

சென்னை மாநகராட்சி

சென்னை மாநகராட்சி கல்வியியல் துறை

சென்னை மாநகராட்சி கல்வியியல் துறை



ERODE DISTRICT

NIEPA DC



D11382

**DIRECTORATE OF ELEMENTARY EDUCATION
CHENNAI, TAMILNADU- 600 006**

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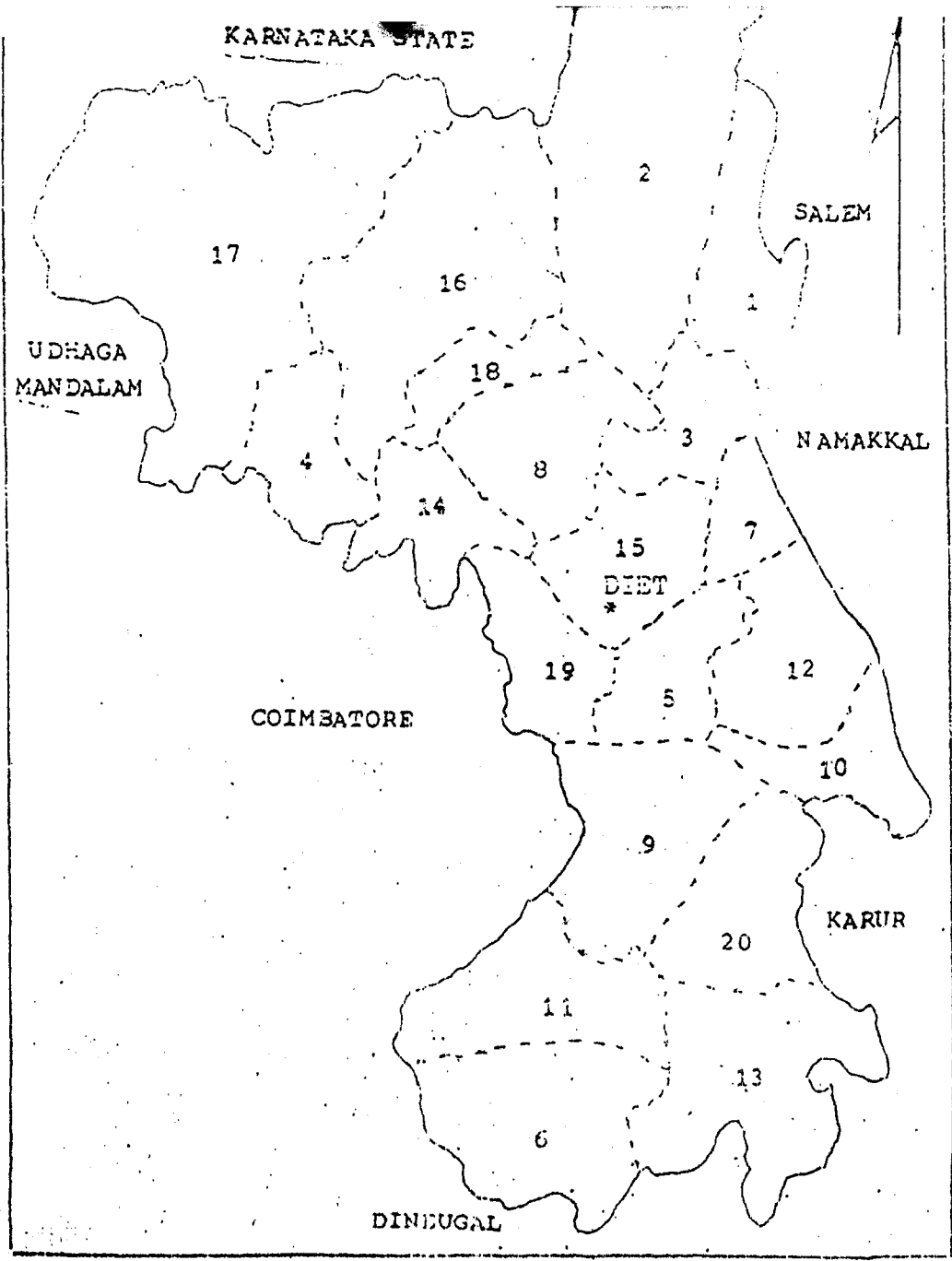
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- ERODE DISTRICT**
 Block
1. ANMAPETTAI
 2. ANDHIYUR
 3. BHAVANI
 4. BHAVANISAGAR
 5. CHENKIMALAI
 6. DHARAPURAM
 7. ERODE
 8. GOBICHETTIPALAYAM
 9. KANGAYAM
 10. KODUMUDI
 11. KUNDADAM
 12. MODAKKURICHI
 13. MUDANUR
 14. NAMBİYUR
 15. PERUNDURAI
 16. SATHIYAMANGALAM
 17. THALAVADI
 18. THOONKANAIKKAN PALAYAM
 19. UTHUKULI
 20. VELLAKOIL

CHAPTER I

DEMOGRAPHIC PROFILE OF ERODE DISTRICT

Location

Erode District in Tamil Nadu is located between 10.36° and 11.58° of the North Latitude and between 76.49° and 77.58° of the East Longitude and above the Mean Sea Level of 171.91 metres. Erode District is surrounded by the state of Karnataka in the North West, Coimbatore District in the West, Dindigul District in the South, and Namakkal and Karur Districts in the North East and East respectively.

Geographical Position

North Latitude	Between 10.36° and 11.58°
East longitude	Between 76.49° and 77.58°

Area and Population

The district records an area of 8162 sq. km. accounting for about 6.3% of the total area of the State. 28% of the total geographical area of the district is covered by forest. It has a population of 23,20,263, which constitutes 4.2% of the total state population. As per 1991 census, the population of Scheduled Castes and Scheduled Tribes constitutes 17.98% of the total population of the district. The density of population is 283 persons per sq. km. as against 428 of the state. The literacy rate of the district is 48.10% as against the 63.72% of the state according to 1991 census. It has 539 revenue villages spread over in 20 community development blocks consisting of 47 revenue firkas, 3 revenue divisions, 5 municipalities, 296 panchayats and 62 town panchayats located in 7 taluks. All the 539 revenue villages in this district have been electrified.

Table 1.1
Area, Number of Municipalities, Revenue Villages, Unions,
Town Panchayats and Density

Area in Sq. km	Municipalities	Revenue Villages	Unions	Town Panchayats	Panchayats	Density
8162	5	539	20	62	296	283

Source: Assistant Director of Statistics, Erode

History of the District

Erode district came into existence as a result of bifurcation of the erstwhile Coimbatore district in the year 1978. Almost the entire area of the district was part of *the Kongu* region along with those of Coimbatore district when *the Cheras* reigned. The southern part of the district was, however, under the rule of the Cholas. The direct impact of either *the Chera* or *the Chola* rule is invisible in the district as the area covered by it formed the border of either of these kingdoms. Only the irrigation canal, which serves its purpose even today, built by Karikal Cholan in the southern part of the district, reminds us of the reign of *the Chola* presence in the past. The influence of *the Jains* was there in certain pockets of the district for a little period of time. From the times of *the British Raj*, the history of the district has been intertwined with that of the neighbouring Coimbatore district. In the independent India, *Thanthai Periyar* E.V.Ramasamy, who was born and brought up in Erode, has caused the Dravidian renaissance.

Geographical Features

Erode district is rich in natural resources. It has the Cauveri, the Bhavani, the Amaravathi and the Noyyal rivers flowing through the district. Some parts of the district are under forests, which are commercially significant with items such as teak, sandal wood, rosewood, bogai and pillamarudu. It has mountain ranges in Sathyamangalam taluk and Anthiyur block. Dharapuram taluk of the district is mostly dry whereas Bhavani, Kodumudi and Gobichettipalayam blocks are wet areas. Bhavanisagar is known for its scenic beauty. There are mostly plains in Kangayam, Perundurai, Gobichettipalayam and Erode taluks.

Commercial Aspects

Erode district is known for its power loom and handloom textile industries. The durries of Bhavani, bed sheets and towels of Chennimalai and *lungis* of Erode have nationwide market. The district is also famous all over India for its turmeric production. Besides, sugarcane products of the district bring in prosperity to the farmers of the district. Milk products, animal feeds, paperboards and automobile spare parts are also accounting for the revenue of the district. Erode district is well connected by rail, road and telecommunication infrastructure. The people of this district are highly mobile, active and politically conscious.

Temperature

The minimum and the maximum temperature of the district are given as below:

Maximum	36.7° C
Minimum	17.3° C

Rainfall

The normal and the actual rainfall in this district are given below:

Normal	696.0 mm
Actual	632.0 mm

Land Area

The total area of the district has been classified as given in the following table:

Table 1.2
Classification of Land Area in Erode District

S.No.	Classification	Area in Hectares
1	Forest	2,28,750
2	Barren and uncultivated land	7,246
3	Land put to non-agricultural use	74,910
4	Cultivable waste	668
5	Permanent pastures and grassing land	172
6	Land under miscellaneous tree crops and growth	830
7	Current fallow	1,31,500
8	Other fallow land	62,843
9	Net area sown	3,09,252
Total Area		8,16,191

Source: Assistant Director of Statistics, Erode

Communication

The communication facilities established in this district are given the following table:

Table 1.3
Communication Facilities in Erode District

A	Posts & Telegraphs	
	1. Post Offices doing Postal business alone	308
	2. Post Offices doing Post & Telegraph Business	135
B	Telephones	
	1. No. of Telephones in use	1,41,918
	2. No. of Public Call Offices	3,120
	3. No. of Public Telephone Exchanges	95

Source: Assistant Director of Statistics, Erode

Transport

For transfer of anything, the transportation facility plays a vital role. The transport facilities available in Erode district are given in the following table:

Table 1.4
Transport Facilities in Erode District

A	Road Length (in kms.)	
	National Highways	137.20
	State Highways	3894.40
	Corporation and Municipal Road	306.071
	Panchayat Union and Panchayat Roads	3338.28
	Town Panchayat and Township Roads	1783.182
	Others (Forest Roads)	NIL
B	Registered Motor Vehicles	
	1. Commercial	5095
	2. Non-Commercial	93626
C	Railway Length (in kms.)	
	1. Route Length (in kms.)	
	i. Broad Gauge	90
	ii. Metre Gauge	NIL
	2. Track Length (in kms.)	
	i. Broad Gauge	90
	ii. Metre Gauge	NIL
D	Number of Sea Ports	NIL
E	Number of Air Ports	NIL

Source: Assistant Director of Statistics, Erode

Organization of Elementary Education

Erode Revenue District consists of two Educational Districts namely Erode and Gobichettipalayam. As far as elementary education is concerned, there is one District Elementary Educational Officer for the whole revenue district to supervise and manage the administrative as well as the academic side of education.

The whole district is divided into 20 blocks and each block has one Assistant Educational Officer to supervise and inspect the elementary schools. There are one Assistant Educational Officer for Primary Schools, one Assistant Educational Officer for Science Education and 18 Additional Assistant Educational Officers serving in the district.

The District Institute of Education and Training at Perundurai caters to the in-service training needs of the elementary school teachers in the district.

Important Dams, Canals and Tanks

The important water resources, canals and tanks in this district and their capacity are given in the following table:

Table 1.5
Irrigation Facilities in Erode District

S.No.	Types of Dams Canals and Tanks	Capacity (M.C.F.)	Depth (Feet)
1	LBP	328.00	120
2	Kalingarayan Dam Canals	—	8.46
3	Odathural Lake	45.88	15.73
4	Appakudal Lake	16.50	9.62
5	Semenam Pathy Lake	24.16	16.0
6	Murali Lake	12.0	16.6
7	Thanneer Pallam Lake	7.0	14.5
8	Ennamangalam Lake	25.0	11.4
9	Vempathy Lake	33.02	13.0
10	Anthiyur Lake	41.80	16.0
11	Karumparal Pallam Lake	28.47	15.6
12	Kethisamudram Lake	18.50	17.6
13	Bramadesam Lake	10.80	17.6
14	Kathankanni Lake	11.82	15.6
15	Varattupallam Dam	139.60	33.4
16	Perumpallam Dam	115.80	30.83
17	Kunderipallam Dam	108.21	48.0
18	Orathupallam Dam	61.60	46.0

Source: Assistant Director of Statistics, Erode

CHAPTER II

EDUCATIONAL PROFILE OF THE DISTRICT

In Erode district, there are 106 recognized Pre-primary schools, 1493 Primary Schools, 193 Middle Schools, 113 High Schools, 164 Higher secondary and Matriculation Higher Secondary Schools. In addition, there are 15 Arts and Science Colleges in this district with provisions for Post-Graduate courses. Besides, there are 7 Engineering Colleges, 1 Medical College, 3 Pharmacy Colleges, 8 Polytechnics, 16 Industrial Training Institutes and other Professional Institutes and one District Institute of Education and Training in this district.

The type and number of educational institutions in this district are given in the following table:

Table 2.1
Educational Institutes in Erode District

1	Arts and Science Colleges	15
2	Colleges for Professional Education	4
	a. Medicine	1
	b. Pharmacy	3
	c. Engineering	7
	d. Polytechnics	8
3	Institutions for Other Professional Education	16
4	Schools for General Education	2073
5	DIET	1

Source: District Profile, P&M Branch, DIET, Perundurai

The Literacy Rate

According to 2001 census, the total population of Erode district in all its twenty blocks is 25,74,067 (males = 13, 06,039 and females = 12,68,028). The total literate population of Erode district is 15, 32, 258 (males = 8,94,339 and females = 6,37,919). The literacy rate of the district is 65.51 % (males = 75.49 % and females = 55.26 %). As block wise figures of 2001 census with regard to population and literacy rates were not available at the time of preparation of this project, only 1991 census figures are shown in the ensuing tables.

