



GOVERNMENT OF KERALA
KERALA STATE PLANNING BOARD

**THIRTEENTH FIVE-YEAR PLAN
(2017-2022)**

**WORKING GROUP ON
SCHOOL EDUCATION**

REPORT

SOCIAL SERVICES DIVISION

KERALA STATE PLANNING BOARD
THIRUVANANTHAPURAM

MARCH 2017

PREFACE

In Kerala, the process of a Five-Year Plan is an exercise in people's participation. At the end of September 2016, the Kerala State Planning Board began an effort to conduct the widest possible consultations before formulating the Plan. The Planning Board formed 43 Working Groups, with a total of more than 700 members – scholars, administrators, social and political activists and other experts. Although the Reports do not represent the official position of the Government of Kerala, their content will help in the formulation of the Thirteenth Five-Year Plan document.

This document is the report of the Working Group on School Education. The Chairpersons of the Working Group were Sri A. P. M. Mohammed Hanish IAS and Dr K. N. Ganesh. The Member of the Planning Board who coordinated the activities of the Working Group was Dr B. Ekbal. The concerned Chief of Division was Smt. Shila Unnithan.

Member Secretary

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CHAPTER 1
CURRENT STATUS

Introduction

1. Kerala's well acclaimed high human development achievements were mainly attributed to the State's public intervention in education sector. Throughout the discussion on the State's achievements in human development, education has occupied a prime place. The network of educational institutions established by the princely states and Christian missionaries during the 19th and early 20th centuries and the Government intervention helped the State to strengthen its foundation in this regard. In the early 1990s Kerala became the first ever state in the Indian union to attain universal literacy. The State has also managed to implement policies effectively to make elementary education accessible for its whole population, much ahead of other Indian States. In spite of its remarkable achievements in the education sector the State is still identified with prominent gaps when it comes to quality of education being imparted.

Plan Outlay for and Expenditure on Education

2. During the first year of the XII Plan an amount of Rs 590.24 crore had been earmarked for Education sector of which 98.78 per cent was expended and the outlay has increased significantly during these five years with an outlay of Rs1330.79 crore in 2016-17. The percentage share of higher education has significantly increased over these four years whereas outlay of technical education has slightly increased during this period. General education gets more than 80 per cent of the total allocation in all these five years. It is also seen that the percentage allocation for technical education is lower, but its percentage expenditure is better. Though the total outlay for all the three sub-sectors is increasing over these four years (See Figure 1), the percentage share of school education shows a declining trend during this period. It decreased from 56 per cent in 2012-13 to 33 per cent in 2015-16. This may be due to the fact that the State had achieved most of the primary targets in school education and it has yet to find out new areas of public expenditure for improving the quality of school education.

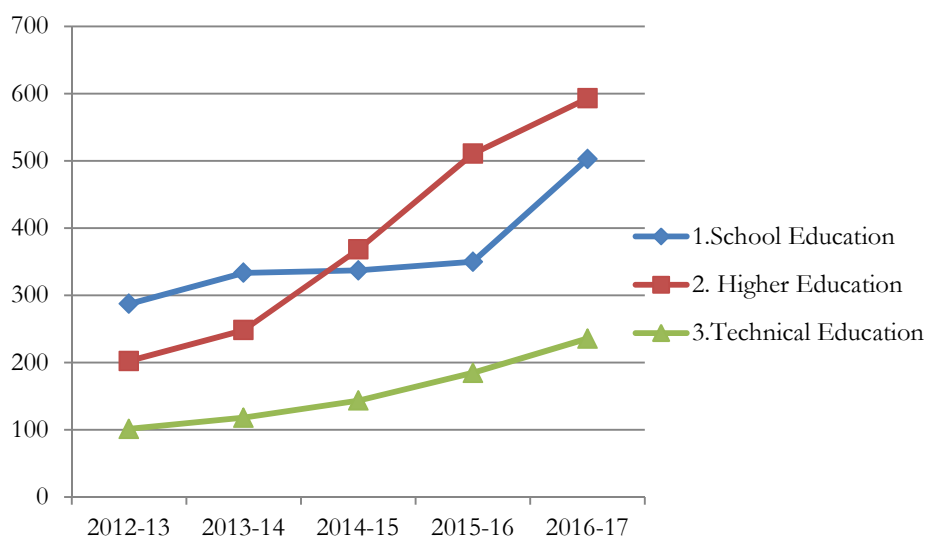
Table 1 *Average Plan outlay and expenditure during the first four years of XII Plan in rupees crore*

