing Libraries, supply of books, cost of periodicals etc.	7	..	2400	5000 x 7	0.04	0.04	
	f) Recurring expenditure from supply of periodicals etc.	7	..	2400	3000 x 7	0.02	0.15	
	g) Developing artistic, Musical talents	7	..	2400	10000 x 7	0.07	0.07	
	h) Providing Public address system	7	..	2400	70000 x 7	0.05	0.05	
	i) Providing physical Education facilities and games etc.	7	..	2400	2000 x 7	0.01	0.01	
	j) Providing Laboratory equipments	7	..	2400	1000 x 7	0.01	0.01	
	k) Teachers training for the introduction of new Methodology in teaching	7	..	100	1090 x 100	0.109	0.783	

1	2	3	4	5	6	7	8	9
	l) Recurring cost for the supply of periodicals and other consumable articles	7	..	2400	500 x 10 x 7	0.04	0.25	
II. INTRODUCTION OF COMPENSATORY EDUCATION								
	a) Supply of work books, Teaching aids Evaluation tools etc.	7	..	480	480 x 100	0.05	0.34	
	b) Honorarium for teachers	7	..	35	100 x 35 x 10	0.04	0.25	five teachers from each school
					<b>TOTAL</b>	<b>1.019</b>	<b>2.513</b>	

TABE 3 C- Govt. Schools

MASTER TABLE FOR THE ACHIEVEMENT OF MLL IN WAYANAD DISTRICT (Stage I Phase II)

Sl. No.	Description of items	No. of Schools	No. of Panchayat	No. of beneficiaries	Unit cost	Cost per year in Millions	Cost for the project period in millions	Remarks
1	2	3	4	5	6	7	8	9
I	Awareness campaign	2	25	650	5000	0.13	0.13	
II	INTRODUCTION OF MODERN INSTRUCTIONAL METHODS TO ACHIEVEMENT							
	a) Providing T.V. Sets SHU V.C.R	2		325	35000 x 2	0.07	0.07	
	b) Providing Video Cassettes in the subject, Arithmetic environmental studies, science, Arts and Culture	2		11	500x70x2	0.07	0.07	
	c) Providing slide projectors with slides in Basic Science etc.	2		11	5000 x 2	0.01	0.01	
	d) Providing compound Microscope slides etc.	2		11	5000 x 2	0.01	0.01	
	e) Establishing Libraries, supply of books, cost of periodicals etc.	2		11	5000 x 2	0.01	0.01	
	f) Recurring expenditure for supply of periodicals etc.	2		11	5000 x 2	0.01	0.07	
	g) Developing artistic Musical Talents	2		11	10000	0.02	0.02	
	h) Providing Public address system	2		11	5000 x 2	0.01	0.01	
	i) Providing physical Education facilities and games etc.				2000 x 2	0.004	0.004	

1	2	3	4	5	6	7	8	9
	j) Establishing community							
	i. Library and children parks in areas where economically backward	4		11	10000 x 4	0.04	0.04	
	ii. Establishment charges	4			1000 x4 x12	0.048	0.336	
	iii. Providing T.V. Sets	4			15000 x 4	0.06	0.06	
	k) Providing Science Kits	2		650	1000 x 2	0.002	0.002	
	l) Teachers training for the introduction of new methodology in teaching	2		11	1090 x 15	0.016	0.112	
	m) Recurring cost for the supply of periodicals and other consumable articles	2		11	500x10x2	0.01	0.07	
	n) Construction of additional class rooms Urinal facilities Drinking water facilities, play ground, yard levelling construction of compound wall and repair to the existing wall	2			300000 x 2	0.60	0.60	
	III. INTRODUCTION OF COMPENSATORY EDUCATION CENTRE.							
	a) Supply of work book, evaluation tools teaching aids etc.	2		130	130 x 100	0.013	0.091	
	b) Honarariam	2		10	10x100x10	0.01	0.07	
	IV. ESTABLISHING "GURUKULAM" SCHOOLS FOR TEACHING LEARNING AND TRAINING FOR PSYCHOMOTOR DEVELOPMENT							

1	2	3	4	5	6	7	8	9
	a) Cost of Development works cost of construction of schools building and hostel, quarters etc.	2		1000	8600000x2	17.2	17.2	
	b) Maintenance of buildings				50000 x 2	0.10	0.60	
	c) Cost of furniture, Laboratory equipments reading materials books reference book etc.				500000 x 2	1.00	1.00	
	d) Providing T.V. sets with Video accessories				35000 x 2	0.07	0.07	
	e) Supplying Video cassettes				500 x 70 x 2	0.07	0.07	
	f) Establishment charges				10,92000x2	2.18	15.23	
	g) Boarding charges for students				1500000 x 2	3.00	21.00	
8:	h) Supply Uniforms			1000	100x3x1000	0.30	2.10	
	i) Contingent expenditure				5000 x 2	0.01	0.07	
	j) Electricity, Water charges and other expenditure			1,20000 x 2	0.24	1.68		
	K) Providing Van	2		500000x2	5000000x2	1.00	1.00	
V.	EVALUATION							
	a) Establishment Expenditure at Evaluation centre			10,92000	10,92000	1.092	7.64	
	b) Data feeding charges				10000	0.01	0.07	
				Total		27.487	70.471	