Literates in Total Population and SC / ST Population

The total area and population of the district in all the 20 blocks is given in the following table. The number of literates (sex wise), SC and ST population and literates of these communities are also tabulated. From the table it is seen that both in the total population and SC and ST population, the literacy rate of female population is less than that of male population. So, utmost care has to be taken for the enlistment of female literacy of this district.

Table 2.2
Literates in Erode District

S. No	Name of the Blocks/ Municipalities	Area (Sq.Km)	Population			Literates			Scheduled Castes			Scheduled Tribes		
			Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female
1	Erode	16928	391885	201987	189898	246049	143767	102282	44850	23005	21845	110	109	219
2	Modakkuruchi	34888	129025	65951	63074	62179	39122	23057	25262	12866	12396	17	13	30
3	Kodumudi	22563	105760	53496	52264	54592	34057	20535	17676	8859	8817	26	16	42
4	Peurndurai	29234	117188	59755	57433	53538	33590	19948	20760	10652	10108	43	40	83
5	Chennimalai	28495	82163	42152	40011	39313	25350	13963	12059	6218	5841	9	7	16
6	Uthukkuli	22892	73261	37204	36057	32623	21232	11391	15139	7777	7362	31	27	58
7	Kangayam	34910	74801	38081	36720	36428	22986	13442	13754	6997	6757	68	69	137
8	Vellakoil	35874	85837	43619	42218	43093	27377	15716	16854	8592	8262	33	37	70
9	Dharapuram	47401	139058	70193	68865	73316	44563	28753	33307	16893	16414	117	112	229
10	Kundadam	57521	79258	40153	39105	33036	21485	11551	19088	9728	9360	0	0	0
11	Mulanur	46197	65109	32508	32601	31096	20388	10708	14009	7061	6948	7	4	11
12	Ammamet	24441	110320	57270	53050	41487	27357	14130	19582	10213	9369	1903	1750	3653
13	Anthiyur	103898	104146	53744	50402	39152	25338	13814	16656	8605	8051	1323	1239	2562
14	Bhavani	22036	159686	81645	78041	74996	46504	28492	21859	11185	10674	201	204	405
15	Gobi	26988	168852	86081	82771	81418	49989	31429	27630	14072	13558	125	126	251
16	Nambiyur	24908	85585	43694	41891	34012	22285	11727	16159	8208	7951	2	2	4
17	T.N.Palayam	18447	80603	40891	39712	32494	20275	12219	14035	7147	6888	604	575	1179
18	Sathy	96320	129835	66459	63376	52184	32236	19948	21653	11137	10516	3053	2960	6013
19	Bhavanisagar	28170	87652	44855	42797	39793	25007	14786	18046	9248	8798	91	91	182
20	Thalavadi	94080	50239	25518	24721	16097	10948	5149	9746	4923	4823	2022	2038	4060
	Total	816191	2320263	1185256	1135007	1116896	693856	423040	398124	203386	194738	9785	9419	19204

Source: Census 1991, Government of India

Salient Features of 1991 Census

The population density, females per 1000 males, increase in population since 1981, urban and rural population, SC and ST population in percentage and literacy rate of male and female of the district are given in the following table:

TABLE 2.3
Population and Literacy in Erode District

S. No	Name of the Block/ Municipality	Density per Sq. Km.	Females per 1000 males	Increase in population since 1981 in %	Urban Rural Population in %	Literacy rate among		S.C. Population in %	S.T. Population in %
						Male (%)	Female (%)		
1	Erode	853	926	48.0	79/21	89.84	53.95	13.92	0.04
2	Modakkuruchi	370	966	9.0	0/100	59.32	36.56	19.58	—
3	Kodumudi	437	951	7.0	0/100	63.66	39.29	16.38	0.02
4	Perundurai	357	966	11.0	18/82	56.21	34.73	17.71	0.07
5	Chennimalai	279	951	6.0	16/84	58.35	33.81	14.80	0.01
6	Uthukkuli	320	944	6.0	0/100	55.59	29.90	20.00	0.79
7	Bhavani	635	942	100	25/75	56.85	36.53	13.00	0.03
8	Anthiyur	452	962	1.0	0/100	33.09	18.14	17.80	3.30
9	Ammapettai	115	950	1.0	17/83	61.26	33.65	18.75	2.50
10	Gobi	652	968	2.0	28/72	58.07	37.98	11.59	—
11	Nambiyur	330	950	4.0	0/100	52.38	27.99	18.00	—
12	T.N.Palayam	437	968	13.0	0/100	49.58	30.77	17.82	1.08
13	Sathy	132	957	12.0	25/75	48.51	31.47	16.00	4.00
14	Bhavanisagar	46	951	7.0	26/74	54.79	33.22	18.00	8.00
15	Thalavadi	274	978	18.0	0/100	42.90	20.82	19.60	0.06
16	Kangayam	241	944	13.0	28/72	60.38	36.59	16.00	0.20
17	Veilakoil	240	955	19.0	0/100	62.76	37.22	19.60	0.08
18	Dharapuram	192	991	3.0	53/47	63.55	41.75	27.00	0.02
19	Kundadam	141	982	0.1	0/100	53.51	29.53	22.00	0.02
20	Mulanur	138	1003	2.0	0/100	62.71	32.84	24.08	—

Source: Census 1991, Government of India

Population as per Household Survey 2001

The total population of Erode district, as per the Household Survey conducted as part of SSA pre-project assignment, is shown below in the following table. It shows the population of the district community wise. The total population of 22, 84,903 (males = 11,59,444 and females = 11,25,459) when compared to the Census 2001 total population of 25,74,067 has an 8.87 % error, which can be ascribed to non-coverage of street population, migrant population and absentee population at the time of survey.

Table 2
Block wise and Community wise Population in Erode District as per Household Survey 2001

S.No	Name of the Block	SC		ST		MBC		OBC		OC		TOTAL	
		M	F	M	F	M	F	M	F	M	F	M	F
1	Erode	26989	26356	683	644	27787	26876	122141	118996	7351	7012	184951	179884
2	Modakkuruchi	14835	15217	43	37	17732	17412	33483	33403	912	897	67005	66966
3	Kodumudi	10428	10092	134	140	11219	11390	30882	30425	527	511	53190	52558
4	Perundurai	12016	11498	105	105	10993	10842	41301	39813	563	510	64978	62768
5	Uthukkuli	9001	8755	36	53	6937	6625	24286	23836	383	341	40643	39610
6	Chennimalai	7995	7620	12	9	5236	5142	32041	31249	320	307	45604	44327
7	Kangayam	8637	8317	41	45	4295	4267	26667	25692	398	381	40038	38702
8	Vellakovil	9500	9402	43	46	5213	5032	30669	29537	314	331	45739	44348
9	Dharapuram	18176	17804	24	24	9004	8859	33473	33140	842	878	61519	60705
10	Moolanur	6979	6824	15	9	3549	3615	18541	18366	30	29	29114	28813
11	Kundadam	10087	9176	49	52	3196	2966	21009	20224	26	30	34367	32448
12	Gobichettipalayam	14128	13670	62	65	21220	20887	41087	40742	2886	2584	79083	77948
13	Nambiyur	9288	9029	2	3	7990	7721	26944	26036	230	232	44454	43021
14	T.N.Palayam	7308	7154	787	759	10822	10895	19134	18534	425	416	38476	37758
15	Bhavani	11564	1089	45	43	35045	33508	30638	24547	779	751	78071	74776
16	Anthiyur	10014	9510	1479	1382	20171	19116	24153	22563	642	587	56459	53158
17	Ammappettai	10459	9683	1066	1001	16806	15505	27853	25400	571	542	56755	52141
18	Sathyamangalam	12627	12378	3457	3457	15854	15222	32986	32056	1696	1711	66620	64824
19	Bhavanisagar	11226	10611	166	143	16775	16054	18625	18467	278	263	47070	45538
20	Thalavadi	5362	5436	2187	2255	3982	3945	12420	13150	357	380	25308	25166
TOTAL		226619	209621	10436	10272	253826	245879	648333	626176	19530	18693	1159444	1125459

Source: Block Level Household Survey, SSA Pre-project Assignment by DIET, Perundurai and DEEO, Erode

Table 2.5
Total Number of Pre-Primary, Primary and Middle Schools in Erode District
(Management wise and Block Wise)

S.No.	Name of the Block	Panchayat Union		Municipality		Government		Welfare		Aided Minority		Unaided Minority		Unaided		Total		Nursery Schools		
		P. Schools	M. Schools	P. Schools	M. Schools	P. Schools	M. Schools	P. Schools	M. Schools	P. Schools	M. Schools	P. Schools	M. Schools	P. Schools	M. Schools	P. Schools	M. Schools	Recognized	Un Recognized	Total
1	Erode	51	6	11	3	1				18	4	8	4			82	13	20	14	34
2	Modakkurichi	95	12	0	0	1		1		5	0	4	0	3	1	104	13	0	3	3
3	Kodumudi	61	8	0	0					14	2	13	2	3		78	10	3	2	5
4	Perundurai	90	3	0	0					7	1	2	0			97	4	1	3	4
5	Uthukkuli	69	7	0	0					0	0	0	0			69	7	2	2	4
6	Chennimalai	57	7	0	0					4	2	4	1			61	9	1	0	1
7	Kangayam	45	13	0	0					4	0	1	0	1	0	52	11	2	2	4
8	Vellakoi	73	13	0	0					2	0	0	0			75	13	3	1	4
9	Dharapuram	81	11	3	2					13	1	4	0			97	14	5	5	10
10	Moolanur	97	7	0	0					3	0	2	0			100	7	1	1	2
11	Kundadam	88	7	0	0					5	0	0	0			91	7	1	2	3
12	Gobichettipalayam	61	12	4	2					10	2	5	1			75	16	3	1	4
13	Namblyur	75	5	0	0	1		1		0	0	0	0			77	5	0	1	1
14	T.N.Palayam	33	3	0	0			1		1	1	0	0			35	4	4	1	5
15	Bhavani	60	15	3	2					8	0	4	0			71	17	2	2	4
16	Anthiyur	68	9	0	0			7	2	3	0	0	0			78	11	0	3	3
17	Amrapettai	70	5	0	0			1		0	3	0	1			71	8	2	1	3
18	Sathyamangalam	52	9	2	1	3	1	3		8	0	3	0			65	11	4	4	8
19	Bhavani Sagar	66	6	0	0	1				0	1	0	0			69	6	1	3	4
20	Thalavadi	42	5	0	0			3	2	4	1	0	0			50	7	0	0	0
Total		1334	163	23	10	5	1	16	4	109	18	50	9	7	1	1497	193	55	51	106

Source: Block Level AEOs and DEEO, Erode

The following table shows the total number of in school children (standard wise and block wise) and the Teacher-Pupil Ratio as on 20.07.2001 in the Primary and Upper Primary Schools of Erode district in the year 2001 – 2002. The TPR is 1:31 in this year.

Table 2.6
In School Children and TPR in the Primary and Upper Primary Schools
in Erode District as on 20.07.2001

S. No.	Name of the Block	Standard								Total Strength	Sanctioned Posts	TPR
		1	2	3	4	5	6	7	8			
1	Erode	6081	5869	5355	5083	5513	1220	1070	760	30951	821	38
2	Modakurichi	1940	1819	1810	1936	1916	520	425	356	10722	386	28
3	Kodumudi	1325	1365	1258	1381	1454	241	222	164	7410	324	23
4	Perundurai	2128	2037	1780	1819	1757	469	375	406	10751	320	34
5	Utthukuli	1667	1427	1293	1397	1216	443	348	348	8139	239	34
6	Chennimalai	1966	1396	1256	1196	1275	517	421	303	8330	278	31
7	Kangayam	1338	1092	1114	978	1042	621	545	412	7142	250	29
8	Veilakoil	1435	1397	1222	1105	1185	466	372	339	7521	273	28
9	Dharapuram	2311	2263	2018	2030	2189	597	513	397	12318	439	28
10	Moolanur	868	803	796	713	815	203	175	176	4549	244	19
11	Kundadam	1158	1193	970	966	967	241	275	204	5974	235	25
12	Gobi	2389	2253	2532	2790	2814	1718	698	576	15770	475	28
13	Nambiyur	1372	1482	1318	1351	1418	308	321	226	7796	272	29
14	T.N.Palayam	1275	1294	1292	1190	1207	336	268	179	7041	202	35
15	Bhavani	2236	2051	1872	1907	1937	1026	957	746	12732	478	27
16	Andhlyur	2114	2024	1846	1802	1890	573	400	353	11002	351	31
17	Ammapettai	2937	2518	2295	2487	2369	852	474	362	14294	345	41
18	Sathy	2195	2168	2035	1896	1819	723	610	444	11890	344	35
19	Bhavanisagar	1375	1437	1327	1378	1284	476	439	352	8068	262	31
20	Thalavaadi	1589	1552	1579	1343	1256	469	474	333	8595	205	42
Total		39699	37440	34948	34748	35323	12019	9382	7436	210995	6743	31

Source: DEEO, Erode

Table 2.7
In School Children of Standards VI to VIII and TPR in the High and Higher Secondary Schools
in Erode District as in July 2001

S.No	Schools	Boys	Girls	Total	Teachers Sanctioned Posts	TPR	Working Teachers		Total	Vacant	Addl. Posts Required
							Males	Females			
1	High Schools	10492	10834	21326	349	66	182	162	344	5	188
2	Higher Secondary Schools	16098	12713	28811	426	64	150	266	416	10	192

Source: GEO, Erode

From the tables 2.8 and 2.9, it can be seen that there is a wide gap existing between the Teacher-Pupil Ratios of the Upper Primary Schools and the High / Higher Secondary Schools of this district. The ratio in the schools under the control of the District Elementary Educational Officer is 1 : 31 whereas in the High / Higher Secondary Schools, it is 1 : 65. The reasons could be as follows:

1. In the calculation of the TPR, the strength of the teachers and the students of Standards 1 to 5 was included.
2. In many multi-grade primary schools the strength of the students remains below 25.
3. The high and higher secondary schools are in vantage points with better infrastructure that have attracted the students of Standards 6 to 8.
4. The issue of free pass to students in the Government Transport Corporation buses has increased the percentage enrolment in high and higher secondary schools.