Sectors	Annual Plan 2012-13			Annual Plan 2013-14			Annual Plan 2014-15			Annual Plan 2015-16		
	Outlay	Exp.	% of Exp	Outlay	Exp.	% of Exp	Outlay	Exp	% of Exp	Outlay	Exp (up to Nov 2015)	% of Exp
1.School Education	287	287	99.8	333	220	66.1	337	227	67.3	350	223	63.7
2. Higher Education	202	154	76.3	248	154	62.2	368	207	56.3	510	439	86.0
General Education	489	441	90.1	581	374	64.4	705	434	61.6	860	662	76.9
3. Technical Education	101	142	141	118	97	82.3	143	106	74.3	184	246	133.3
Total	590	583	98.8	699	471	67.4	848	540	63.7	1045	908	86.9

Source: Annual Plan Document.

Note: Row totals may be different as the numbers are rounded off.

Figure 1 *Trend of sector wise outlay of education during 12th Plan in rupees crore*



Current Status of Education in Kerala - At a Glance

Literacy

- Literacy and education are important indicators in a society and play a central role in human development. As regards literacy, Kerala ranks first in the country with literacy rate of 93.91 per cent closely followed by Lakshadweep (92.28 per cent) and Mizoram (91.58 per cent) (Census of India, 2011). Kerala's literacy rate, which was only 47.18 per cent in 1951, has almost doubled by 2011. The male, female literacy gap which was 22 per cent point in 1951 has narrowed down to 4.41 per cent in 2011 and Kerala holds the first place in the country in female literacy with 92 per cent (Census of India, 2011). Kerala State Literacy Mission has

been implementing literacy and equivalency programmes by appointing 'Preraks' (representatives of centre for propagating and continuing literacy programmes). It is seen that the number of persons who attend the 7th equivalency examination is steadily decreasing. Over these 10 years, it decreased from 11631 in 2005 to 3492 in 2015. The indication is that illiteracy has almost been eradicated.

School Education

4. There were 12615 schools in Kerala in 2014-15; 4619(36.58 per cent) government schools, 7145(56.61 per cent) aided schools and 851(6.81 per cent) unaided schools. More Government schools are functioning in lower primary section than upper primary or high school sections. Aided schools outnumber government schools in all sections. Malappuram District has the largest number of schools (1489) in the State followed by Kannur (1289) and Kozhikode (1237). Malappuram also has the largest number of government (546) and unaided schools (162) in the State. But the largest numbers of aided schools are functioning in Kannur district (959). There are 1373 schools in the State which are offering syllabi other than the one prescribed by the State government. These include 1178 CBSE schools, 148 ICSE schools, 33 Kendriya Vidyalaya and 14 Jawahar Navodayas. One Jawahar Navodaya Vidyalaya school each is functioning in all the districts.
5. Enrolment of students in the State has been declining in recent years; the number has declined from 37.9 lakh in 2014-15 to 37.7 lakh in 2015-16. Change in demographic pattern of the State due to low birth rate is the main reason attributed for this phenomenon. Girl students constitute 49.47 per cent of the total student enrolment in schools. Boys outnumbered girls in all the districts, except Thiruvananthapuram and Alappuzha. In 2015-16, Scheduled Caste (SC) students constitute 10.82 per cent of total students in the State. The percentage of SC students in government schools, private aided schools and private unaided schools are 13.66 per cent, 10.59 per cent and 4.03 per cent respectively. ST students constitute 2.1 per cent of total enrolment in schools in the year 2015-16. The percentage of ST students in government schools, private aided schools and private unaided schools are 3.92 per cent, 1.47 per cent and 0.35 per cent respectively in 2015-16.

Physical Infrastructure and Facilities in Government Schools

6. All the Government Schools in Kerala are functioning in pucca buildings. Own buildings have to be constructed for 128 government schools which are now working in rented buildings. Local Self Government Institutions and programmes like Sarva Shiksha Abhiyan (SSA) have contributed much to the overall development and improvement of physical infrastructure and common facilities in government schools in the State. 98.55 per cent of government schools have access to drinking water and 99.7 per cent have urinals/latrines facilities.