TABLE 3 C-1 Aided Schools

MASTER TABLE FOR THE ACHIEVEMENT OF MLL IN WAYANAD DISTRICT (Stage I Phase II)

Sl. No.	Description of items	No. of Schools	No. of Panchayat	No. of beneficiaries	Unit cost	Cost per year in Millions	Cost for the project period in millions	Remarks
1	2	3	4	5	6	7	8	9
I	INTRODUCTION OF MODERN INSTRUCTIONAL METHODS TO ACHIEVE MLL.							
	a) Providing T.V. Sets SHU V.C.R	1		300	35000	0.04	0.04	
	b) Providing slide projectors with slides in Basic sciences etc.	1		300	5000	0.05	0.05	
	c) Providing Video Cassetts	1		300	500 x 70	0.04	0.04	
56	d) Providing compound Microscope slides etc.	1		300	5000	0.005	0.005	
	e) Establishing Libraries, supply of books, cost of periodicals etc.	1		300	500	0.005	0.005	
	f) Recurring expenditure for supply of periodicals etc.	1		300	3000 x 7	0.003	0.021	
	g) Developing artistic Musical Talents	1		300	10000	0.01	0.01	
	h) Providing Public address system	1		300	7000	0.007	0.007	
	i) Providing physical Education facilities and games etc.	1		300	2000	0.002	0.002	
	j) Providing Science Kits							
	k) Teachers training for the introduction of new methodology in teaching	15		1090 x 15		0.016	0.112	15 teachers are to be trained.

1	2	3	4	5	6	7	8	9
	l) Recurring cast for the supply of periodicals and other consumable articles				500 x 10	0.005	0.035	
III.	INTRODUCTION OF COMPENSATORY EDUCATION:							
	a) Supply of work book, teaching aids, evaluation tools			60	60 x 100	0.006	0.042	
	b) Honarariam to teachers			5	5x10x100	0.005	0.036	5 teachers are given honorarium.
				Total			0.150	0.360



TABLE 4 A - GOVT. SCHOOLS  
 MASTER TABLE FOR THE ACHIEVEMENT OF M.L.L. IN KASARAGODE DISTRICT (STAGE II - PHASE II)

Sl. No.	Description of items	No. of schools	No. of Panchayat	No. of beneficiaries	Unit Cost	Cost for year in Millions	Cost for the Project Period in millions	Remarks
1	2	3	4	5	6	7	8	9
I INTRODUCTION OF MODERN INSTRUCTIONAL METHODS TO ACHIEVE M.L.L.								
	a) Providing T.V. Sets with V.C.R	271		80826	9 x 35000	0.315	0.315	
	b) Providing Video cassetts	271		80826	9x70x500	0.315	0.315	
	c) Providing slide projectors with slides in Basic Science.	271		80826	9x5000	0.045	0.045	
	d) Providing compound Microscope, slides etc.	271		80826	271 x 5000	1.355	1.355	
58	e) Establishing Libraries, supply of books, cost of periodicals etc.	271		80826	271x5000	1.355	5.355	
	f) Recurring expenditure for supply of periodicals etc.	271		80826	271x3000	0.813	5.691	
	g) Developing artistic Musical Talents	271		80826	271x10,000	2.71	2.710	
	h) Providing Public address system	271		80826	271x7000	1.897	1.897	
	i) Providing physical Education facilities and games etc.	271		80826	271x2000	0.542	0.542	
	j) i. Establishing community library and supply of books and children parks.	542		80826	542 x 120000	6.504	6.504	
	ii. Recurring expenditure for supply of periodicals	542		80826	542x500x12	3.252	22.764	

1	2	3	4	5	6	7	8	9
	iii. Establishment charges	542		542 x 1000 x 12	6.504	45.528		Honorarium for attender-cum-peon.
	iv. Providing T.V. Set	542		15000 x 542	8.13	8.13		
	k) Providing Science Kits.	271		271 x 1000	0.271	0.271		
	l) For the introduction of new methodology in teaching	271		2874	1090 x 2874	3.133	21.931	
	m) Recurring cost for the supply of periodicals and other consumable articles	271		5000 x 271	1.355	9.485		
	n) Construction of additional class rooms, Urinal facilities play ground, Yard facilities play ground, yard levelling, construction of compound wall and repairs existing walls.	271		300000 x 271	81.3	81.3		
59	III. INTRODUCTION OF COMPENSATORY EDUCATION:							
	a) Supply of work book, teaching aids, evaluation tools			16165	16165 x 100	1.617	11.316	
	b) Honorarium to teachers			1355	..	1.355	9.485	5 teachers from 271 schools
					TOTAL	122.768	230.939	

TABLE 4. A1.