The following table shows the total number of school-age children in the age groups of 5+ to 11 and 11 to 14 admitted in the Primary and Upper Primary Schools of Erode district in the year 2000 – 2001.

Table 2.9
Enrolment Percentage of School-age Children in the Primary and Upper Primary Schools in Erode District in the year 2000-2001

S.No	Union	Age Group 6 to 11									Age Group 11 to 14								
		Children for Enrolment Age Total Numbers			Enrolment			Enrolment Percentage			Children for Enrolment Age Total Numbers			Enrolment			Enrolment Percentage		
		M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
1	Erode	14673	14368	29041	14673	14368	29041	100	100	100	1685	1499	3184	1485	1399	2884	88.1	93.3	90.6
2	Modakkurichi	5785	5261	11028	5635	5155	10790	97.7	98.0	97.9	684	697	1381	643	640	1283	94.0	91.8	92.9
3	Kodumudi	5451	4906	10357	5436	4880	10316	99.7	99.5	99.6	655	551	1206	640	531	1171	97.7	96.4	97.1
4	Perundurai	6121	5822	11943	5104	4769	9873	83.4	81.9	82.7	500	404	904	384	391	775	76.8	96.8	85.7
5	Uthukkuli	3600	3500	7100	3552	3414	6966	98.7	97.5	98.1	560	480	1040	552	471	1023	98.6	98.1	98.4
6	Chennimalai	4239	3826	8065	4201	3803	8004	99.1	99.4	99.2	893	797	1690	886	792	1678	99.2	99.4	99.3
7	Kangayam	1146	1092	2240	1102	1063	2165	96.0	97.3	96.7	913	788	1701	888	753	1621	95.1	95.8	95.3
8	Vellakoil	677	641	1318	677	641	1318	100.0	100.0	100.0	242	204	446	242	204	446	100.0	100.0	100.0
9	Dharapuram	1463	1298	2761	1431	1270	2701	97.8	97.8	97.8	142	129	271	131	117	248	92.3	90.7	91.5
10	Moolanur	2340	2017	4357	2340	2017	4357	100.0	100.0	100.0	284	242	526	284	242	526	100.0	100.0	100.0
11	Kundadam	2801	2586	5367	659	654	1313	23.5	25.5	24.5	356	376	732	163	148	311	45.8	39.4	42.5
12	Gobichettipalayam	5157	4938	10095	4762	4453	9215	92.3	90.2	91.3	2485	2385	4870	2400	2374	4774	96.6	99.5	98.0
13	Nambiyur	3230	2929	6159	3188	2889	6077	98.7	98.6	98.7	538	589	1127	516	584	1080	95.9	95.8	95.8
14	T.N.Palayam	460	459	919	450	449	899	97.8	97.8	97.8	24	30	54	24	30	54	100.0	100.0	100.0
15	Bhavani	1897	1743	3640	1847	1703	3550	97.4	97.7	97.5	174	120	294	174	120	294	100.0	100.0	100.0
16	Anthiyur	1793	1539	3332	1706	1474	3180	95.1	95.8	95.4	735	729	1464	705	696	1401	95.9	95.5	95.7
17	Ammapettai	1098	895	1993	945	789	1734	86.1	86.2	87.0	526	324	850	510	314	824	97.0	96.9	96.9
18	Sathyamangalam	5315	5046	10361	5258	4975	10233	98.9	98.6	98.6	905	806	1711	831	712	1543	91.8	88.3	90.2
19	Bhavani Sagar	3511	3163	6674	3503	3158	6661	99.8	99.8	99.8	644	585	1229	644	585	1229	100.0	100.0	100.0
20	Thalavadi	3161	3082	6243	3122	3036	6158	98.8	98.5	98.6	1376	1239	2615	1312	1172	2484	95.3	94.6	95.0
Total		73900	69091	142991	69591	64960	134551	93.0	93.1	93.1	14321	12974	27295	13394	12255	25649	93	93.6	93.2

Source: DEEO, Erode

The following table shows the 0+ to 14 age group population in the district as per the Household Survey – 2001:

Table 2.9
0+ to 14 Age Group Population in Erode District as in February 2001

S.No	Name of the Block	0+ to 4+		5+		5 to 7		7 to 11		11 to 14		Total	
		M	F	M	F	M	F	M	F	M	F	M	F
1	Erode	12048	11374	2979	2671	6437	5986	12800	11848	11024	10234	45288	42113
2	Modakkuruchi	4558	4178	744	694	3240	3013	3210	2892	3026	2766	14778	13543
3	Kodumudi	2947	2795	647	579	1034	966	3064	2785	2544	2261	10236	9386
4	Perundurai	4496	4031	553	485	2198	2133	3793	3456	3275	3093	14315	13198
5	Uthukkuli	3545	3761	574	613	1209	1282	2362	2357	1654	1595	9344	9608
6	Chennimalai	2908	2794	663	595	1734	1529	2808	2616	2454	2300	10567	9834
7	Kangayam	2405	2292	637	601	1494	1462	2167	2146	2027	1822	8730	8323
8	Veilakovil	2810	2637	606	547	1257	1256	2334	2193	1938	1939	8745	8572
9	Dharapuram	3920	3784	686	613	1811	2428	3869	3499	3263	3179	13549	13503
10	Mulanoor	1817	1576	336	317	550	475	1283	1191	1004	917	4990	4476
11	Kundadam	1871	1736	388	377	969	1036	1958	1759	4543	4207	9729	9115
12	Gobichettipalayam	5027	4858	1102	1069	3821	3565	3563	3384	3243	3404	16756	16280
13	Nambiyur	2800	2656	582	607	1670	1617	2247	2108	1901	1752	9200	8740
14	T.N.Palayam	2516	2457	356	292	1184	1181	2385	2204	2122	2005	8563	8139
15	Bhavani	4799	4571	1218	1059	2625	2280	3093	2846	2612	2404	14347	13160
16	Anthiyur	4234	3448	637	551	1794	1658	3970	3678	3176	2903	13811	12238
17	Ammappettai	3759	3295	813	680	2303	2000	2782	2353	2140	1752	11797	10080
18	Sathyamangalam	3977	4343	643	597	2398	2212	4167	3881	3254	3276	14439	14309
19	Bhavanisagar	2917	2884	334	316	1725	1715	1722	2037	1998	1886	8696	8838
20	Thalavadi	1781	1888	390	435	455	385	2214	2241	1871	1749	6711	6698
Total		74935	71358	14888	13698	39908	38179	65791	61474	59069	55444	254591	240153

Source: Block Level Household Survey, SSA Pre-project Assignment by DIET, Perundurai and DEEO, Erode

Table 2.1D
Particulars of Children in the Age Group of 6 to 14 Out of School and In School

S.No	Name of the Block	Out of School								In School							
		5 - 7		7 - 11		11 - 14		Total		5 - 7		7 - 11		11 - 14		Total	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1	Erode	238	237	210	182	480	457	928	874	6199	5749	12590	11666	10544	9779	29333	27194
2	Modakurichi	179	195	56	68	87	100	322	363	3061	2818	3156	2824	2939	2666	9156	8308
3	Kodumudi	8	4	5	12	36	30	49	46	1026	962	3059	2773	2508	2231	6593	5966
4	Perundurai	29	21	64	63	168	208	261	292	2169	2112	3729	3393	3107	2885	9005	8390
6	Uthukuli	93	97	42	49	114	138	249	284	1116	1185	2320	2308	1540	1457	4976	4950
6	Chennaiamai	144	148	38	46	119	152	301	346	1590	1381	2770	2570	2335	2148	6695	6099
7	Kangeyam	77	72	34	35	18	99	129	206	1477	1390	2133	2111	2009	1723	5619	5224
8	Vellakovil	18	17	24	30	124	144	166	191	1239	1239	2310	2163	1814	1795	5363	5197
9	Dharapuram	122	107	100	94	363	406	585	607	1689	2321	3729	3405	2900	2773	8358	8499
10	Mulanoor	25	19	15	13	57	68	97	100	525	456	1268	1178	947	849	2740	2483
11	Kundadam	2	3	2	6	1	4	5	13	967	1033	1956	1753	4542	4203	7465	6989
12	Gobi	89	91	99	120	293	310	481	521	3732	3474	3464	3264	2950	3094	10146	9832
13	Nambiyur	166	182	63	75	335	357	564	614	1504	1435	2184	2033	1566	1395	5254	4863
14	T.N.Palayam	52	57	56	73	203	187	311	333	1132	1124	2329	2131	1919	1818	5380	5073
15	Bhavani	433	380	189	135	219	230	841	745	2192	1900	2904	2711	2393	2174	7489	6785
16	Anthiyur	63	82	259	316	475	593	797	991	1731	1576	3711	3362	2701	2310	8143	7248
17	Ammapettai	224	220	176	212	365	514	765	946	2079	1780	2606	2141	1775	1238	6460	5159
18	Sathy	113	117	240	402	689	653	1042	1172	2285	2095	3927	3479	2565	2623	8777	8197
19	Bhavanisagar	38	44	85	86	256	324	379	454	1687	1671	1637	1951	1742	1562	5066	5184
20	Thalavadi	42	33	125	173	269	300	436	506	413	352	2089	2068	1602	1449	4104	3869
	Total	2155	2126	1882	2190	4671	5274	8708	9604	37813	36053	63871	59284	54398	50172	156122	145509

Source: Block Level Household Survey, SSA Pre-project Assignment by DIET, Perundurai and DEEO, Erode

In the 5 to 14 age group population of boys, numbering 1,78,146 the out of school children (=8708) percentage is 4.88. In the same age group population of girls, numbering 1,65,018 the out of school children (=9604) percentage is 5.82. So, the average enrolment of both boys and girls in all kinds of schools in the district is 95%.

As per the School Mapping Exercise and the Household Survey conducted during the month of February 2001, the population of children in the age group of 0+ to 4+ was computed and the figures are given in the following table:

Table 2.11
0+ to 4+ Population in Erode District to be enrolled
in Schools during the next Five Years

S No	Name of the Block	2002		2003		2004		2005		2006	
		4+		3+		2+		1+		0+	
		M	F	M	F	M	F	M	F	M	F
1	Erode	3070	2651	2833	2805	2171	2153	2575	2491	1399	1274
2	Modakkuruchi	1023	972	1084	985	878	811	954	827	619	583
3	Kodumudi	743	642	718	682	564	594	679	642	243	235
4	Perundurai	1161	927	1084	1045	913	840	890	811	448	408
5	Uthukkuli	618	639	592	620	596	621	565	637	600	631
6	Chennimalai	715	644	704	729	547	540	642	555	300	326
7	Kangayam	579	562	607	548	487	470	520	510	212	202
8	Vellakovii	619	582	589	638	487	501	565	499	350	417
9	Dharapuram	877	740	979	929	800	770	813	828	451	517
10	Mulanoor	414	350	409	357	392	342	403	389	199	138
11	Kundadam	498	454	505	471	400	399	468	412	468	412
12	Gobichettipalayam	1195	1168	1219	1153	997	929	1097	1111	519	497
13	Nambiyur	681	569	652	604	537	595	532	483	398	405
14	T.N.Palayam	626	581	586	590	548	541	541	545	215	200
15	Bhavani	1145	1038	1150	1123	991	935	1010	966	503	509
16	Anthiyur	1069	924	1045	971	858	805	940	923	322	305
17	Ammappettai	873	697	855	787	802	670	836	786	393	355
18	Sathyamangalam	1066	1029	1015	1051	1004	963	904	917	327	383
19	Bhavanisagar	809	739	695	762	631	632	694	667	88	84
20	Thalavadi	515	478	420	536	397	447	449	427	-	-
Total		18296	16386	17741	17386	15000	14558	16077	15426	8054	7881

Source: Block Level Household Survey, SSA Pre-project Assignment by DIET, Perundurai and DEEO, Erode

According to the above table, the 0+ to 4+ age group trend shows a decreasing pattern from the current academic year itself. In the year 2006, the enrolment population for Standard I will be only 50 % of the 2002 enrolment population, i.e 8054 boys and 7881 girls of the year 2006 compared to 18296 boys and 16386 girls of 2002.

This decreasing trend is because of adoption of small family norms and family planning measures prevailing in this district.

The following table shows the number of 5+ children to be enrolled in Standard I during the current academic year (2001 – 2002) as per the Household survey conducted during the month of February 2001. The table shows the population community wise, gender wise and block wise.