Performance of Directorate of Public Instructions

7. Performance of Directorate of Public Instructions is as follows:
 1. Total plan fund allotted to the Directorate of Public Instruction during the last four years was Rs 472.2 crore of which Rs 460.43 crore was spent which constitutes 97.51 percentage of the outlay.
 2. An amount of Rs 60 crore was spent for financial assistance to the institutions providing care to mentally challenged children while the number of institutions benefitted out of this scheme is 647 during this Five Year Plan.
 3. Through IT@school, computer education in all Govt/ Aided Schools in the State is being imparted
 4. Special school Kalotsavam and Special School work experience are being organised
 5. Academic monitoring is being done through QIP monitoring committee, OSS training programme, OSS-DRG training programme to RPs, teacher trainings etc.
 6. Special programmes and competitions are being conducted for improvement of Science, Maths and Social Science Education
 7. Directorate of Public Instructions has not availed the status of the physical achievements of the Plan schemes including infrastructural facilities. Since plan fund is released, monitoring has not been done and hence, feedbacks of the implementation of the Plan Schemes are not available with DPI.

Higher Secondary Education

8. Performance of Higher Secondary Education is as follows:
 1. There were 2046 Higher Secondary Schools in 2014 in the State. Out of these 831 (40.62 per cent) are Government schools, 831 (40.62 per cent) are Aided schools and the remaining 384(18.76 per cent) are Unaided and technical schools. Among the districts Malappuram has has the largest number of Higher Secondary Schools (246) in the State followed by Eranakulam (203) and Thrissur (200) respectively. There are 7214 batches of higher secondary classes in 2014. The enrolment in Higher Secondary Schools was 3,68,820.
 2. Total amount earmarked to DHSE during the first 4 years of 12th Five Year Plan was of Rs 297.63 crore and the expenditure was Rs 110.6 crore (37 per cent).

Vocational Higher Secondary Education

9. There are 389 Vocational Higher Secondary Schools in the State with a total of 1100 batches. Out of these 261 are in the Government sector and 128 in the Aided sector. Kollam (52) followed by Thiruvananthapuram (41) has the largest number of Vocational Higher Secondary Schools in the State. The percentage of students eligible for higher education in Vocational Higher Secondary examination in 2015 March is 80.67 per cent registering a fall from 89.16 per cent in March 2014.

SCERT

10. Performance of SCERT is as follows:

1. Total amount of Rs 38 crore was allocated and the expenditure was Rs 35.68 crore (94 per cent).
2. After 3 decades of inception, curriculum revision of VHSE has been done by SCERT last year.

SSA

11. Total amount of Rs 25 crore was allocated during these four years of which Rs 14.46 crore was expended (58 per cent).

Kerala State Literacy Mission Authority (KSLMA)

12. The total budget outlay earmarked for KSLMA during the first four years of 12th Five-Year Plan was Rs 58 crore and expenditure was Rs 45.62 crore which constitutes 78.66 per cent of outlay.

State Institute of Educational Management and Training (SIEMAT)

13. Total amount allocated to SIEMAT during the first 4 years of 12th Five Year Plan was of Rs 10.5 crore and the expenditure was Rs 9.4 crore (42 per cent).

Rashtriya Madhyamic Shiksha Abhiyan

Table 2 *Targets and achievements of Rashtriya Madhyamic Shiksha Abhiyan, 2012-13 to 2015-16*

Sl. No.	Schemes	2012-13		2013-14		2014-15		2015-16	
		Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement
1	Salary to Staff in RMSA	896	472	760	570	761	570	655	355
2	Upgraded School Grant	1141	742	1140	1140	1184	1184	1197	1197
3	Minor Repair	1032	742	974	974	1063	1063	0	0
4	Teacher Training	55472	19425	21329	18138	18752	18752	19404	19000
5	Book Fair	14	0	14	14	14	14	0	0
6	Science Exhibition	14	0	14	14	14	14	14	14
7	Craft Mela	14	0	14	14	14	14	0	0
8	Self Defence Training	0	0	1140	1140	395	395	1197	1197
9	SMDC Training	0	0	1800	1800	2090	2090	2050	2050
10	Remedial Teaching	33530	0	31104	31104			5774	5774
11	Study Tour	174650	0					0	0
12	Sports Equipment	100	0	100	100			0	0
13	Guidance and Councelling	5	0	6	0			0	0
14	Science Kit	2600	0	2569	2569			0	0
15	School Keralotsavam					177	177	0	0
16	Kala Utsav							1	1

Critical Gaps

14. The critical gaps are:

1. Though infrastructure expenditure of DPI is seen as 73.17 percent, it is the amount transferred to the PWD. The materialization of plan fund earmarked for the infrastructural facilities seems to be ineffective. This is mainly because the fund transferred to PWD is not utilised effectively and the actual amount spent by PWD for the improvement of school infrastructure is yet to be taken.
2. Likewise the innovative schemes like ASWAS and 'Mission 100- Elevation of 100 schools to International Standards' initiated during the 12th Five Year Plan have not been started yet.
3. Detailed Evaluation has to be made regarding some of the Plan Schemes like Quality Improvement Programmes and Mid-Day Meal
4. Plan review meetings and monitoring