Aided Schools

**MASTER TABLE FOR THE ACHIEVEMENT OF M.L.L. IN KASARAGODE DISTRICT (STAGE II - PHASE II)**

Sl. No.	Description of Item	No. of Schools	No. of Panchayat	No. of beneficiaries	Unit Cost.	Cost per in million	Cost for the project period in million.	Remarks
<b>I. INTRODUCTION OF MODERN INSTITUTIONAL METHODS TO ACHIEVE M.L.L.</b>								
a.	Providing T.V. Set with VCR	6		55753	3500 x 6	0.21	0.21	1 T.V. Set 30 Schools
b.	Providing Video cassettes	6			70 x 500 x 6	0.21	0.21	
c.	Providing slide projectors with slides in Basic Science	6			5000 x 6	0.03	0.03	
d.	Providing compound Micorscopes slides etc.	202			5000 x 202	1.01	1.01	
e.	Establishing Libraries Supply of books cost of periodicals etc.	202			5000 x 202	1.01	1.01	
f.	Recurring expenditure for supply of periodiacls etc.	202			3000 x 202	0.606	4.242	
g.	Providing artistic musical talent	202			10000	2.02	2.02	
h.	Providing Public address systems.	202			7000	1.414	1.414	
i.	Providing physical Eduction facilities and games etc.	202			2000	0.404	0.404	
j.	Providing Science kits	202			202 x 1000	0.202	0.202	
k.	Teachers training for the introduction of new methodology in teaching			2158		2.352	16.646	2158 Teachers are given trainig.

Sl. No.	Description of Item	No. of Schools	No. of Panchayat	No. of beneficiaries	Unit Cost.	Cost per in million	Cost for the project period in million.	Remarks
1.	Recurring cost for the supply of periodicals and other consumable articles	202			5000 x 202	1.01	7.07	
III INTRODUCTION OF COMPENSATORY EDUCATION.								
a.	Supply work book, teaching aid, evaluation tools etc.			11151	11151 x 100	1.115	7.806	
b.	Honorarium to teachers	202		1010	1010 x 10 x 100	1.01	7.07	
					Total	<u>12.603</u>	<u>49.162</u>	

**MASTER TABLE FOR THE ACHIEVEMENT OF M.L.L. IN MALAPPURAM DISTRICT (Stage II-Phase II)**

Sl. No.	Description of Item	No. of Schools	No. of Panchayat	No. of beneficiaries	Unit Cost.	Cost per in million	Cost for the project period in million.	Remarks
I	INTRODUCTION OF MODERN INSTRUCTIONAL METHODS TO ACHIEVE M.L.L.							
a.	Providing T.V. Sets with VCR	504			35000 x 17	0.595	0.595	1 TV set for 30 Schools
b.	Providing Video cassettee				500 x 70 x 17	0.595	0.595	
c.	Providing slide projectors with slides in Basic science	504			5000 x 17	0.085	0.085	
d.	Providing compound microscopes	504			504 x 5000	2.52	2.52	
e.	Establishing libraries, supply of books cost of periodicals etc.	504			504 x 5000	2.52	2.52	
f.	Recurring expenditure for supply of periodicals etc.	504			504 x 3000	1.512	10.584	
g.	Developing artistic musical talents	504			504 x 10000	5.04	5.04	
h.	Providing public address system.	504			504 x 7000	3.528	3.528	
i.	Providing physical education facilities and games etc.	504			504 x 2000	1.008	1.008	
j. i.	Establishing community library supply of books and children park	1008			1008 x 12000	12.096	12.096	
ii.	Establishment charges	1008			1000 x 12	12.096	84.672	

Sl. No.	Description of Item	No. of Schools	No. of Panchayat	No. of beneficiaries	Unit Cost.	Cost per in million	Cost for the project period in million.	Remarks
	iii. T.V. Sets				15000	15.12	15.12	
	iv. Recurring expenditure for the supply of periodicals	1008			1008 x 500 x 12	6.048	42.336	
	k. Providing science kts.	504			1000	0.504	0.504	
	l. Teacher training for the introduction and methodology in teaching.			6195		6.753	47.271	6195 teachers to be trained.
8	m. Recurring cost for the supply of periodicals and other consumable articles	504			59999 x 19 x 504	2.52	17.64	
	n. Construction of additional class rooms, urinal facilities play ground, yard levelling construction of compound wall and repair to existing walls.	504		182645	31 lakh x 504	151.2	151.2	
	III INTRODUCTION OF COMPENSATORY EDUCATION.							
	a. Supply of work book			36529	36529 x 100	3.653	25.57	
	b. Honorarium to teachers			2529	2520 x 10 x 100	2.52	17.64	2520 teacher have to be given honorarium
					Total	<u>229.913</u>	<u>440.524</u>	

**MASTER TABLE FOR THE ACHIEVEMENT OF M.L.L. IN MALAPPURAM DISTRICT (Stage II-Phase II)**

Sl. No.	Description of Item	No. of Schools	No. of Panchayat	No. of beneficiaries	Unit Cost	Cost per in million	Cost for the project period in million.	Remarks
<b>I INTRODUCTION OF MODERN INSTRUCTIONAL METHODS TO ACHIEVE M.L.L.</b>								
a.	Providing T.V. sets with VCR	730		251975	24 x 35000	0.84	0.84	1 T.V. sets for 30 schools.
b.	Providing video cassettes			251975	24 x 70 500	0.84	0.84	
c.	Providing slide projectors with slides in Basic science	730			24 x 5000	0.12	0.12	
d.	Providing compound microscopes slides etc.	730			730 x 5000	3.65	3.65	
e.	Establishing Libraries supply of books cost of periodicals etc.	730			730 x 5000	3.65	3.65	
f.	Recurring expenditure for supply of periodicals etc.	730			730 x 3000	2.19	15.33	
g.	Developing artistic musical talent	730			730 x 10000	7.30	7.30	
h.	Providing public address system	730			730 x 7000	9.11	5.11	
i.	Providing physical education facilities and games etc.	730			730 x 2000	1.46	1.46	
i.	Providing Science kits	730			730 x 1000	0.73	0.73	
j.	Teacher training methodology in teaching for the introductions of new methodology in teaching			10270		11.194	78.358	10270 teachers are to be trained.