Table 2.12
5+ Population in Erode District to be enrolled
During the current year 2001 - 2002

SNo	Name of the Block	SC		ST		MBC		BC		OC		Total	
		M	F	M	F	M	F	M	F	M	F	M	F
1	Erode	461	430	9	9	519	471	1854	1649	136	112	2979	2671
2	Modakkuruchi	182	174	0	0	200	191	356	322	6	7	744	694
3	Kodumudi	123	120	1	3	141	140	375	310	7	6	647	579
4	Perundurai	130	115	3	1	96	85	321	280	3	4	553	485
5	Uthukkuli	144	142	0	0	133	104	283	344	14	23	574	613
6	Chennimalai	124	125	0	0	93	72	444	392	2	6	663	595
7	Kangayam	153	161	0	1	70	57	411	376	8	6	642	601
8	Vellakovii	109	138	3	0	90	79	393	327	11	3	606	547
9	Dharapuram	212	204	2	3	122	96	341	299	9	11	686	613
10	Mulanoor	113	116	1	0	48	47	174	154	0	0	336	317
11	Kundadam	117	115	1	2	44	52	224	208	2	0	388	377
12	Gobichettipalayam	223	240	2	0	339	286	515	515	23	28	1102	1069
13	Nambiyur	114	143	1	0	114	117	353	344	1	3	583	607
14	T.N.Palayam	95	84	14	4	95	98	147	104	5	2	356	292
15	Bhavani	221	185	1	1	606	516	383	345	17	11	1228	1058
16	Anthiyur	93	81	36	36	214	176	277	242	18	16	638	551
17	Ammapettai	165	128	18	16	196	178	429	356	5	2	813	680
18	Sathyamangalam	129	108	40	30	142	136	317	307	15	16	643	597
19	Bhavanisagar	72	88	1	0	130	115	128	110	3	3	334	316
20	Thaiavadi	82	76	46	44	50	54	208	260	4	1	390	435
Total		3062	2973	179	150	3442	3070	7933	7244	289	280	14905	13697

Source: Block Level Household Survey, SSA Pre-project Assignment by DIET, Perundurai and DEEO, Erode

If cent percent enrolment of school age population of 5 + as shown in the table is ensured, then only the aim of achieving UEE can be fulfilled. In order to achieve this lofty goal, enrolment drives, melas, rallies, pamphlet distribution and habitation level meetings have been conducted. The enrolment of this age group has to be completed on 31st September 2001.

Total number of High and Higher Secondary Schools run by different kinds of managements in this district are shown in the following table:

Table 2.13
Total Number of High and Higher Secondary Schools in Erode District

Sl.No.	Type of Schools	High Schools	Higher Secondary Schools	Matriculation and Higher Secondary Schools
1	Government	70	54	—
2	Municipal	3	5	—
3	Self Finance	17	22	64
4	Aided	23	18	—
5	Welfare	—	1	—
Total		113	100	64

Source: CEO, Erode

The total number of noon-meal centers for the school-going children and ICDS and TINP centers for the pre-school children in this district are shown in the following table:

Table 2.16
Total Number Noon-meal Centres, ICDS Centres and TINP Centres in Erode District

S. No.	Name of Programme	No. of Centers	Total Beneficiaries
1	P.T.M.G.R.	1811	1,68,856
2	I.C.D.S.	82	3153
3	T.I.N.P.	1014	22,366

Source: TINP Office, Erode

Incentives and Special Measures

Incentives and special measures are offered by the Government of Tamil Nadu to increase enrolment and attain 100 % literacy. They are detailed as below.

Nutritious Meals Programme

Children from first standard to eighth standard are provided with free midday meal everyday. They are also provided with one egg along with the nutritious meal once in fifteen days. The schemes followed at present in the primary schools, upper primary schools and higher secondary schools of this district along with the number of beneficiaries are given in the table 2.16.

Free Distribution of Textbooks

The Government of Tamil Nadu gives free textbooks for all the school going children from Standard 1 to 8. The total number of beneficiaries who received free textbooks during the academic year 2000 – 2001 are shown in the following table:

Table 2.14
Beneficiaries of Free Textbook Distribution Scheme in Erode District
in the year 2000 - 2001

S.No	Standard	Medium and no. of beneficiaries		
		TAMIL	KANNADA	URUDU
1	1	39656	750	96
2	2	38453	750	69
3	3	33573	790	69
4	4	32810	770	67
5	5	32403	750	66
6	6	6199	525	20
7	7	5729	250	20
8	8	4501	250	20
Total		193324	4835	427

Source: DEEO, Erode

Noon Meal Scheme - Free Uniforms

The Government of Tamil Nadu gives each beneficiary of the noon-meal scheme a set of school uniform. In the last academic year, a total number of 70,372 boys and 66,558 girls were benefited by this scheme.

Early Childhood Care and Education

There are 964 *Angan Vaadis* functioning in our district with the strength of 21,635 children. Some *Angan Vaadis* look after the children within the age of 3 to 5 years. Some *Angan Vaadis* look after the infants and tender children up to the age of three. 964 teachers are employed in these centers. There are 43 *Angan Vaadis* functioning in rented buildings. Other 921 *Angan Vaadis* are working in government buildings. These centers care for pregnant mothers and postnatal mothers. They provide them with nutritious powder with the help of Village Health Nurses. These *Angan Vaadis* conduct health camps and supply medicines to the needy. Nine more new *Angan Vaadis* are yet to be opened. It is proposed and planned to have a center each for 1,500- population strength.

Operation Black Board Scheme

In the fourth phase, in the year 1999-2000, 81 middle schools were benefited. Schools in the plain areas got Rs. 40,000/- each and schools in the hill stations received Rs.50,000/- each through this scheme. Science kits, maps, models and other equipment were supplied to all these schools. 98 middle schools will be given kits and equipment in the fifth phase during the current academic year.

Free Bus Passes

The Government of Tamil Nadu issues free bus passes to all the school going children from Standard 1 to 12 for travel from their places of residence to their schools and back. In primary schools in this district alone, 5,764 boys and 4,850 girls got benefited under this scheme during the last academic year.

Various Incentive Schemes for Boys and Girls

Students belonging to Most Backward Classes studying in standards IV and V are given scholarships. Boys are given Rs.500/- per head and girls Rs.1000/- per head per annum. For the SC / ST children, 3,678 students were given Rs. 20,00,000/- as scholarship. 972 girls of standard VI alone were given Rs.1,01,600/- as scholarship.

Students who belong to SC/ST category and whose parents are employed in cleansing of lavatories and unhygienic occupations are given Rs. 750/- per head.

Students Sanitation Programme by UNICEF

Eleven blocks of Erode district were covered in the first phase of this programme. 98,686 students from 942 schools got benefited through 77 different training programmes. 1,512 male teachers and 556 female teachers were trained in this programme.

In the second phase, six more blocks were covered in this programme. 4,368 children were trained. 546 schools participated in this phase. 70 exhibitions were organized and 78 rallies held to inculcate the value of health and hygiene among children. 2,817 stainless steel water drums were supplied to various schools to keep drinking water clean. Wall paintings revealing the rules of health and hygiene were arranged to be drawn in 77 schools in the six blocks covered.

Residential Schools

16 schools with hostel facilities are functioning for the benefit of children studying up to standard VIII level. All these children belong to Scheduled Tribes. 4 Adi-Dravida welfare schools are functioning in the taluks of Erode and Bhavani.

CHAPTER III

PLANNING PROCESS

The vision of education for India is contained in Article 45 of its constitution: "Free and compulsory education for all children until they complete the age of 14." Since Independence, India's various governments have expanded the provision of primary formal and non-formal education to realize this vision and have attained high gross enrolment rates in Primary Schools. But India has been late in its emphasis on primary education compared to the same in other countries. Despite progress in improving equity, gender and caste disparities persist in most educational institutes.

Strategies for expanding and improving primary education will need to be planned and managed locally to address the diverse constraints on primary education with a sharper focus on cost effectiveness.

In 1992 the Central Advisory Board on Education completed a revision of the National Policy of Education of 1986, calling for an integrated approach to primary education development focused on the district level. The result has been the DPEP the formation of which by the central government aims to increase enrolment, retention and quality in Primary Education. Now, the SSA scheme for Non-DPEP districts is going to be implemented from 2002 in 22 districts in this state.

To achieve Universalisation of Elementary Education is dependent on the quality and the community participation in planning and implementation and monitoring of its various aspects. Until and unless community owns the educational aspects of the children, The UEE can't be realized in its true spirit. Decentralization without the participation of local groups in the process of providing basic education to all the children will however remain an elusive goal.

The pre-project activities in the district have been started with the premise that the community can plan and participate in the process of implementation of the plan for the improvement of education in the habitation.

The process of Location Planning in education is popularly known as School Mapping. It involves the process of identifying the places where educational facilities proposed in the plan are to be located. It requires systematic efforts designed to locate educational facilities in such a manner that targeted age group of the population are able to use facilities to their maximum advantage.

Formation of Core Groups on Planning

District Planning Committee

To involve the community in an effective way in administration and to inculcate a sense of responsibility in the activities of schools, a District Level Planning Committee has been constituted with the Principal of District Institute of Education and Training (DIET) at Perundurai as President. The Chief Educational Officer, Erode District is the District Programme Coordinator. The District Educational Officers at Erode and Gobichettipalayam Educational Districts and the District Educational Officer (Adult Education) at Erode are the Additional Programme Coordinators. The District Elementary Educational Officer, Erode is the Member Secretary-cum-Treasurer of the District Planning Committee.

The District Planning Committee functions with the following 21 as its members:

- | | | |
|---|---|--|
| 1. DIET Faculty | : | Senior Lecturer & Head,
Planning & Management Branch,
DIET, Perundurai 638 052 |
| 2. DIET Faculty | : | Lecturer,
Planning & Management Branch,
DIET, Perundurai 638 052 |
| 3 Assistant Elementary
to Educational Officers
7. | : | AEEO, Erode
AEEO, Perundurai
AEEO, Gobichettipalayam
AEEO (Nursery Schools),
AEEO (Science) |
| 8 P.T.A. Members
to
10 | : | Mr. R. Sundarasasmy, President, PTA
Idayankattuvalasu Municipal Middle School

Mr. T.K. Kaliappan, President, PTA
PU Ele. School, T.N. Palayam

Mr. P. Ponnusamy, President, PTA
PU Ele. School, Rengasamudram, Sathy |
| 11 Members of NGOS
&
12 | : | Mr. Ravichandran, President
Rotary Club of Erode

Mr. K. Kumarasamy, Director
Lions Club of Erode |

13	Head Masters	:	Headmistress, Municipal Middle School, Edayankattuvalasu, Erode
to			
15			Headmaster, PU Elementary School, Thoppupalayam, Perundurai
			Headmistress, Ilaignar Kalvi Nilayam, Erode
16	Teachers	<i>from</i>	
to			PU Middle School, Kaspapet
18			Modakkuruchi
			B.T. Teacher, PU Middle School, Vemandampalayam
			B.T. Teacher, PU Middle School, Kasipalayam, Erode
19	Special Interests		District Social Welfare Officer, Erode
to			District Child Labour Officer, Erode
21			Project Coordinator, ICDS, Erode

The District Planning Committee met several times under the chairmanships of the Principal and the DEEO to discuss the District Elementary Education Plan. Further, it was decided to develop habitation wise educational plans with a list of children of 5+ and also with a list of children who are in school and out of school. It was also discussed to form a District Advisory Committee and planning teams at Block Levels and Habitation Levels.

District Advisory Committee

To assist the District Planning Committee in the pre-project activities and project implementation, a District Advisory Committee has been constituted with the following as members:

1. The Principal, DIET, Perundurai (Chairman)
2. The Chief Educational Officer, Erode
3. The District Educational Officer, Erode
4. The District Educational Officer, Gobichettipalayam
5. The District Adult Education Officer, Erode
6. The Principal, Gobi Arts College, Gobichettipalayam
7. The Principal, Govt. College for Education, Komarapalayam
8. The Programme Director, Nehru Yuva Kendra, Erode
9. The District Elementary Educational Officer, Erode (Member Secretary)

Block Level Planning Committees

The Block Level Planning Committees consist of the following members:

- AEEO (Ex-officio President of the Committee)
- Additional AEEO(Ex-officio Secretary)
- BRC Supervisor (Teacher Educator)
- Middle / Primary HMs
- High / Higher Secondary School HMs
- District Panchayat Council Members
- Panchayat President
- NGOs
- Philanthropists / PTA members (Treasurer of the Committee)
- Retired Educationists
- Teachers from High / Middle / Primary Schools

Habitation Level Planning Committees

Each Habitation Level Committee consists of following members:

- Headmaster of the local Primary / Upper Primary School (President)
- Teachers of the local Primary / Upper Primary School (Secretary)
- School Committee Chairman / Panchayat President
- P.T.A Member (Treasurer)
- Members of NGOs
- Some of the philanthropists
- Women's representatives
- Members of SC and ST (wherever necessary)

Development of database - conduct of Household Survey

The details of children, who are in school and out of school – sex wise, community wise and age wise – along with a list of dropouts and never enrolled children are necessary for planning UEE. This can form the basis to workout various strategies for the schooling of out of school children i.e. *never enrolled* and *dropouts* in the age group of 5 -14 years.

Therefore, a household survey was planned and conducted in all the habitations in the district in the month of February 2001. The required information was collected in a proforma or the format titled 'Household Survey' to gather information on children aged 0 -14 years, household wise and habitation wise in every school catchment area. The information pertained to children's education viz., enrolment, institution where studying, dropouts, reasons for out of school children, nature of handicap, if any and social status.

Training and Capacity Building

A few selected members of the District Level Planning Committee were given training at State level as follows:

- | | |
|-----------------------------|--|
| 1. 10.03.2001 to 11.03.2001 | St. Ann's Higher Secondary School
Trichy |
| 2. 04.04.2001 | CSI Teacher Training Institute
Asthampathi, Salem |
| 3. 13.08.2001 | Periyar Teacher Training Institute,
Trichy |

The trained personnel of the District Level Planning Committee trained the other members of the district committee as follows:

- | | |
|---------------|--|
| 1. 21.04.2001 | DIET, Perundurai |
| 2. 14.05.2001 | DIET, Perundurai |
| 3. 24.05.2001 | PU Elementary Meeting,
TN Palayam, Gobi Taluk |

In turn, the Block Level Committees and Habitation Level Committees have been trained at the head quarters along with the distribution of Household Survey forms with proper guidance.

The Primary School teachers of this district conducted the Household Survey during February 2001 in all the habitations. The School Education Committee of each school prepared a list of school age children of 6 -14 years and another list of out of school children manually, containing the names of both the never-enrolled and dropout children. All the household survey forms have been manually checked. Then, sex-wise, community wise and age wise data was collected and maintained.