CHAPTER 2
RECOMMENDATIONS OF WORKING GROUP ON SCHOOL EDUCATION

General

15. The general recommendations are:

1. Integration and co-ordination of the functions of the different Departments and Centrally Sponsored Schemes, including the higher secondary, vocational higher secondary education, SSA and RMSA under a single Directorate of School Education.
2. The integration of the financing of education by the State Government, Central Government Schemes and Philanthropic agencies through the Creation of an Integrated Education Fund, that would monitor the acquisition and allocation of finances and utilization in each sector and
3. Suitable integration of the Skill development Programmes of Government of India with the different directorates
4. Complete conversion of the SCERT into an autonomous institute of research and training under the Secretary of School Education
5. Establishment of suitable linkages of SIEMAT, IT@School, SIET, with the Directorate of School Education and SCERT so as to improve their co-ordinated activity.
6. To provide linkages between the SCERT and DIETs, BRCS and CRCs so as to improve the training imparted to school teachers and academic monitoring
7. Curriculum Committee constituted should have experts acknowledged at national level.
8. The textbook committee should monitor the preparation of textbooks, educational accessories and technologies and the timely delivery of these resources to schools
9. The selection and appointment of teachers in aided schools and deployment of protected teachers in government schools should handover to Kerala Public Service commission.
10. Steps may be taken to ensure that resource teachers are entitled to the same service and pay benefits as other teachers

School Pedagogy

16. The recommendations on school pedagogy are as follows:

1. To promote education in the mother tongue at all level so that the child acquires a deep knowledge in Malayalam so that the learner is able to use the language for knowledge accumulation and creative expression.
2. To promote communication skills of the learner in English and Hindi so that she is able to interact effectively in national and International Social environment
3. Acquisition of linguistic skills in a multilingual environment which enables the learner to acquire any language of her choice or requirement, so that she is not inhibited in her linguistic abilities and expression at any level in any language
4. Enhancement of the capabilities of the learner in Mathematics, Science and Social Sciences so that the learner acquires knowledge of the respective disciplines available

- at international level, as well as the state –of-the art technologies and practical applications and is able to make use of them both in research to produce new knowledge and innovative practices.
5. To ensure curricular development from preschool through primary and secondary levels through the learner acquires the capabilities of acquisition, analysis, and understanding and application in practical problems and evolve teaching-learning strategies with the assistance of an amicable, congenial campus environment, and adequate technological input.
 6. Integration of vocational courses and skill development into the school curriculum so as to develop pre-vocational courses that would bring out and enhance skill aptitudes at the primary and secondary level and introduce meaningful skill development courses that would enable the learner to find suitable vocation.
 7. The introduction of diversified evaluation procedures by the incorporation of laboratory work, educational tours into historical sites, geographical spots, industrial and agricultural worksites and enumerative and observation based field visits into the Continuous Evaluation modules.
 8. The development of a pre-school curriculum based on the Kindergarten concept that could be promoted on a neighbourhood basis in the biodiversity parks attached to schools and the development of a School Readiness programme that could be incorporated into the first standard as when the child enters the School.
 9. Introduction of remedial education and augmentation procedures so that every learner achieves the minimum pedagogical requirements within the given period of time, without detention or other forms of sanctions
 10. Examination and evaluation system is to be refined to be able to screen and find eligible students who acquired necessary understanding and knowledge to progress to the next educational stage.
 11. Academic outcome should be the paramount concern of the integration of school education.

Infrastructure development

17. The recommendations on infrastructure development are as follows:
 1. Development of learner friendly and congenial school designs, including Eco-friendly buildings that would provide for the enhancement of the physical, emotional and intellectual capabilities of children and the creation of a school architecture wing under the directorate.
 2. Creation and development of smart classrooms that would enable the learner to use state of the art technologies of learning.
 3. Creation of classroom libraries as well as School libraries cum reading rooms.
 4. Establishment of biodiversity Parks to enhance the learning environment in schools in communion with nature
 5. Establishment of multi-purpose labs at the primary level to promote the acquisition of knowledge through actual practice and to facilitate the development of skills.