Sl. No.	Description of Item	No. of Schools	No. of Panchayat	No. of beneficiaries	Unit Cost.	Cost per in million	Cost for the project period in million.	Remarks
k.	Recurring cost for the supply of periodicals and other consumable articles.	730			500 x 730 10	3.65	25.55	
III	INTRODUCTION OF COMPENSATORY EDUCATION.							
a.	Supply of work book teaching aids, evaluation tools etc.	730		50395	50395 x 100	5.04	35.28	
b.	Honorarium to teachers			3650	3650 x 1000	3.65	25.55	3650 teachers ae to be given honorarium.
					Total		<u>49.424</u> <u>203.768</u>	



TABLES 4 C. Govt. Schools

MASTER TABLE FOR THE ACHIEVEMENT OF M.L.L. IN WAYANAD DISTRICT (Stage II - Phase II)

Sl. No.	Description of items	No. of Schools	No. of Panchayat	No. of beneficiaries	Unit cost	Cost per year in Millions	Cost for the project period in millions	Remarks
1	2	3	4	5	6	7	8	9
I.	Introduction of modern Instructional Methods to achieve M.L.L.							
	a. Providing TV. Sets with VCR	127			4x35,000	0.14	0.14	One T.V. Sets 30 Schools.
	b. Providing Video Cassette				500x70x4	0.14	0.14	
	c. Providing slide projector with slides in Basic science	127			4x5,000	0.020	0.002	
	d. Providing compound Microscopes slides etc.	127			127x5,000	0.635	0.635	
	e. Establishing Libraries, Supply of books, cost of periodicals ec.	127			127x5,000	0.635	0.635	
	f. Recurring expenditure for supply of periodicals etc.	127			127x3,000	0.381	2.667	
	g. Developing artistical Musical talents	127			127x10,000	1.27	1.27	
	h. Providing public address systems	127			127x7,000	0.889	0.889	
	i. Providing physical education facilities and games etc.	127			127x2,000	0.254	0.254	
	j. i. Establishment community library supply of books and children park	254			254x12,000	3.048	3.048	
	ii. Recurring cost for the supply of periodicals				254x500x12	1.524	10.668	



TABLE 4 C-1 Aided Schools

## MASTER TABLE FOR THE ACHIEVEMENT OF M.L.L. IN WAYANAD DISTRICT (Stage-II-Phase II)

Sl. No.	Description of items	No. of Schools	No. of Panchayat	No. of beneficiaries	Unit cost	Cost per year in Millions	Cost for the project period in millions	Remarks
1	2	3	4	5	6	7	8	9
I.	INTRODUCTION OF MODERN INSTITUTIONAL METHOD TO ACHIEVE M.L.L.							
a.	Providing T.V. Sets with VCR	101		3	35,000x3	0.105	0.105	T.V. Set for 30 schools
b.	Providing Vedio cassettes	101		3	70x500x3	0.105	0.105	
c.	Providing slide projectors with slides in Basic science	101		3	5,000x3	0.015	0.015	
d.	Providig compound Microscopes slides etc.	101		58,283	5,000x101	0.505	0.505	
e.	Establishing Libraries, supply of books cost of periodicals etc.	101		58,283	5,000x101	0.505	0.505	
f.	Recurring expenditure for supply of periodicals etc.	101			3,000x101	0.303	2.121	
g.	Developing artistic Musical talents	101			10,000x101	1.01	1.010	
h.	Providing public address systems.	101			7,000x101	0.707	0.707	
i.	Providing physical education facilities and games etc.	101			2,000x101	0.202	0.202	
j.	Providing Science kits.	101			1,000x101	0.101	0.101	
k.	Teachers training for the institution of new methodology in teaching	101		1,437	1,090	1.566	1.566	1,437 teachers require teaching.

1	2	3	4	5	6	7	8	9
1.	Recurring cost for the supply of periodicals and other consumable articles	101			500x10x101	0.505	3.535	
III.	INTRODUCTION OF COMPENSATORY EDUCATION.							
a.	Supply of work books teaching aids and evaluation tools	101			58,283x100	5.828	40.798	
b.	Honorarium to teachers	505			505x1,000	0.505	3.535	505 teachers are to be given training.
				Total :		11.962	54.810	

TABLE No. 5A

## NUMBER OF PRIMARY SCHOOLS IN KASARGODE DISTRICT

Standard From-To	Government	Aided	Unaided	Total
I-IV	130	103	4	237
I-V <del>4</del>	11	-	-	15
I-VIII	69	64	-	133
V-V <del>II</del>	4	9	-	13
I-X	53	3	1	57
V-X <del>I</del>	14	14	-	28
Total	274	204	5	483