Development Of Habitation Level Plans

A complete database on children in the age group of 0-14 years who are in school and out of school has been generated and developed with the involvement of the local community. The community with the help of teachers has displayed the names of 5 + children who would be admitted during this current academic year in the habitation.

A series of meetings of school committee were conducted month wise in which the survey was validated. The community discussed the habitation's educational status and developed a habitation level educational plan based on school mapping exercises and institutional as well as micro-level plans.

School Mapping

The process of School Mapping covers the following specific areas for expansion and improvement of facilities.

- a. Rationalization of Existing facilities
- b. Provision of new or additional facilities
- c. School Mapping at the school level had done in the following three stages.
- d. Diagnosis of the Existing situation
- e. Projection of future requirements
- f. Drawing up of Perspective school plan

At the local level comprehensive educational survey of schools, villages and habitations have been done. This should be a very comprehensive survey based on well-structured proforma. It was conducted with a common data of reference for all areas/schools to provide benchmark information for further analysis.

On the basis of data collected through survey of schools, villages and area maps, the distribution of existing facilities should be analyzed in terms of presented norms and standards for provision and utilization of educational services. Among other things this analysis helped in identifying –

1. School-less area / village / habitation
2. Number of children enrolled
3. Catchment area of each school
4. Non-viable schools
5. Extent of surplus and shortage of teaching and non-teaching staff
6. Condition, use and requirement of building, furniture and equipment.

Steps have been taken in the establishment of new schools. The first thing is to be identifying the priority villages for the establishment of new schools. Such villages may either have a sizable population but without a school i.e., 250 population and the 6 -14 age group children should be minimum 40 in that particular village. Then only it is possible to open a new school.

The mapping of secondary school is very much similar to and dependent on that of Primary School. For pupils in secondary schools, the maximum travel distance should be 3 Km distance and three or four feeding Primary Schools so that the enrolment strength might be maintained. Mapping of secondary schools should therefore aim at expansion of facilities in the rural area and that would encourage higher transition from primary to upper primary education.

Data Compilation

A. The First Level of Data Compilation

The headmaster of every school arranged for a household survey with the help of the members of community and teachers and collected the particulars about the school-age children, their names, gender, course of studies, promotion status in classes I to V, whether detained in any class, whether he / she is a dropout, etc. They were compiled and submitted to the A.E.E.O. concerned.

B. The Second Level of Data Compilation

Then the Block Level Committee discussed the salient features of the habitation level educational plans and consolidated them to prepare a Block Level Educational Plan. The A.E.E.Os, in turn, consolidated, with the help of the Block Level Committee, all the data pertaining to his block and submitted them to the DIET.

C. The Third Level of Data Compilation

The data thus collected from all the blocks of the district have been compiled into a document by the District Level Planning Committee. The District Planning Committee went through the entire process of planning documents starting from the habitation level. The committee members actively participated in the meetings and finally developed a District Elementary Educational Plan (DEEP) in conformity with the guidelines of SSA and with those of the State Project Committee. The District Elementary Educational Plan represents the perspective plan that would give a suggested framework of Activities for 10 years to achieve the goal of UEE. It has also worked out an annual working plan and a budget for 10 years from 2001 to 2010.

Implementation of SSA

Implementation of SSA in the District was discussed in the District Level Planning Meeting chaired by the Principal, DIET, Perundurai and the DEEO, Erode wherein it was decided to implement the project in all the 20 blocks of the district.

The Project Blocks are listed below:

- | | | |
|-----------------|-----------------------|--------------------|
| 1. Erode | 8. Vellakoil | 15. Bhavani |
| 2. Modakkurichi | 9. Dharapuram | 16. Anthiyur |
| 3. Kodumudi | 10. Moolanur | 17. Ammapetai |
| 4. Perundurai | 11. Kundadam | 18. Sathyamangalam |
| 5. Uthukkuli | 12. Gobichettipalayam | 19. Bhavani Sagar |
| 6. Chennimalai | 13. Nambiyur | 20. Thalavađi |
| 7. Kangayam | 14. T.N.Palayam | |

TABLE 3.1
0 to 14 Age Group Population as per Household Survey 2001

S.No	Name of the Block	0 + to 4+		5+		5 to 7		7 to 11		11 to 14		TOTAL	
		M	F	M	F	M	F	M	F	M	F	M	F
1	Erode	12048	11374	2979	2671	6437	5986	12800	11848	11024	10234	45288	42113
2	Modakkuruchi	4558	4178	744	694	3240	3013	3210	2892	3026	2766	14778	13543
3	Kodumudi	2947	2795	647	579	1034	966	3064	2785	2544	2261	10236	9386
4	Perundurai	4496	4031	553	485	2198	2133	3793	3456	3275	3093	14315	13198
5	Utthukkuli	3545	3761	574	613	1209	1282	2362	2357	1654	1595	9344	9608
6	Chennimalai	2908	2794	663	595	1734	1529	2808	2616	2454	2300	10567	9834
7	Kangayam	2405	2292	637	601	1494	1462	2167	2146	2027	1822	8730	8323
8	Vellakovil	2610	2637	606	547	1257	1256	2334	2193	1938	1939	8745	8572
9	Dharapuram	3920	3784	686	613	1811	2428	3869	3499	3263	3179	13549	13503
10	Mulanoor	1817	1576	336	317	550	475	1283	1191	1004	917	4990	4476
11	Kundadam	1871	1736	388	377	969	1036	1958	1759	4543	4207	9729	9115
12	Gobichettipalayam	5027	4858	1102	1069	3821	3565	3563	3384	3243	3404	16756	16280
13	Nambiyur	2800	2656	582	607	1670	1617	2247	2108	1901	1752	9200	8740
14	T.N.Palayam	2516	2457	356	292	1184	1181	2385	2204	2122	2005	8563	8139
15	Bhavani	4799	4571	1218	1059	2625	2280	3093	2846	2612	2404	14347	13160
16	Anthiyur	4234	3448	637	551	1794	1658	3970	3678	3176	2903	13811	12238
17	Ammappettai	3759	3295	813	680	2303	2000	2782	2353	2140	1752	11797	10080
18	Sathyamangalam	3977	4343	643	597	2398	2212	4167	3881	3254	3276	14439	14309
19	Bhavanisagar	2917	2884	334	316	1725	1715	1722	2037	1998	1886	8696	8838
20	Thalavadi	1781	1888	390	435	455	385	2214	2241	1871	1749	6711	6698
TOTAL		74935	71358	14888	13698	39908	38179	65791	61474	59069	55444	254591	240163

Source: Household Survey of SSA Pre-Project Activity by DIET, Perundurai and DEEO, Erode

TABLE 3.2
Particulars of 5+ Children to be enrolled during the Current Year 2001 - 2002

S.NO	NAME OF THE BLOCK	SC		ST		MBC		BC		OC		TOTAL	
		M	F	M	F	M	F	M	F	M	F	M	F
1	Erode	461	430	9	9	519	471	1854	1649	136	112	2979	2671
2	Modakkuruchi	182	174			200	191	356	322	6	7	744	694
3	Kodumudi	123	120	1	3	141	140	375	310	7	6	647	579
4	Perundurair	130	115	3	1	96	85	321	280	3	4	553	485
5	Uthukkuli	144	142			133	104	283	344	14	23	574	613
6	Chennimalai	124	125			93	72	444	392	2	6	663	595
7	Kangayam	153	161		1	70	57	411	376	8	6	637	601
8	Vellakovil	109	138	3		90	79	393	327	11	3	606	547
9	Dharapuram	212	204	2	3	122	96	341	299	9	11	686	613
10	Mulanoor	113	116	1		48	47	174	154			336	317
11	Kundadam	117	115	1	2	44	52	224	208	2		388	377
12	Gobichettipalayam	223	240	2		339	286	515	515	23	28	1102	1069
13	Nambiyur	114	143	1		114	117	353	344	1	3	582	607
14	T.N.Palayam	95	84	14	4	95	98	147	104	5	2	356	292
15	Bhavani	221	185	1	1	606	516	383	345	17	11	1218	1059
16	Anthlyur	93	81	36	36	214	176	277	242	18	16	637	551
17	Ammappettai	165	128	18	16	196	178	429	356	5	2	813	680
18	Sathyamangalam	129	108	40	30	142	136	317	307	15	16	643	597
19	Bhavanisakar	72	88	1		130	115	128	110	3	3	334	316
20	Thalavadi	82	76	46	44	50	54	208	280	4	1	390	435
	Total	3062	2973	186	44	3442	3070	7933	7244	93	82	14886	13698

Source: Household Survey of SSA Pre-Project Activity by DIET, Perundurair and DEEO, Erode

TABLE 3. 3
Particulars of Children in the Age Group 6 to 14
Out of School and In School

S.NO	Name of the Block	Out of School								In School							
		5-7		7-11		11-14		Total		5-7		7-11		11-14		Total	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1	Erode	238	237	210	182	480	457	928	874	6199	5749	12590	11666	10544	9779	29333	27194
2	Modakurichi	179	195	56	68	87	100	322	363	3061	2818	3156	2824	2939	2666	9156	8308
3	Kodumudi	8	4	5	12	36	30	49	46	1026	962	3059	2773	2508	2231	6593	5966
4	Perundurai	29	21	64	63	168	208	261	292	2169	2112	3729	3393	3107	2885	9005	8390
5	Uthukuli	93	97	42	49	114	138	249	284	1116	1185	2320	2308	1540	1457	4976	4950
6	Chennimalai	144	148	38	46	119	152	301	346	1590	1381	2770	2570	2335	2148	6695	6099
7	Kangeyam	77	72	34	35	18	99	129	206	1477	1390	2133	2111	2009	1723	5619	5224
8	Vellakovi	18	17	24	30	124	144	166	191	1239	1239	2310	2163	1814	1795	5363	5197
9	Dharapuram	122	107	100	94	363	406	585	607	1689	2321	3729	3405	2900	2773	8358	8499
10	Mulanoor	25	19	15	13	57	68	97	100	525	456	1268	1178	947	849	2740	2483
11	Kundadam	2	3	2	6	1	4	5	13	967	1033	1956	1753	4542	4203	7465	6989
12	Gobi	89	91	99	120	293	310	481	521	3732	3474	3464	3264	2950	3094	10146	9832
13	Nambiyur	166	182	63	75	335	357	564	614	1504	1435	2184	2033	1566	1395	5254	4863
14	T.N.Palayam	52	57	56	73	203	187	311	333	1132	1124	2329	2131	1919	1818	5380	5073
15	Bhavani	433	380	189	135	219	230	841	745	2192	1900	2904	2711	2393	2174	7489	6785
16	Anthiyur	63	82	259	316	475	593	797	991	1731	1576	3711	3362	2701	2310	8143	7248
17	Ammappattai	224	220	176	212	365	514	765	946	2079	1780	2606	2141	1775	1238	6460	5159
18	Sathy	113	117	240	402	689	653	1042	1172	2285	2095	3927	3479	2565	2623	8777	8197
19	Bhavanisagar	38	44	85	86	256	324	379	454	1687	1671	1637	1951	1742	1562	5066	5184
20	Thalavadi	42	33	125	173	269	300	436	506	413	352	2089	2068	1602	1449	4104	3869
	Total	2155	2126	1882	2190	4671	5274	8708	9604	37813	36053	63871	59284	54398	50172	156122	145509

Source: Household Survey of SSA Pre-Project Activity by DIET, Perundurai and DEEO, Erode

About 95% of the rural population in the district has primary schooling facility within a walking distance of 1 km. Similarly about 70% of population has an upper primary school or upper primary sections in high schools within a distance of 3 km.

Gross Enrolment Ratio (GER)

Gross Enrolment Ratio (GER): The ratio is calculated by dividing total enrolment in a given educational level (whatever may be the pupils' age) by the age – group corresponding to the official age for the level and converting the result to a percentage. If, for example, upper primary education lasts for 8 years and if the official entry age is 6 years, the official age group corresponding to the upper primary education is the 6 to 14 group. The gross enrolment ratio is, therefore, expressed as under:

$$\text{Gross Enrolment Ratio (GER)} = \frac{\text{Total upper primary enrolment}}{\text{6 - 14 age group}} \times 100$$

GER for Boys:

$$= \frac{E \text{ (I to VIII)}}{p \text{ (6 - 14)}} \times 100$$

$$= \frac{1,76,956}{1,62,068} \times 100$$

$$= 109 \%$$

GER for Girls:

$$= \frac{1,68,795}{1,55,097} \times 100$$

$$= 108.8318$$

$$= 108 \%$$

Net Enrolment Ratio (NER)

In GER, we have taken total enrolment irrespective of age. To get the net enrolment ratio, we have to take only pupils of the official age for the level of education concerned. In the above example, it has been taken as 6-14 years. Hence, the enrolment ratio is calculated on the basis of the following formula:

$$\text{Net enrolment Ratio} = \frac{\text{Pupils aged 6-14}}{\text{6-14 age group}} \times 100$$

NER for Boys

$$= \frac{E \text{ (6 to 14)}}{P \text{ (6 to 14)}} \times 100$$

$$= \frac{1,56,122}{1,79,656} \times 100$$

$$= 86.90052$$

$$= 87\%$$

NER for Girls

$$= \frac{E(6 \text{ to } 14)}{P(6 \text{ to } 14)} \times 100$$

$$= \frac{1,45,509}{1,69,695} \times 100$$

$$= 85.7473$$

$$= 86\%$$

Baseline Assessment Survey

Baseline achievement test has to be conducted for students of Standards III, V and VII who are studying in Panchayat Union, Aided, Multigrade, Middle Schools of Erode District. It is diagnostic in nature.