6. Introduction of a comprehensive School health programme that not only envisages, healthcare, food and nutrition but also envisages the development of the child into an physically equipped and mentally alert individual
7. Provision for the wholesome development of the differently abled children in the school environment so that inclusive education becomes viable in both concept and practice.
8. Setting up a mini class room library with a collection of books referring to the key concepts and fundamentals of various subjects, dictionaries, reverses dictionary and grammar texts etc in all secondary and higher secondary classes.
9. In association with IT @ school a servicing unit preferably mobile servicing unit should be constituted for a periodic maintenance of electronic and computer equipments installed in smart class rooms.
10. With the integration of Directorate of Higher Secondary Education with School Education there should be only one head, i.e., Principal in a campus consisting of high school and higher secondary school. Alongside a teacher shall be placed as vice principal for monitoring academic activities of the school having more than three higher secondary batches.

Governance and Monitoring

18. The recommendations on governance and monitoring are as follows:
 1. Effective separation and streamlining of the academic and administrative functions of the Department so as to increase its efficiency in both. One possible method is to rationalise the functioning of the DIETs so that they are capable handling the problems related to the implementation of the Curriculum and Teaching and Learning process and the conversion of the present BRCs into a regular academic monitoring group functioning along with the AEOs. A similar Academic Monitoring Groups can be envisaged to function along with the DEOs. CRCs can be converted into Panchayat Education Officers who will be vested with the administrative and monitoring functions at the local levels.
 2. Another possible suggestion is to strengthen SIEMAT be an effective leadership Academy for Head of academic institution and the DIETS to be its district offices to impart training in management and research into teaching-learning issues.
 3. School clusters are envisaged to ensure adequate co-operation and sharing of resources by the learners at the local level. The sharing may include Libraries, playgrounds, laboratories, Parks, workshops and art and aesthetic resources. The cluster is decided by the area of safe commutation by a primary learner. An LSG is a feasible territory for a school cluster, but given the number of schools within an LSG, it may contain several clusters based on the number of schools. The cluster could contain Primary as well as Secondary Schools.
 4. The cluster concept could provide amicable solution to the problems faced by the Schools harbouring Secondary and Higher Secondary sections. Adequate streamlining, both administrative and academic is necessary to integrate Higher Secondary to the School education.

5. The Headmaster or Principal as the academic head of the School is unable to discharge his academic duties because his or her being saddled with heavy administrative responsibilities. This has to be solved with provision of administrative officers for all schools that will function in unison with the Education department.
6. Multiple monitoring devices on schools, conducted by different projects and the Department must be discouraged. A single functioning monitoring system managed by the AEOs and DEOs and assisted by the DIETs and the academic monitoring groups should be introduced. Different projects like SSA, RMSA will have to function through the system.
7. Introduction of new schools and devices will have to be based on a careful assessment and monitoring of the existing school system. Envisaged RMSA schools will have to cater to the needs of already deprived areas as that of the Adivasis.
8. No new schools should be sanctioned in the unaided unrecognized sector on whatever grounds. Careful assessment has to be carried out on the functioning of schools from class 1 to 8, and those schools that refuse to abide by the RTE regulations and refuse to follow the syllabus and textbooks recognized by the SCERT should be closed down.

Educational Technology

19. The recommendations on educational technology are as follows:
 1. Experimental labs, learning labs and technology workshops should be established in schools to facilitate acquisition of knowledge and skills within the school environment.
 2. Learners should be facilitated to make use of the state of the art digital devices so that physical texts are converted into E-Texts
 3. A consortium of E-content including books, journals, articles, teaching modules, and repositories of innovative of teaching practices that are accessible to all teachers may be established by the It @school. A book grant may also be provided for teachers
 4. A n On-line school resource management system, that includes comprehensive profiles of teachers and learners, effective tracking of the learning process by children , their accomplishments and drawbacks, track records of their achievements in learning, sports, arts, skills and social services, which are accessible to the parents and society at large may be established.
 5. E-Governance may be introduced in schools to reduce the load of the Headmaster.
 6. There should be optimal care for syllabus continuity in school education.

Teacher Education and Training

20. The recommendations on teacher education and training are as follows:
 1. The organization of the In–service training of teachers must be treated as the responsibility of the SCERT. DIETs, along with the envisaged academic monitoring groups should conduct the training in association with SCERT (management training will rest with SIEMAT).