**TABLE No. 5 B**  
**NUMBER OF PRIMARY SCHOOLS IN MALAPPURAM DISTRICT**

Standard From-To	Government	Aided	Unaided	Total
I-IW	317	448	7	772
I-V/28	18	80	-	58
I-V/II	96	144	3	243
V-W/II	13	81	3	97
I-X/19	19	6	3	28
V-X	36	28	2	66
<b>Total:</b>	<b>509</b>	<b>737</b>	<b>18</b>	<b>1264</b>

**TABLE No. 5 C**  
**NUMBER OF PRIMARY SCHOOLS IN WAYANAD DISTRICT.**

Standard From-To	Government	Aided	Unaided	Total
I-IV	65	46	5	116
I-V:3	3	6	-	9
I-V:II	33	36	-	69
V-VII	1	5	2	8
I-X:20	20	4	2	26
V-X	7	5	-	12
<b>Total:</b>	<b>129</b>	<b>102</b>	<b>9</b>	<b>240</b>

**TABLE No. 6**  
**THE BUDGETARY OUTLAYS IN THE EDUCATION SECTOR**  
**THROUGH YEARS (EXCEPT) CAPITAL PROVISION**

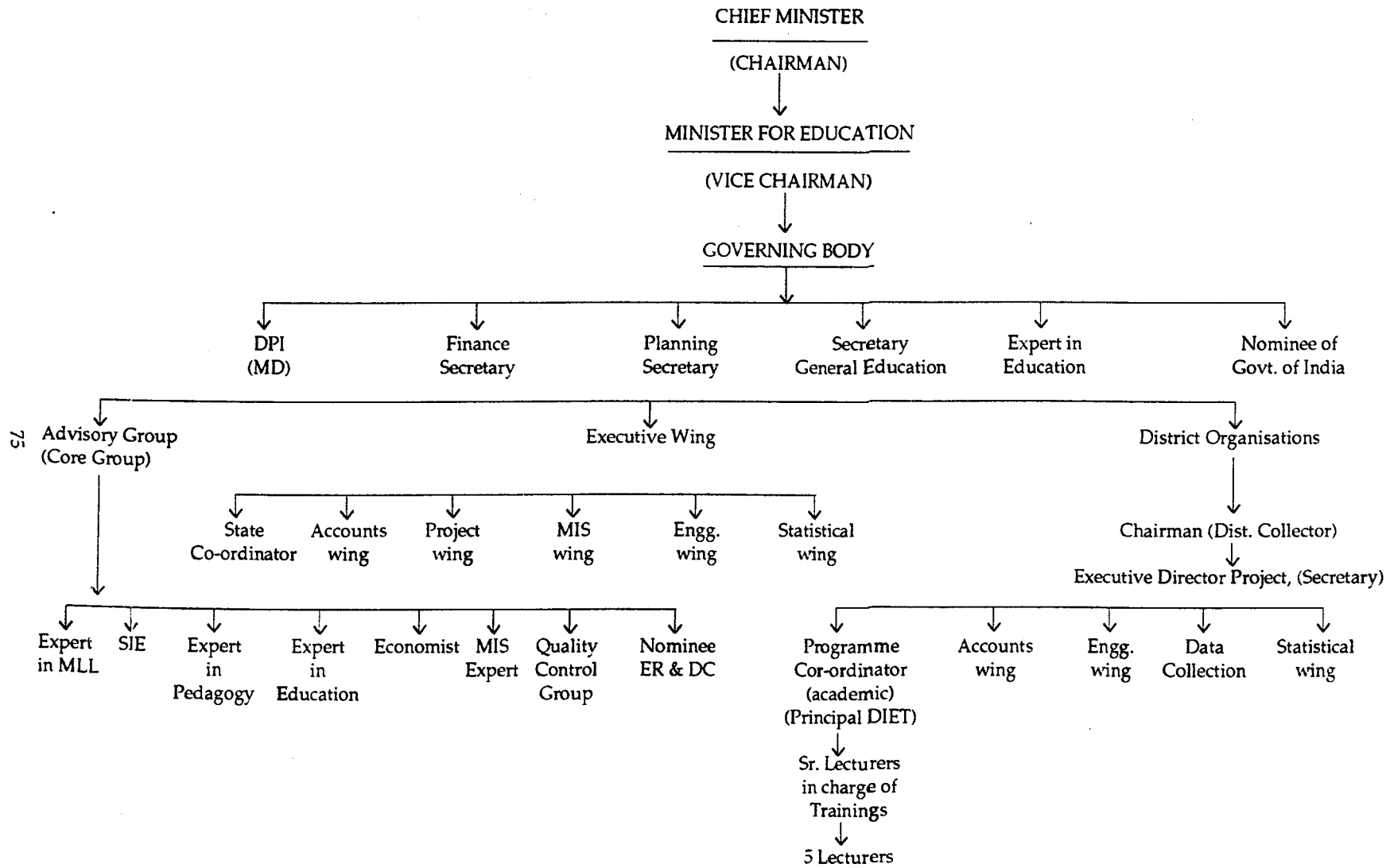
Year	Provision in (lakhs)	Year	Provision in (lakhs)
1957-58	584	1981-82	19854
1958-59	522	1982-83	22255
1959-60	1042	1983-84	25118
1960-61	1185	1984-85	25578
1961-62	1449	1985-86	29838
1962-63	1607	1986-87	37001
1963-64	1747	1987-88	40253
1964-65	1804	1988-89	43665
1965-66	2104	1989-90	45414
1966-67	2622	1990-91	53632
1967-68	2919	1991-92	60990
1968-69	3530	1992-93	76020
1969-70	4233		
1970-71	4561		
1971-72	-		
1972-73	-		
1973-74	6746		
1974-75	7235		
1975-76	9721		
1976-77	11909		
1977-78	12474		
1978-79	13544		
1979-80	15603		
1980-81	16710		