Objectives of Baseline Assessment Survey

The objectives of baseline achievement study are

- to analyze the achievement of students in Erode district
- to compare the achievement of students studying in Standards III, V and VII Management-wise
- to study the achievement of students studying in Standards III, V and VII Union-wise
- To compare the achievement of students, studying in Standards III, V and VII sex wise
- To find out the achievement of students studying in Standards III, V and VII subject wise (Tamil, English, Mathematics, Science and Social science)
- To find out the overall achievement of students studying in Standards III, V and VII school wise.

Definition of the Key Term

According to Smith and Helmruch, achievement is a task-oriented behaviour. It allows the individual's performance to be evaluated internally and externally. It involves the individual in competing with others for standard of excellence. It includes one's learning attainments, accomplishments and proficiencies.

Achievement Test

Achievement tests measure what an individual has learnt or his/her present level of performance.

- It ascertains how much a person learns, after receiving education.
- It is an indirect aid in evaluation.
- It also measures an individual's knowledge, understanding and skills in a specific subject or group of subjects.

Hypotheses

The formulated hypotheses are –

1. Standard III students studying in different types of schools namely, P.U.E.S., Aided School, Middle School, Multigrade School differ in their achievements.
2. Standard V students studying in different types of schools viz. P.U.E.S., Aided, Middle, Multigrade Schools differ in their achievement.
3. Standard VII students studying in different types of schools viz. P.U.E.S., Aided, Middle, Multigrade School differ in their achievement.
4. Standard III students studying in different unions differ in their level of achievement.
5. Standard V students studying in different union schools differ in their level of achievement.
6. Standard VII students studying in different union schools differ in their level of achievement.
7. Standard III students studying in different types of schools differ in their level of achievement in the subject Tamil.
8. Standard III students studying in different types of schools differ in their level of achievement in the subject Mathematics.
9. Standard III students studying in different types of schools differ in their level of achievement in different subjects.
10. Standard V students studying in different types of schools, differ in their levels achievement in different subjects namely Tamil, English, Mathematics, Social Science and Science.
11. Standard VII students studying in different types of schools, differ in their level of achievement, in different subjects, namely, Tamil, English, Mathematics, Social Science and Science.

Selection of Sample

Before selecting the sample, the following principles are to be considered, in order to make the samples more scientific.

1. Firstly, the Universe was clearly defined. 'Universe' means the whole population out of which the samples are selected. For the present baseline achievement study the Universe includes all the students of Standards VII, V and III, studying in P.U.E.S., Middle schools, Multigrade schools or aided schools of Erode district.

2. A unit of the sample may be finalized. For the present study, a sampling unit has been defined as pupils of standards of VII, V and III studying in different types of schools namely P.U.E.S., Multigrade schools, Aided schools and Middle schools.

For the present study, stratified random method has been found to be the most suitable one. In the stratified sampling method, the entire population has been divided into smaller homogenous groups or strata and samples are being selected from each group.

In this study, samples have to be selected from different blocks (strata) by following this sampling technique, comparison of properties of the strata as well as estimate of population characteristics can be made of schools, block wise, subject wise and management wise.

Tools used for the Study

To measure the achievement of students studying in standards of III, V and VII, in different subjects namely Tamil, English, Mathematics, Science and Social Science, achievement tests, in all these subjects, for the students of Standards III, V and VII have to be constructed.

Pattern of Achievement Test

Standard	Pattern of the test	Maximum marks	Duration of the test
III	Objective type	50	1 ½ hour
V	Objective type	50	1 ½ hour
VII	Descriptive type	50	1 ½ hour

TABLE 3.5
Achievement Test Analysis for Standard III

S.No.	Particulars	Comm unity	Tamil		English		Maths		Science		S.Science	
			M%	F%	M%	F%	M%	F%	M%	F%	M%	F%
1	Achievement below 35%	SC	21	20	29	28	21	19	10	12	20	19
		ST										
		MBC	7	9	25	27	11	20	7	8	11	14
		BC	17	12	28	23	15	18	9	8	14	14
		OC	13	21	31	16	25	31	6	21	13	32
2	Achievement below 35% but up to 80%	SC	65	65	56	52	64	62	54	58	49	56
		ST			14						14	
		MBC	70	70	59	52	71	53	59	57	61	51
		BC	62	64	49	45	60	57	50	50	51	47
		OC	69	63	38	63	44	53	56	42	50	47
3	Achievement above 80%	SC	14	15	15	20	15	19	26	30	31	25
		ST	100		86		100		100		86	
		MBC	23	21	16	21	18	21	34	35	28	35
		BC	21	23	23	32	25	25	41	42	35	39
		OC	18	16	31	21	31	16	38	37	37	21

Source: Achievement Test of SSA Pre-Project Activity administered by DIET, Perundurai

Theme specific training may be given especially in Mathematics and English

TABLE 3.6
Achievement Test Analysis for Standard V

S.No.	Particulars	Comm unity	Tamil		English		Maths		Science		S.Science	
			M%	F%	M%	F%	M%	F%	M%	F%	M%	F%
1	Achievement below 35%	SC	20.55	25.21	47.03	48.57	21.46	24	18026	20	23.74	36.85
		ST										
		MBC	23	16	39	31	14	15	9	12	11	18
		BC	21.85	20.21	41.85	46	14.5	15.79	16	13	21	19.58
		OC	33.33	12.5	77.78	31.25	11.11	6.25	11.11	6.3	33.33	12.5
2	Achievement below 35% but above 80%	SC	66.21	61.14	46.12	44	56.62	59	59.82	62	63.93	56
		ST	100	100	100	100	100		100	100	100	100
		MBC	66	67	50	57	65	100	65	55	77	70
		BC	61.34	61.05	43.07	40	57.14	60	51	58	58	59.37
		OC	44.44	50	11.11	37.5	77.78	25	66.67	69	33.33	50
3	Achievement above 80%	SC	13.24	13.14	6.85	7.43	21.92	17	21.92	18	12.33	12.57
		ST										
		MBC	11	18	7	12	21	25	26	33	12	17
		BC	17.01	18.74	14.29	14	28.36	24.21	33	29	21	21.05
		OC	22.22	37.5	11.11	31.25	11.11	68.75	22.22	25	33.33	37.5

Source: Achievement Test of SSA Pre-Project Activity administered by DIET, Perundurai

The achievement test performance of Standard V students shows a highly discouraging trend. It is imperative that theme specific training should be given in all the subjects. English and Mathematics show a very high percentage of failures. Even Tamil, Social science and Science subjects are also facing similar problems.

TABLE 3.7
Achievement Test Analysis for Standard VII

S.No.	Particulars	Comm unity	Tamil		English		Maths		Science		S.Science	
			M%	F%	M%	F%	M%	F%	M%	F%	M%	F%
1	Achievement below 35%	SC		1	2	3	2.12	8.33			1	3
		ST										
		MBC	1		2	4	7	7	1		3	0.7
		BC	1		4	1	2	2.84			1	1
		OC				12.5						
2	Achievement below 35% but above 80%	SC	56	63	70	81	79.78	83	68	64	84	77
		ST			100							
		MBC	59	58	82	69	81	78	62	59	75	78
		BC	58	57.09	73	77	79	80.85	60	48.58	86	84.04
		OC	78	77	89	87.5	100	100	56	50	100	75
3	Achievement above 80%	SC	44	36	28	16	15	9	32	36	15	20
		ST	100						100			
		MBC	40	42	16	27	15.95	15	37	41	12	21
		BC	41	42.91	25	22	19	16.67	40	51.42	13	15.15
		OC	22	25	11				44	50		25

Source: Achievement Test of SSA Pre-Project Activity administered by DIET, Perundurai

The result shows maximum failures in Maths only, followed by English. Theme specific training can be given to the Standard 7th teachers.

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Implications of Baseline Achievement Test

Having administered the achievement test to the students studying in standards III, V and VII of different schools situated in different blocks of Erode district, the following comparisons can be made:

- Students' achievement in different subjects can be compared block wise.
- Overall achievement of students of Erode district can be identified.
- Measures can be taken to improve the achievement level of students (wherever needed)
- Reasons for low achievements of students can be analyzed.
- SSA objectives can be realized.
- Planning for improving the quality of education can be made.

Inputs

- Capacity building of the field staff viz., DIET, BRC, DRG and BRG for conducting evaluation activities
- Conduct of pupil achievement surveys
- Orientation to community management structures for participatory evaluation

Cohort Study

A cohort study was made to analyze the present position of students enrolled in Standard I during the year 1995-96 in various schools of the District. The data had been collected and compiled to calculate and find out completion, dropout and repetition rates.

Completion Rate

TABLE 3.8
Completion Rate in Erode District

S.No	Name of the Block	SC			ST			OBC			MBC			Others			Total		
		M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
1	Erode	59	64	62	100	78	86	64	68	67	52	61	56	48	60	55	60	66	63
2	Modakkurichi	50	58	54	100	100	100	60	67	64	50	61	55	33	44	40	54	62	58
3	Kodumudi	71	70	70	-	-	-	77	80	78	69	70	70	70	71	71	73	75	74
4	Perundurai	40	55	48	-	-	-	66	66	66	60	58	59	63	55	58	58	61	59
5	Uthukkuli	51	47	50	100	-	100	61	67	65	50	55	52	92	100	93	56	59	58
6	Chennimalai	41	49	45	-	-	-	57	66	62	47	43	45	75	50	63	52	59	55
7	Kangayam	40	60	50	-	-	-	62	64	63	47	58	53	100	100	100	54	63	59
8	Vellakoil	52	54	53	-	-	-	49	62	55	58	65	61	50	88	66	51	60	56
9	Dharapuram	51	55	53	-	-	-	64	65	64	64	68	66	45	73	57	58	62	60
10	Mollanur	39	35	37	-	-	-	58	65	62	38	50	43	-	-	-	48	51	50
11	Kundadam	44	51	47	-	100	100	60	68	64	46	75	61	100	-	100	51	62	56
12	Gobichettipalayam	52	57	54	100	-	100	73	75	74	69	62	65	66	56	60	66	66	66
13	Nambiyur	59	47	53	-	-	-	72	77	74	61	60	60	50	75	67	67	66	66
14	T.N.Palayam	51	54	52	71	40	58	71	77	74	58	53	56	67	100	83	62	62	62
15	Bhavani	48	47	58	-	-	-	71	74	72	65	69	69	15	85	49	65	68	66
16	Anthiyur	58	47	53	81	68	74	66	71	68	53	61	56	44	47	43	58	61	59
17	Ammappettai	51	48	50	50	40	46	51	56	53	45	48	46	75	63	70	48	50	49
18	Sathyamangalam	49	52	51	43	43	43	66	66	66	57	56	57	45	38	42	57	56	56
19	Bhavani Sagar	37	47	42	-	67	40	64	66	65	57	57	57	50	-	25	53	56	55
20	Thalavadi	51	48	49	45	37	41	49	43	46	48	58	53	31	36	33	50	45	50
Total		49.7	52.25	51.55	34.5	28.65	39.4	63.05	67.15	65.1	54.7	59.4	57	55.95	57.05	58.75	57.05	60.5	58.85

Source: Achievement Test of SSA Pre-Project Activity administered by DIET, Perundurai

$$\text{Completion Rate} = \frac{\text{Number of Children completing Std V in five years}}{\text{Number of Children enrolled (Net) in Std I during 1995-96}} \times 100$$

$$= 58.80 \%$$

Of the total enrolment in the year 1995-96, only 58.85 % of students comprising 57.05 % of boys and 60.5 % of girls completed Standard V in the year 1999-2000.

Dropout Rate

TABLE 3.9
Dropout Rate in Erode District

S.No.	Name of the Block	SC			ST			OBC			MBC			Others			Total		
		M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
1	Erode	24	17	20	-	11	7	15	14	14	23	17	20	26	21	23	19	15	17
2	Modakkurichi	29	23	26	-	-	-	22	16	19	20	16	18	34	12	20	23	18	21
3	Kodumudi	13	16	15	-	-	-	11	10	11	18	15	16	10	0	5	15	13	14
4	Perundurai	26	16	21	-	-	-	12	12	12	16	14	15	-	18	10	16	14	16
5	Uthukkuli	19	17	17	-	-	-	22	19	20	23	20	22	-	-	-	21	18	19
6	Chennimalai	41	33	37	-	-	-	30	22	26	23	21	22	25	0	12	31	23	27
7	Kangayam	39	25	32	-	-	-	22	26	24	27	24	25	-	-	-	28	25	26
8	Vellakoil	30	31	31	-	-	-	30	20	25	21	15	19	30	-	17	29	23	25
9	Dharapuram	27	22	25	-	-	-	18	18	19	21	17	19	30	-	17	29	23	25
10	Mollanur	44	45	45	-	-	-	30	25	27	47	33	40	-	-	-	38	34	35
11	Kundadam	28	16	23	-	-	-	25	14	19	34	7	20	-	-	-	27	14	21
12	Gobichettipalayam	23	12	17	-	-	-	11	9	10	14	16	15	19	7	12	15	12	13
13	Nambiyur	22	27	24	-	-	-	15	16	15	28	22	25	50	25	33	19	20	20
14	T.N.Palayam	26	21	24	8	30	17	23	14	19	28	24	25	0	0	0	24	20	22
15	Bhavani	22	19	14	-	-	-	17	10	13	15	13	13	-	-	-	16	12	14
16	Anthiyur	27	20	23	19	22	16	16	13	15	25	19	22	8	7	7	20	13	18
17	Ammapettai	29	28	28	25	20	23	37	32	35	36	37	38	17	25	20	35	34	34
18	Sathyamangalam	15	14	15	15	14	15	10	12	11	28	16	17	14	22	13	14	14	14
19	Bhavani Sagar	38	28	33	50	33	40	22	18	20	26	24	25	50	50	50	29	24	20
20	Thalavadi	34	37	36	30	35	33	31	44	38	43	31	37	44	28	37	31	39	20
Total		27.8	23.35	25.3	7.35	8.25	7.55	20.95	18.2	19.6	25.8	20.05	22.65	17.85	10.75	13.8	23.95	20.4	21.05

Source: Achievement Test of SSA Pre-Project Activity administered by DIET, Perundurai

$$\begin{aligned} \text{Dropout Rate} &= \frac{\text{Number of dropouts from 1995-96 to 1999-2000}}{\text{Number of children repeating in the system (I-V) admitted in the year 1995-96}} \times 100 \\ &= 21\% \end{aligned}$$

23.05 % of boys and 20.4 % of girls had dropped out from school in the years 1995-1996 to 1999-2000. The average dropout rate is 21.05 %. Among them, the dropout rates of SC boys and SC girls are higher than any other category. 27.8 of SC boys and 23.35 of SC girls, the average dropout rate for SC students being 25.3 %, dropped out from school during the years under review. Compared to them, the dropout rate of ST students is very low at 7.55 % (7.35 % of ST boys and 8.25 % of ST girls respectively).