2. Academic Enrichment centres should be established for the training of higher secondary teachers
3. Comprehensive training must be given to all teachers for utilizing the educational technologies and on –line resources and study materials by the SCERT in association with it @school.
4. One –month training for academic enhancement every five years in their respective fields and pedagogic devices must be made mandatory for all teachers All training programmes should be duly certified.
5. Teachers must be encouraged to take up two kinds of research programmes, one to develop educational materials, pedagogic techniques or technologies in their respective fields leading an M.Ed. Such research would be pay protected and could be facilitated by the SCERT, in association with Education departments of the Universities and training colleges. The second could be normal Ph.Ds, for which the incumbent may enter as a part time scholar, for which leave under the same conditions upto one year may be provided with the due process of ascertainment of the state of progress of the scholar in consultation with the research supervisor and the University.
6. SCERT may conduct Summer Institutes on specific areas for school teachers, which may also be certified.
7. Subjects specification and subject oriented training is essential for Lower Primary and Upper Primary teachers to ensure each subject (Malayalam, English, Mathematics, Science and Social science) has at least one expert teacher in a school.
8. The District Centre for English (DCE) should be restructured and affiliated to an internationally reputed foreign language study centre. The teachers those who have secured Certificate of Proficiency in English language must be deputed as master trainers in these centres
9. The Teacher Laptop Scheme for availing laptop in subsidized price for all teachers working with class one to eleven has to be implemented.

School and Society

21. The recommendations on school and society are as follows:
 1. A new Adivasi package aimed at the complete elimination of the drop outs among adivasis has to be introduced. This includes the introduction of a new primary curriculum that takes into account the cultural environment of the adivasi children and their language and the introduction of enabling bridging devices that would facilitate their acquisition of knowledge and skills. This will also involve the creation of a school environment that would enthuse them to move forward.
 2. Establishment of a school sports Board that would facilitate bodily kinesthetics for developing a new physical culture as well enhance the proficiency in Sports and games in association with sports council and SAI. Playgrounds in selected schools LSG areas can be exclusively used by children and managed by the Board. Conduct of Sports and games can be managed by the Board.
 3. A similar facility for arts and culture can be envisaged in association with Sangeet Natak Akademi, Lalit Kala Akademi , Sahitya Akademi, Chalachitra Akademi and so

on, where talent lab can be envisaged, and training can be given to learners in different aspects through trained teachers

4. Skill development in areas like archaeology, museology, photography, social services and surveys, environmental protection, local history, organic farming and palliative care can be developed in schools with the help of society.
5. Children study centres where both study materials and children's books and on-line materials are stores could be established in all the libraries. School Libraries, Learning labs and workshop inside the schools may thrown open to all the students on Saturdays and Sundays also.
6. A 'Saturday school' which caters to children involved in the activities indicated in Points 55,56 and 57 can be conducted which may be functioned with the teachers provided for the requisite services and the services of the Parents, Alumni and interested persons from the neighbourhood.
7. Provide adequate financial and technical support to all tribal communities for the establishment and control of their own schools and educational system providing education in their own manner appropriate to their cultural methods of teaching and learning.
8. For delivering quality education to marginalised sections on account of their remoteness digital transmission of learning material, library service, online teaching and interaction etc is advisable. In order to ensure proper use and obtain optimal result from this facility trained persons knowing local dialect and language are to be appointed as technical guide.
9. A comprehensive adolescence education programme has to be implemented for secondary students.

CHAPTER 3
IMMEDIATE REQUIREMENTS IN SCHOOL EDUCATION- SUGGESTIONS

School Sanitation Scheme

22. Although most of the schools in Kerala have been provided with toilets, maintenance of the toilets as well as other sanitation requirements are far from satisfactory. Schools have not been provided adequate staff to carry out the cleaning work and are therefore constrained to manage with part-time employees supported by PTAS or LSGs. Cleanliness of the campus, especially in areas where Noon meals is served and toilets are situated, will have to be ensured in order to protect the health of the children. In view of the above, a school sanitation programme, with the following features, may be initiated with immediate effect:
1. Funds may be earmarked to each school under the Clean campus programme to cater to cleanliness of campus, construction and maintenance of separate toilets for boys and girls, disposal of sanitary napkins and other accessories, upkeep of areas where noon-meal is served, planting of trees, ensuring clean water in wells and water tanks, and to ensure narcotic-free and plastic free campus. Teachers may be designated as special Campus Development Officers (CDOs), by turns, to carry out the tasks under the clean campus programme.
 2. Sanitary workers and a gardener may be engaged in each school with the resources provided by the PTA or the LSG, and monitored by the CDO.