**TABLE No. 7**  
**EXPENDITURE FOR ESTABLISHING CORE GROUP**

Sl. No.	Description	State Level (HQ)		District Level (One District)	
		Cost for one year	Cost for seven years	Cost for one year	Cost for seven years
1.	Establishment	1.00	7.00	1.00	7.00
2.	Telephone Installation charge	0.04	0.29	0.02	0.15
3.	Telephone recurring charge	0.02	0.15	0.02	0.15
4.	Photo copier	0.75	0.75	0.75	0.75
5.	Electronic Typewriter	0.03	0.03	--	--
6.	PCAT with 160 MB	0.75	0.75	PC 8086 chip based system with hard disk added	--
7.	Catridge back up or streamer type	0.55	0.55	--	--
8.	Printer for computer	0.40	0.65	--	--
9.	Van	0.50	0.50	--	--
10.	Consulting fee	0.30	0.30	--	--
11.	Contingency	0.17	1.25	0.15	1.05
12.	Consultant Architect fee	0.50	0.50	--	--
13.	Minimum facilities	1.50	1.50	1.50	1.50
14.	Fax system	0.70	0.70	--	--
	<b>Total</b>		<b>14.40 M</b>	<b>10.60</b>	
<b>Grand Total for State and district - 25 million</b>					

**SOCIETY FOR DEVELOPMENT OF PRIMARY DEUCATION IN KERALA  
(SDPK)**



**TABLE No. 9**  
**EXPENDITURE**

**CONDUCT OF WORKSHOP AT DISTRICT LEVEL-10 DAYS DURATION FOR  
PREPARATION OF TEACHERS HAND BOOK AND MATERIALS FOR  
TRAINING PROGRAMMES**

1.	To and fro T.A. to the participants @ Rs. 1000 (average) 30 experts (30 x 1000)	30,000
2.	Honorarium @ Rs. 300 per day per head (300 x 10 x 30)	90,000
3.	Contingent charges including materials	2,000
		1,22,000
4.	No. of workshop 3 (3 x 122000)	3,66,000
5.	Printing and supply of hand books from std. I to V for all subjects 18 books, average cost Rs. 540 per set. No. of copies to be supplied to selected schools 2 copies-per school (1,080 x 2000)	21,60,000
	Grand Total	3,66,000 +
		21,60,000
		25,26,000
		2.53 Million

TABLE No. 10

## Resource Persons Training:

	Duration No. of course Participants No. of trainers	10 days 10 50 each 5
1. Honorarium for key persons @ Rs. 300/- per day head	300 x 10 x 5	15,000
2. T.A. to key persons (average) Rs. 1,000	1000 x 5	5,000
3. T.A. for participants average Rs. 500/-	500 x 50	25,000
4. D.A. to participants @ Rs. 40 per head 10 days	40 x 10 x 50	20,000
5. Contingent charges including materials		2,000
6. Total cost for 1 course		<u>67,000</u>
Total courses- (67,000 x 10)		<u>6,70,000</u>
		0.670 Million

TABLE No. 11

Training for Headmasters:	Duration	10 days
	No. of resource persons for one course	5
	No. of participants for one course	50
	Total No. of courses	40
		Rupees
1. Honorarium for 3 resource persons @ Rs. 100 per day per head	100 x 10 x 5	5,000
2. T.A. to 3 resource persons @ Rs. 500/- (average)	500 x 5	2,500
3. T.A. to the participants @ Rs. 500/- (average)	500 x 50	25,000
4. D.A. to participants @ Rs. 40 per day	40 x 50 x 10	20,000
5. Contingencies including materials	Rs.2,000	2,000
		<hr/>
		52,500
		<hr/> <hr/>
Total cost for 40 courses (52500 x 40)		21,00,000
		<hr/> <hr/>
	2.100 Million	

TABLE No. 12

Training for Educational Officers in District Level and Sub District level

	Duration	5 days
	No. of resource persons for one course	2
	No. of Participants for one course	32
	Total No of courses	3
		Rupees
1. Honorarium to resource persons @ Rs. 250 per head per day	$250 \times 5 \times 2$	2,500
2. T.A. to resource persons @ Rs. 100/- (average)	$1000 \times 2$	2,000
3. T.A. to the participants @ Rs. 200/- (average)	$200 \times 32 \times 5$	32,000
4. D.A. @ Rs. 40 for participants	$40 \times 30 \times 5$	6,400
5. Contingent charges including materials		200
6. Cost for one training course		43,100
7. Total cost for 3 courses $43100 \times 3$		Rs. 1,29,300
		0.13 Million