Repetition Rate

TABLE 3.10
Repetition Rate in Erode District

S.No.	Name of the Block	SC			ST			OBC			MBC			Others			Total		
		M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
1	Erode	17	19	18	-	11	7	21	18	19	25	22	24	26	19	22	21	19	20
2	Modakkurichi	21	19	20	-	-	-	18	17	17	30	23	27	33	44	40	23	20	21
3	Kodumudi	16	14	15	-	-	-	12	10	11	13	15	14	20	29	24	12	12	12
4	Perundurai	34	29	31	-	-	-	22	22	22	24	28	26	37	27	32	26	25	25
5	Uthukkuli	30	36	33	-	-	-	17	14	15	27	25	26	8	-	7	23	23	23
6	Chennimalai	18	18	18	-	-	-	13	12	12	30	36	33	0	50	25	17	18	18
7	Kangayam	21	15	50	-	-	-	16	1	63	26	18	53	-	-	-	18	12	59
8	Vellakoil	18	15	16	-	-	-	21	18	20	21	20	20	20	12	17	20	17	19
9	Dharapuram	22	23	22	-	-	-	18	17	17	15	15	15	25	13	20	19	19	19
10	Moolanur	17	20	18	-	-	-	12	10	11	15	17	17	-	-	-	14	15	15
11	Kundadam	28	33	30	-	-	-	15	18	17	20	18	19	-	-	-	22	24	23
12	Gobichettipalayam	18	22	20	-	100	33	12	9	10	14	8	11	25	33	29	14	13	14
13	Nambiyur	19	26	23	-	-	-	13	7	11	11	18	15	0	0	0	14	14	14
14	T.N.Palayam	23	25	24	21	30	25	6	9	7	14	23	19	33	0	17	14	18	16
15	Bhavani	30	34	29	-	-	-	13	16	15	20	18	18	-	18	51	19	20	20
16	Anthiyur	18	31	25	9	7	8	19	17	18	23	21	22	44	42	43	22	24	23
17	Ammappettai	20	24	22	25	40	31	12	12	12	19	15	16	8	12	10	17	16	17
18	Sathyamangalam	36	34	35	42	43	42	24	22	23	25	28	26	41	50	45	29	30	30
19	Bhavani Sagar	25	25	25	50	-	20	14	10	15	17	19	18	-	50	25	18	20	19
20	Thalavadi	16	15	15	25	28	26	20	13	16	9	11	10	25	36	30	19	16	13
Total		22.35	23.85	24.45	8.6	12.95	9.6	15.9	13.6	17.55	19.9	19.9	21.45	17.25	21.75	21.85	19.05	18.75	18.90

Source: Achievement Test of SSA Pre-Project Activity administered by DIET, Perundurai

$$\text{Repetition rate} = \frac{\text{No. of Children [repeating in Std I to V] admitted in Std.I}}{\text{Number of children enrolled in class I during the year 1995-96}} \times 100$$

$$= 18.90\%$$

23.95% of boys and 20.4% of girls had repeated their studies one or more times according to the table. The average percentage is 22.175.

TABLE 3.11

Dropout Percentage in the Primary and Middle Schools in Erode District

S.No	Block	1 st Standard Strength in 1995-96			5 th Standard Strength in 1999-2000			DROPOUTS			Percentage of Dropout		
		M	F	Total	M	F	Total	M	F	Total	M	F	Total
1	Erode	2585	2515	5100	2335	2190	4525	250	325	575	9.7	12.9	11.3
2	Modakkurichi	1127	1084	2211	1014	966	1980	113	118	231	10.0	10.9	10.4
3	Kodumudi	1012	906	1918	944	802	1746	68	104	172	6.7	11.5	9.0
4	Perundurai	962	922	1884	902	804	1706	60	118	178	6.2	12.8	9.4
5	Uthukkuli	1288	1229	2517	948	1020	1968	340	209	549	26.4	17.0	21.8
6	Chennimalai	681	744	1425	585	620	1205	96	124	220	14.1	16.7	15.4
7	Kangayam	687	607	1294	538	469	1007	149	138	287	21.7	22.7	22.2
8	Vellakoil	701	425	1126	615	400	1015	86	25	111	12.3	5.9	9.9
9	Dharapuram	1395	1248	2643	1209	1083	2292	186	165	351	13.3	13.2	13.3
10	Moolanur	573	569	1142	504	456	960	69	113	182	12.0	19.9	15.9
11	Kundadam	538	503	1041	430	410	840	108	93	201	20.1	18.5	19.3
12	Gobichettipalayam	8446	7969	16415	7632	7209	14841	814	760	1574	9.6	9.5	9.6
13	Nambiyur	528	492	1020	464	423	887	64	69	133	12.1	14.0	13.0
14	T.N.Palayam	1356	1096	2452	1065	823	1888	291	273	564	21.5	24.9	23.0
15	Bhabvani	1802	1560	3362	1662	1389	3051	140	171	311	7.8	11.0	9.3
16	Anthiyur	1482	1299	2781	1182	975	2157	300	324	624	20.2	24.9	22.4
17	Ammapetai	1356	1096	2452	1065	823	1888	291	273	564	21.5	24.9	23.0
18	Sathyamangalam	1190	1122	2312	952	854	1806	238	268	506	20.0	23.9	21.9
19	Bhavani Sagar	811	740	1551	680	638	1318	131	102	233	16.2	13.8	15.0
20	Thalavadi	677	647	1324	515	537	1052	162	110	272	23.9	17.0	20.5
Total		29197	26773	55970	25241	22891	48132	3956	3882	7838	305.3	325.9	315.7
											15.3	16.3	15.8

Source: Achievement Test of SSA Pre-Project Activity administered by DIET, Perundurai

Out of 55,970 students enrolled in the year 1995-96 in Standard I, boys were 29,197 and girls 26,773 in number. Among them, only 25,241 boys and 22,891 girls had completed their five-year studies. 3956 boys and 3882 girls (total 7838) had dropped out of school in the middle. Their percentage came to 15.3% and 16.3% of boys and girls respectively and the average percentage was 15.8%.

Consolidation of Completion, Dropout and Repetition Rates

Analysis of Completion Rate

TABLE 3.12
Completion Rate of Boys and Girls (Community wise)

Community	Percentage of Completion		
	Boys	Girls	Total
SC	49.7	52.25	51.55
ST	34.5	28.65	39.4
OBC	63.5	67.15	65.1
MBC	54.7	59.4	57
OTHERS	55.95	57.05	58.75
TOTAL	57.05	60.5	58.77

Source: Achievement Test of SSA Pre-Project Activity administered by DIET, Perundurai

From the table, we understand that the completion rate of boys is 57.05% and that of girls is 60.5% and the over all completion rate is 58.77 %. Invariably the completion rate of the girls is higher than that of the boys except in the category of ST.

The completion rate of the OBC category is greater than that of the rest. The table shows that a greater attention must however be paid not only to the enrolment but also to the retention of the children of the categories like SC, ST, MBC and others to raise the completion rate. The category of ST occupies the least position in completion rate.

The following activities are to be followed to raise the completion rate of the ST category.

- Revising the text books to suit the tribal region.
- Organizing persuasion campaigns.
- Imparting innovative teaching learning methods.
- Enhancing the infra structure.
- Establishing crèches to prevent the dropouts among the girls.
- Appointing local persons with S.S.L.C. or H.S.C. qualification as teachers and giving them special training.

Analysis of Dropout Rate

TABLE 3.13
Dropout Rate of Boys and Girls (Community wise)

Community	Percentage of Dropouts		
	Boys	Girls	Total
SC	22.35	23.85	24.45
ST	8.6	12.95	9.6
OBC	15.9	13.6	14.75
MBC	19.9	19.9	19.9
Others	17.25	21.75	19.5
Total	19.05	18.75	18.9

Source: Achievement Test of SSA Pre-Project Activity administered by DIET, Perundurai

From the above table, it can be seen that 19.05% of boys and 18.75% of girls had dropped out of school. The average percentage is 18.9. The percentage of dropouts in the SC category is the highest.

The following steps may be taken to reduce the dropout rate:

- The teachers must pay special attention to remove all the barriers and hurdles that prevent the SC students to continue schooling viz., language learning difficulties, adaptability of TLM, etc.
- As most of the SC children are first generation learners, the classroom atmospheres must be made more attractive.
- Special incentive schemes may be implemented.

Analysis of Repetition Rate

TABLE 3.14
Repetition Rate of Boys and Girls (Community wise)

Community	Percentage of Repetition		
	Boys	Girls	Total
SC	27.8	23.35	25.3
ST	7.35	8.25	7.55
OBC	20.95	18.2	19.6
MBC	25.8	20.05	22.65
Others	17.85	10.75	13.8
Total	23.95	20.4	22.18

Source: Achievement Test of SSA Pre-Project Activity administered by DIET, Perundurai

From the above table, it can be inferred that 23.95% of boys and 20.4% of girls had repeated and the average percentage is 22.18. The category of SC occupies the first place in the Repetition rate. The reasons for this may be school atmosphere and the absence of proper follow up work, non-availability of guidance at home and lack of interest.

The following remedial measures can be adopted to minimize the repetition rate:

- Providing group study and special supervision after school hours.
- Utilizing resources from educated volunteers to conduct evening special classes.
- Teachers may be encouraged to visit the homes of such children and offer counseling and guidance to the parents.



FIGURE 1: The Headmistress of the school explains the SSA scheme to the school committee members. - P.U.Ele., school, kattuppalayam. Anthiyur.



FIGURE 2: The incharge of the scheme BHARATH JAN VIGYAN JATHA scheme explains to the village committee. - P.U.Ele. school, Thoppupalayam.



FIGURE 7 : The enrolment rally by the school students in the village of kalathuminnappalayam.
-- P.U. Middle school. kalathuminnappalayam.



FIGURE 8 : School committee and the students of the school celebrating the independence day. (TRIBAL-HILL AREA).
P.U. Ele., school, Oosimalai. Anthiyur union.

Some of the instances where the PTA and the community readily came forward to support the initiatives of the UEE by way of cash, kind and service are as follows:

- (a) In the village of Thoppupalayam, the PTA and the community contributed a sum of Rs.2,16,500 during the year 1999-2000 to the elementary school.
- (b) In Sathyamangalam Block, the people of Makkinangombai village donated Rs.73,700 and a building worth Rs. 1,64,000 was constructed and handed over to the primary school.
- (c) In the village of Rangasamudhram, the people donated Rs.34,450 worth materials to improve the infrastructure facilities in the school.
- (d) In the village of Karatoor, the people donated furniture worth Rs. 7,600 and a building worth Rs. 37,600 to the elementary school.
- (e) In the village of Palayakalaiyanoor, the parents donated materials worth Rs.74,775 and a building worth Rs.80,000 to the school.

Similarly, throughout the district each school has community contributions by means of money, material and buildings.

CHAPTER IV

OBJECTIVEWISE INTERVENTIONS

The planning teams at various levels viz. habitation, cluster, block and district have interacted with teachers, parents and community members and participated in the *panchayat sabhas*. They have also observed the functional aspects of schools and professional practices of teachers, participation of the community, etc. and identified the needs for the improvement of elementary education to achieve the national goal of UEE.

Keeping in view the status of educational scenario on the key performance indicators viz. access, enrolment, retention and quality, with special reference to equity (area specific), strategies have been formulated to achieve the objectives of *Sarva Shiksha Abhiyan* (UEE).

Following are the broader strategies for the improvement of key project indicators:

Access

- ❖ Expanding access by way of establishing new schools viz. formal primary schools, Alternative and Innovative schools and Educational Guarantee Scheme centers in all the school less habitations or areas where children do not have access to primary schooling facilities within a radius of 1 km.
- ❖ Some of the existing primary schools are proposed to be upgraded to upper primary schools to provide access to upper primary schools, especially girl children, who dropped out after completion of class V in their native habitation where parents are reluctant to send them to other habitations for upper primary education.
- ❖ The school mapping exercise and the household survey indicates that there is no village with a population of 300 and the school age children numbering 40 and above without a primary school in this district. 95 % of the habitations have schooling facilities. The remaining 5 % of the habitations in this district need schooling facilities. Since the population of their school age children is below 40, the District Planning Committee has proposed to open 63 alternative schools and 15 EGS centers in hill areas.