Educational Information System

23. While statistics of SSLC results, enrolment of students etc., are available with the Education department, details regarding the progress of children in schools, their performance in various fields and overall performance of individual schools have not been adequately maintained and are not accessible to the public. Even the progress reports of children have been inadequately maintained in schools. This has resulted in serious lacunae in the assessment of school performance in specific academic areas, and consequently, the authorities are forced to depend on the sporadic studies of National institutions and NGOs. Given the extension of networking facility in schools, it is now possible to develop a 'School Education Information System (SEIS)' which maintains all the performance indicators of schools including detailed statistics of academic performance, profiles of students and teachers, performance of schools in various competitions and melas, including sports, rewards and punishments, activities of the PTAs, old students, LSGs and philanthropists and other forms social support received, and the various forms of extension activities conducted in the schools.
1. The SEIS may be established directly under the DPI with assistance from IT@school, SIET, and other state-controlled agencies
 2. Links may be established with all the schools so as to cover them under the online network
 3. Open access is to be provided to the public to gather any information on any school and regarding their curricular or extracurricular performance

4. A mechanism may be put in place to ensure supply of periodical inputs to the SEIS on school performance, and the HM or Principal may be made responsible for its functioning.
5. Unaided schools following the State Board may be included in the scheme.

Tribal Education

24. It is well recognised that tribal education is facing serious difficulties. Dropouts among the Adivasi children are far more than the state average, and the performance of the children who are retained is far less than the requisite. The various schemes of tribal education introduced by the State and Central Governments such as the MGLC have not produced the desired results. It is also recognised that tribal children face difficulties in comprehension of school textbooks because of the differences in the linguistic and cultural environment, and feel that they are not required for their immediate livelihood requirements. Many children also face difficulties due to lack of commutation facilities, school timetable, insensitive and hostile teachers and adequate school facilities. Consequently, it is proposed that the State should declare bringing the tribal children on par with the rest of the Kerala population as a priority area in school education for which the following measures are suggested:

1. Initiate a special Tribal Education programme, with earmarked funds, to ensure that schools are established in the immediate neighbourhood of all tribal residential areas; and where they already exist, ensure that facilities of optimum standards are provided in all the schools.
2. Convert an adequate number of schools to residential schools so that children from far away tribal settlements can be provided opportunities for study
3. Introduce a multilingual and Multicultural curriculum in the primary schools so that the tribal children are able to study in the context of their own language and culture and are provided with sufficient knowledge and cultural bases so that they can carry out their academic tasks at higher levels;
4. Train a specific set of tribal and non-tribal teachers who are deployed in such schools and who are sensitive to the capabilities and requirements of the tribal children, know and communicate in their language and culture.
5. To introduce facilities for vocational training and skills education in all the tribal schools so as to facilitate the upgradation of their survival skills and enhancement of their productive skills
6. To provide conducive school environment that would facilitate all round development of children and also provide opportunities for the parents to come to terms with the education of their children and enhance their own skills
7. Conversion of existing MGLCs in tribal areas to tribal schools in the given format
8. To consider financial incentives to teachers who are posted to schools in remote areas.
9. Provide minimal residential facilities to teachers posted here

School Education Finance Board

25. Given the differential inputs into school education from parents, old students, philanthropists, voluntary agencies and LSGs, an adequate system of financial monitoring is necessary. This will facilitate setting of norms for financial inputs, developing criteria for standards and quality, and developing screening and monitoring mechanism for ensuring that the inputs are in consonance with the norms and standards set by the Government for school education. For this purpose, it is proposed to establish a 'School Education Finance Board' functioning directly under Secretary, School Education. Each school should have a bursar or finance officer who will be accountable to the Board and report the financial needs and modes of procuring them on a regular basis to the Board. All the forms of bulk assistance, whether from Government agencies or from charitable or philanthropic agencies, are to be duly processed and monitored by the Board.

**PROCEEDINGS OF THE MEMBER SECRETARY
STATE PLANNING BOARD**

(Present: Sri. V. S. Senthil IAS)

Sub: Formulation of Thirteenth Five Year Plan (2017-2022) – Constitution of Working Group on **School Education**-Orders issued.