TABLE No. 13

Training for Members of Parent Teachers Associations:

	Duration	3 days
	No. of resources persons for one course	3
	No. of participants for one course	50
	Total No. of course	40
		Rupees
1. Honorarium for 3 resources persons at Rs. 250 per head	$250 \times 3 \times 3$	2250
2. T.A. to resource persons at Rs. 1,000/- per head	$1000 \times 3$	3,000
3. T.A. to the participants at Rs. 200/- per head (average)	$200 \times 50$	10,000
4. D.A. to participants at Rs. 40/- per head per day	$40 \times 50 \times 3$	6,000
5. Contingencies including materials	1,000	1,000
6. Total cost for 1 course		22,250
7. Total cost for 40 courses	$22250 \times 40$	Rs. 8,90,000
		0.89 Million

TABLE 14

## Cost Estimate for Phases I &amp; II

(Rs. in million)

Sl.No.	Name of Scheme	Phase I	Stage I Phase II	Stage II Phase II	Remarks
1.	UEE by 2000 AD	925.272			Phase I relates to the programme under UEE by 2000 AD implemented in the 3 districts
2.	Achievement of MLL	--	252.151	1086.265	Stage I of Phase II relates to MLL for selected schools in the 3 districts.
3.	Pre-Project expenditure	12.32			Stage II of Phase II relates to extension of MLL in the remaining schools of 3 districts.
4.	Training course	6.32			
5.	Strengthening the SIE	6.60			
6.	Evaluation	1.00	1.50	2.50	
7.	Core Group expenditure	25.00	--	--	
TOTAL		976.512	253.651	1090.765	
			GRAND TOTAL	2320.928	



**TABLE 15**  
**Cost Estimate for Phase-III**

Name of Scheme	Phase III	Remarks
Achievement of MLL	9297.256	Phase III relation to Stage II of Phase I and extension of MLL in remaining 11 districts.
Grand Total	<u>9297.256</u>	Extension of this phases can be done only after the evaluation of the project and its cost benefit analysis.

**TABLE 16**  
**WORK PLAN Phase I**

Sl.No.	P.O.A.	Periods in Weeks (Cumulative)
1.	Sanction for the project formulations	0
2.	Awareness Campaign	4
3.	Teacher Training	8
4.	Preparation of the Project	8
5.	Sanction of the project	12
6.	Appointment of Teachers	12
7.	Completion of infrastructure facilities	20
8.	Supply of desks, Instructional materials in existing schools	32
9.	Completion of new construction in places of thatched schools, completion of new schools and repairs	48

**TABLE 17**  
**WORK PLAN**  
**Stage I Phase II**  
**IMPLEMENTATION IN SELECTED SCHOOLS**

Sl.No.	P.O.A.	Periods in weeks (Cumulative)
1.	Sanction for the Project formulations	0
2.	Awareness Campaign	4
3.	Teachers Training	8
4.	Preparation of the Project	8
5.	Sanction of the Project	12
6.	Appointment of Teachers	12
7.	Provision of Modern Instructional Gadgets	16
8.	Completion of infrastructure facilities for library, Reading room, Laboratory etc.	20
9.	Establishing Community Libraries and Children Parks	26
10.	Establishing Gurukulam Schools for teaching-learning including Psychomotor Development and completion of civil works	56
11.	Equipping Gurukulam Schools with teaching learning and other modern facilities	64

**TABLE 18**  
**WORK PLAN**  
**Stage II of Phase-II**  
**(Implementation in the remaining school of the Districts)**

Sl.No.	P.O.A.	Periods in weeks (Cumulative)
1.	Awareness Campaign	56 to 60
2.	Teachers Training	60 to 68
3.	Appointment of Teachers	64
4.	Provision of modern infrastructural gadgets	68
5.	Completion of infrastructural facilities for library, reading room, laboratory etc.	72
6.	Establishing community libraries and children park	78
7.	Establishing Gurukulam Schools for teaching, learning including Psychomotor Development	108
8.	Equipping Gurukulam Schools with teaching, learning and other facilities	116

**TABLE No. 19**  
**STRENGTHENING OF STATE INSTITUTE OF EDUCATION**  
**RECURRING AND NON-RECURRING EXPENDITURE**

Sl.No.	Description	For one year	For the project period
1.	Establishment charges	3.18	22.26
2.	Van	5.00	5.00
3.	Fax	0.70	0.70
4.	Telephone installation	0.15	0.15
5.	Recurring charges	0.15	1.05
6.	Photo-copier	1.05	1.5
7.	Minimum facilities	0.87	0.87
8.	Civil works	15.00	15.00
9.	Contingencies	0.25	1.75
10.	Strengthening of the press in the SIE	18.00	18.00
	Total expenditure	44.8	65.58
		4.5 million	6.6 million

TABLE 20

TECHNICAL CONSULTANTS FOR THE FORMULATION OF PROJECT

1. CHIEF PROJECT ADVISOR

An eminent educationalist having proficiency in all aspects of primary education in Kerala and the person who is closely associated with revision of curriculum will be consulted in the formulation of detailed project report fee Rs. 1,000/- per day anticipated amount Rs. 50,000/-.

II. CONSULTANT IN THE DEVELOPMENT OF EVALUATION TOOLS

An expert from NCERT will be consulted in developing evaluation tools for the cognitive as well as non-cognitive areas of learning.

Consultant fee Rs. 2 lakhs.

III. CONSULTANT IN SELECTING TEACHING LEARNING MATERIALS AND AUDIO-VISUAL AIDS

Teaching learning materials and Audio-Visuals aids will be carefully selected in consultation with an eminent expert.

Fee Rs. 25,000/-

CONSULTANT ARCHITECT

An eminent architect will be consulted at the time of formulation of the project report.

Fee 1% of the total cost for civil works

ECONOMIST

A person who is proficient in arriving at the social benefit of the scheme and to conduct economic evaluation of the project will be consulted.

Estimated Fee-Rs. 500/- per day

Cost estimated Rs. 25,000/-.

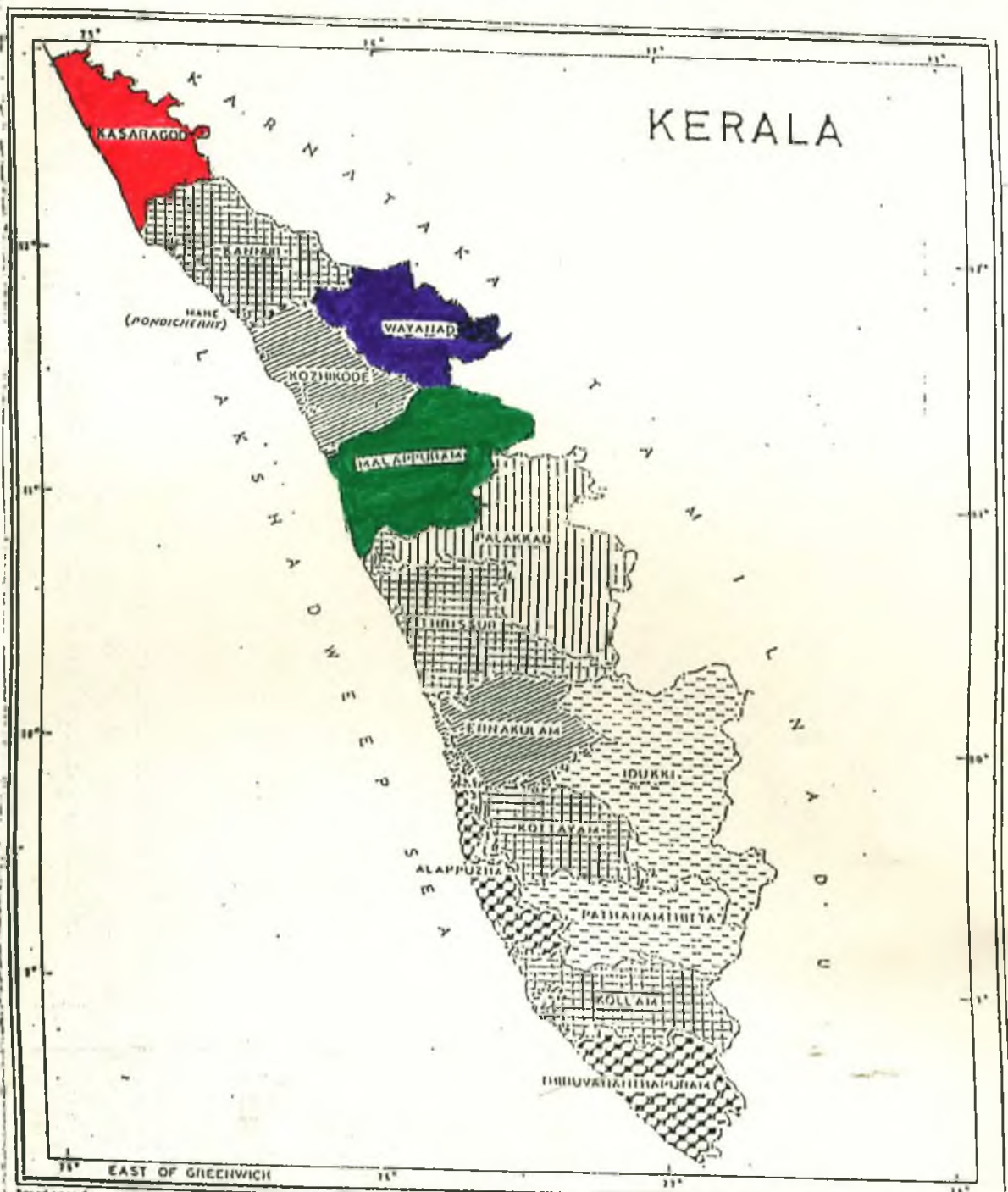
**TABLE No. 21**  
**FOREIGN FELLOWSHIP**

Duration of course: 1 month

- |    |   |                            |
|----|---|----------------------------|
| 1. | Estimated cost for travel fare, fee, boarding and lodging charges etc. for 1 person | : 2,00,000                 |
| 2. | Estimate cost for 5 persons   | : 2,00,000 x 5 = 10,00,000 |

1 million

COMPUTATION SHEET  
Department of Educational  
Planning and Administration  
17-A, Sector-1, Gurgaon Marg.  
New Delhi-110016  
Date: 31-5-95



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