Ref: - Note No. 260/ 2016 /PCD/SPB dated 06/09/2016 from the Chief, PCD

No. 298/16/SS (W 1)/SPB Dated: 19/09/2016

As part of the formulation of Thirteenth Five Year Plan it is decided to constitute 14 Working Groups under Social Services Division. Accordingly, the Working Group on **School Education** is hereby constituted with the following Co-Chairpersons and Members

Co-Chairpersons

1. Sri. A. P. M. Mohammed Hanish IAS, Secretary to Government, General Education
2. Dr. K. N. Ganesh, Professor (Retd.), Department of History, University of Calicut

Members

1. Dr. K. Sudhakaran, Prof. (Rtd.) IIT Bombay, Dept. of Aerospace Engineering, (Kamala Estate Madakkimala P.O., Wayanad)
2. Dr. Amruth G. Kumar, Associate Professor in Education, Central University, Kasargod
3. Sri. K. V. Mohankumar I A S, Director of Public Instructions, Thiruvananthapuram
4. Sri. M. S. Jaya, I A S, Director, Higher Secondary Education, Thiruvananthapuram
5. Dr. J. Prasad, Director, SCERT
6. Dr. A. P. Kuttikrishnan, Director, SSA
7. Sri. Anvar Sadath, Director, IT@School
8. Smt. Sreekumari T., Lecturer, DIET, Kottarakkara
9. Sri. P. V. Purushothaman, Senior Lecturer DIET (SSA District Co-ordinator, Kannur)
10. Sri. Murukaraj A.V., Teacher, Higher Secondary School, GMGHSS, Pattom
11. Sri. Pradeep Kumar P., Head Master, Govt. High School, Mannanthala
12. Sri. Aneeshkumar K., Kulathuparambil, Chengaloor, Thrissur.

Convener

Smt. Shila Unnithan, Chief, Social Services Division, State Planning Board

Co-Convener

Dr. Bindu P. Verghese, Asst. Director, Social Services Division, State Planning Board

Terms of Reference

1. To review the development of the sector with emphasis as to progress, achievements, present status and problems under its jurisdiction during the 11th and 12th Five Year Plan periods.
2. To evaluate achievements with regard to the plan projects launched in the sector, both by the State Government and by the Central Government in the State during these plan periods.
3. To list the different sources of data in the sector and provide a critical evaluation of these data sources, including measures for improvement.
4. To identify and formulate a set of output and outcome indicators (preferably measurable) for School education and base the analysis of the previous plans on these indicators
5. To evaluate the sector with emphasis on progress, achievements, present status and problems during the Eleventh and Twelfth Five Year Plan periods
6. With this background of evaluation of the sector, to outline a plan for the sector for the Thirteenth Five Year Plan
7. To make specific suggestions to enhance the quality of school education in Kerala to the International Standard and to establish a permanent periodic quality assessment in school education
8. To make suggestions regarding teaching in the mother tongue from pre-primary level to higher secondary level and the teaching of English in schools
9. To suggest measures for regular academic evaluation in schools
10. To explore opportunities for teachers to take up research
11. To suggest measures for the additional support to students who deserve special consideration.
12. To suggest measures to reorganise centrally sponsored schemes like SSA, RMSA so as to make them more effective in realising their objectives.
13. To suggest how to make master plans for the development of educational institutions utilising MLA, MP and local self-government and State and Central government funds
14. To suggest how comprehensive health and nutritional programmes for school children can be implemented
15. To suggest projects for providing class rooms with modern smart classroom facilities and to strengthen IT@School programme
16. To suggest methods by which the students from marginalised sectors can be given space for study in the form of study homes in libraries and other public institutions
17. To design and sustain quality infrastructure in terms of clean toilets, drinking water, playground, class rooms, libraries etc. in all Government schools

18. To make recommendations to include Arts, Sports and Crafts into the curriculum in order to contribute to personality development among students.
19. The Co-Chairpersons are authorised to modify terms of reference with approval of State Planning Board and are also authorised to invite, on behalf of the Working Group, experts to advise the Group on its subject matter. These invitees are eligible for TA and DA as appropriate.
20. The working group will submit its draft report by 1st December, 2016 to the State Planning Board.

The non-official members of the Working Group will be entitled to Travelling Allowances and Daily Allowances as applicable to Class I Officers of the Government of Kerala. The Class I Officers of Government of India will be entitled to travelling allowances and Daily Allowances as per rules if reimbursement is not allowed from departments.

Sd/-
V.S. Senthil IAS
Member Secretary

To

1. The person concerned
2. The Sub Treasury Officer, Vellayambalam

Copy to:

The Accountant General, Kerala (A&E) with C/L
All Divisions, State Planning Board
P.S. to Vice Chairman, State Planning Board
C.A. to Members
P.A. to Member Secretary
C.A. to Sr. Administrative Officer
Finance Officer, P.P.O, Publication Officer,

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Chief, Social Services Division
State Planning Board