Enrolment and Retention

- ❖ Conducting campaigns involving the youth, school, community on child labour and child rights and convincing the parents and the employers for relieving the child labourers from work and admitting them in schools.
- ❖ Conducting long-term residential bridge camps for mainstreaming the out of school children.
- ❖ Conducting non-residential bridge courses, transitional schools and other back-to-school programmes at the habitation level for mainstreaming dropouts and never enrolled children, with the involvement of the community.
- ❖ Improving the teacher-pupil ratio by positioning regular teachers and Vidya volunteers.
- ❖ Assistance to School Committees for mobilization as well as monitoring children for continuous schooling and mainstreaming them in various age groups simultaneously through alternate schooling strategies.
- ❖ Opening of ECE centres for children in the age group of 3 to 5 years and doing away with the problem of overcrowding in standard I with underaged children and as well as relieving the girl children from sibling care and helping them in their continuous education.
- ❖ Fixing ward-wise accountability on the part of the teachers, School Committee members and youth activists for the schooling of out of school children and ensuring regular attendance and retention of in school children.
- ❖ Holding a special drive for discouraging repetition in various standards and encouraging regular transition of pupils from one class to another.
- ❖ Developing close monitoring mechanisms with the help of parents and community.
- ❖ Assessment of disability by conducting camps at block levels.
- ❖ Supply of aids and appliances to disabled children through convergence.
- ❖ Specific interventions for the enrolment of children with special educational needs viz. integrated education of activities.
- ❖ Conducting awareness campaigns, orientation training, capacity building programmes and field visits for the benefit of the School Committee members so that they can develop the habitation education plan, monitor and implement project activities.

Quality Initiatives

- ❖ Orientation to teachers for improved classroom practices.
- ❖ Provision of Grants viz. School Grants, Teacher Grants and Grants to Cluster Resource Centres and Block Resource Centres.
- ❖ Providing TLM to the Primary, Upper Primary, High and Higher Secondary Schools.
- ❖ Strengthening, monitoring and supervision of Primary and Upper Primary Schools.
- ❖ Constitution of Block and District Resource Groups for providing on job support to the teachers and for implementation of quality issues.
- ❖ Establishment of Block Resource Centres along with formation of Block Resource Team with 5 Block Resource Persons (BRPs) who would assist the Block Educational Officer for monitoring and supervision of project initiatives.
- ❖ Strengthening of BRCs by way of providing infrastructure facilities viz. building, furniture, equipment and contingencies on a recurring basis.
- ❖ In the agency blocks, Cluster Resource Centres are to be established at the rate of one for every 10 to 15 schools for professional exchange among teachers.
- ❖ Strengthening of Cluster Resource Centres by providing a TLM grant of Rs.2000/- per annum and convening, monitoring and meeting with teachers for professional exchange.
- ❖ Strengthening of DIETs, which monitor the academic activities of the schools and take up various capacity building programmes to the teachers.
- ❖ Conducting Pupil Achievement Survey
- ❖ Conduct of academic convention with interested teachers to build teacher movements for quality concerns and teacher network.
- ❖ Conduct of exposure visits.
- ❖ Strengthening of library facilities at DIET and creating them at BRCs.
- ❖ Creating video library facilities at BRCs. Carrying out Action Research activities by DIET faculty member and the practicing teachers in schools.

- ❖ Improvement of infrastructure facilities in schools, CRCs, BRCs, DPO and the DIET.
- ❖ Construction of buildings to new schools.
- ❖ Construction of additional classrooms to the existing schools.
- ❖ Maintenance and repair of school buildings.
- ❖ Provision of toilets to the Primary and Upper Primary schools.
- ❖ Construction of buildings to all the Block Resource Centres and Cluster Resource Centres proposed to be established.

CHAPTER - V

ISSUES, STRATEGIES AND ACTIVITIES, ACCESS, ENROLLMENT AND RETENTION

The important aspects of *Sarva Shiksha Abhiyan* are as follows:

1. Universal access
2. Universal enrolment and retention
3. Quality issues
4. Special attention to special groups and out of school children
5. Monitoring and supervision
6. Improving school facilities

These issues have been given due consideration as a result of micro-planning exercise conducted in all the habitations of the 20 blocks in Erode district. In order to achieve cent percent enrolment of children of school age, suitable interventions were planned at habitation levels. They were then analyzed at block and district levels to formulate the District Elementary Education Plan (DEEP).

Universal Access

The main objective of SSA is that all children in the age group of 6 to 14 should be enrolled in formal schools of education or in alternate schools or in ~~employment~~ ^{education} guarantee centers.

In order to realize this objective, facilities for primary education are to be made accessible to all children within a walking distance of 1 km. Therefore, the first priority of the district is to ensure access by way of providing formal system of schooling or employment guarantee centers or alternative schools in the hill areas. In these areas the habitations are mostly scattered. They are covered with forests and hills and are without any transport facilities. Even in such difficult terrains, accessibility in education has to be ensured.

New Primary Schools

It is proposed to open formal Primary Schools in 32 school-less habitations where the population is 250 and above with the provision of at least two teachers per school as per the SSA norms. The details are as follows:

Number of Regular Schools proposed in school-less habitations	Number of teachers (2 per school) to be appointed
32	64

It is also proposed to provide new buildings to these 32 new Primary Schools.

Norms for Provision of Schooling Facilities

The following norms were observed for proposing schooling facilities to the 32 habitations of this district.

The major point of consideration was whether the proposed schools could serve an adequate area and population and whether they could be accessible keeping in view of the terrain and age factor of the children in the proposed habitations.

1. It has been ensured that the proposed primary schools are within a walking distance of one km to the habitations or the feeding habitations having a minimum population of 250 in the plain area and 150 in the hill area.
2. The second primary school within a distance of 1 km has been provided only when the size of the existing school is more than 200.
3. Alternative and innovation centers have been provided to those areas where a primary school can't be justified according to the norms. Each village / habitation having at least 15 children in the age group of 6 - 14 years, who are either never enrolled in any school or dropouts, has been recommended for the provision of alternative schooling centers.

In addition to the above norms, the following general consideration has been taken into account while preparing the plans for opening and upgradation of schools.

Special priority has been given to the provision of educational facilities in the following situations as it required relaxation of the prescribed norms.

1. Areas predominantly inhabited by Scheduled Castes / Scheduled Tribes.
2. Most backward areas / pockets.
3. School for girls at the middle level.

In other cases, the criteria of walking distance with respect to primary schools have not been relaxed.

Community Contributions

During the School Mapping and Micro Planning Exercise, the public has agreed to provide free land for the opening of new schools. The school committee will carry out civil works as is being done in the case of the DPEP districts.

The proposed new schools are shown in the following table:

Table 5.1
Block wise Distribution of New Schools

S.No	Name of the Union	Primary Schools	Teachers
1	Erode	5	10
2	Modakkurichi	1	2
3	Kodumudi	—	—
4	Perundurai	6	12
5	Uthukkuli	—	—
6	Chennimalai	—	—
7	Kangayam	—	—
8	Vellakoll	—	—
9	Dharapuram	—	—
10	Moolanur	—	—
11	Kundadam	—	—
12	Gobichettipalayam	—	—
13	Nambiyur	1	2
14	T.N.Palayam	2	4
15	Bhavani	6	12
16	Anthiyur	6	12
17	Ammapettai	3	6
18	Sathyamangalam	1	2
19	Bhavani Sagar	1	2
20	Thalavadi	—	—
Total		32	64

Source: Pre-Project Activities of SSA, Erode by DIET, Perundurai & DEEO, Erode

Upgradation of Primary Schools to Upper Primary Schools

It was observed that in many habitations children were discontinuing their studies, especially the gifted children, after completion of Standard V in their habitations. This is solely because of non-availability of upper primary schools in their habitation or nearby villages within 3 kms. In many habitations resolutions have been passed in the habitation level committee meetings for the upgradation of the existing primary schools into upper primary schools for the continuation of their children's education.

Depending upon the pupils' strength, 26 primary schools are proposed for upgradation into upper primary schools.

Teacher Recruitment

As per the norms of the Government of Tamil Nadu, the teacher requirements for the upper primary sections are 2 B.Ed. teachers and one language pandit (i.e. one for Tamil). Therefore 3 teachers are proposed for each of the upgraded upper primary school in the first year. In the consecutive two years, one Secondary Grade Teacher each year is proposed for appointment.

Infrastructure

The proposed upper primary schools, which are now primary schools, have no adequate classrooms to run the upper primary sections. Therefore, 3 additional classrooms are proposed for each of the upgraded upper primary school.

No. of Primary Schools to be Upgraded	No. of Teachers Required		No. of Additional Classrooms Required
	B.Ed, Assist	Tamil Pandits	
26	52	26	80

The following table shows the requirement of upgradation of primary into upper primary schools in this district.

Table 5.2
Upgradation of Primary Schools into Upper Primary Schools

S.No	Name of the Block	Primary Schools to be Upgraded	No of Teachers Required			Additional Class Rooms Required
			B.Ed. Teachers	Urdu Pandits	Kannada Pandits	
1	Erode	2	3	-	-	6
2	Modakkurichi	-	-	-	-	-
3	Kodumudi	-	-	-	-	-
4	Perundurai	6	12	-	-	18
5	Uthukkuli	2	3	-	-	6
6	Chennimalai	-	-	-	-	-
7	Kangayam	-	-	-	-	-
8	Vellakoil	-	-	-	-	-
9	Dharapuram	1	1	-	-	3
10	Moolanur	-	-	-	-	-
11	Kundadam	-	-	-	-	-
12	Gobichettipalayam	-	-	-	-	-
13	Nambiyur	-	-	-	-	-
14	T.N.palayam	1	1	-	-	3
15	Bhavani	1	1	-	-	3
16	Anthiyur	-	-	-	-	4
17	Ammapetai	8	8	-	-	24
18	Sathyamangalam	-	-	-	-	-
19	Bhavani Sagar	3	3	-	-	9
20	Thalavadi	2	2	-	-	4
Total		26	34	Nil	Nil	80

Source: Pre-Project Activities of SSA, Erode by DIET, Perundurai & DEEO, Erode

Enrolment and Retention

Continuous efforts (like enrolment *melas*, processions and awareness programmes) for 100% enrolment are being defeated due to alarming dropout rates. Further, greater disparities exist between gender and social groups. Most of the children, especially the gifted, have discontinued their studies after completion of Standard V in the primary school of their native habitation since there is no access for upper primary schooling facilities in the same habitation or nearby.

The details of children who are in school and out of school in the age group of 5 to 14 in this district are as follows:

Table 5.3
In School and Out of School Children (5 to 14) in Erode District

Total No. of children in the age group of 5-14			Children in schools (5-14)			Out of school children (5-14 years)		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1,34,669	1,27,045	2,61,714	1,25,961	1,7,455	2,43,416	8,708	9,590	18,298

Source: Pre-Project Activities of SSA, Erode by DIET, Perundurai & DECO, Erode

The details of these children are given block wise in the following table.

Table 5.4
In School and Out of School Children (5 to 14) in Erode District (Block wise)

S. No.	Union Name	In School								Out of School							
		5 - 7		7 - 11		11 - 14		Total		5 - 7		7 - 11		11 - 14		Total	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1	Erode	238	237	210	182	480	457	928	876	6199	5749	12590	11666	10544	9779	29333	27194
2	Modakurichi	179	195	56	68	87	100	322	363	3061	2818	3156	2824	2939	2666	9156	8308
3	Kodumudi	8	4	5	12	36	30	49	46	1026	962	3059	2773	2508	2231	6593	5966
4	Perundurai	29	21	64	63	168	208	261	292	2169	2112	3729	3393	3107	2885	9005	8390
5	Uthukkuli	93	97	42	49	114	138	249	284	1116	1185	2320	2308	1540	1457	4976	4950
6	Chennimalai	144	148	38	46	119	152	301	346	1590	1381	2770	2570	2335	2148	6695	6099
7	Kangayam	77	72	34	35	18	99	129	206	1477	1390	2133	2111	2009	1723	5619	5224
8	Vellakovil	18	17	24	30	124	144	166	191	1239	1239	2310	2163	1814	1795	5363	5197
9	Dharapuram	122	107	100	94	363	406	585	607	1689	2321	3729	3405	2900	2773	8318	8499
10	Mulanoor	25	19	15	13	57	68	97	100	525	456	1268	1178	947	849	2740	2483
11	Kundadam	2	3	2	6	1	4	5	13	967	1033	1956	1753	4542	4203	7465	6989
12	Gobichettipalayam	89	91	99	120	293	310	481	521	3732	3474	3464	3264	2950	3094	10146	9832
13	Nambiyur	166	182	63	75	335	357	564	614	1504	1435	2184	2033	1566	1395	5254	4863
14	T.N.Palayam	52	57	56	73	203	187	311	317	1132	1124	2329	2131	1919	1818	5380	5073
15	Bhavani	433	380	189	135	219	230	841	745	2192	1900	2904	2711	2393	2174	7489	6785
16	Anthiyur	63	82	259	316	475	593	797	991	1731	1576	3711	3362	2701	2310	8143	7248
17	Ammapettai	224	220	176	212	365	514	765	946	2079	1780	2606	2141	1775	1238	6460	5159
18	Sathyamangalam	113	117	240	402	669	653	1042	1172	2285	2095	3927	3479	2565	2623	8777	8197
19	Bhavanisagar	38	44	85	86	256	324	379	454	1687	1671	1637	1951	1742	1562	5066	5184
20	Thalavadi	42	33	125	173	269	300	436	506	413	352	2089	2068	1602	1449	4104	3869
	Total	2155	2126	1882	2190	4671	5274	8708	9590	37813	36053	63871	59284	54398	50172	156082	145509

Source: Pre-Project Activities of SSA, Erode by DIET, Perundurai & DEEO, Erode

Additional Teachers for the Existing Primary Schools

The Teacher Pupil Ratio in the district is 1: 33. The habitation level plans and the institutional plans reveal that there is requirement for additional regular teachers in the existing primary schools where the Teacher Pupil Ratio is more than 1: 40. Accordingly, estimations have been worked out for appointing regular teachers additionally in the existing schools.

Additional Classrooms

The school mapping and micro-level institutional planning exercise showed that the schools in this district have two to three rooms as average. All the standards from 1 to 5 are accommodated in the available classrooms.

There are also schools where two teachers share one classroom, which causes much inconvenience both to the teachers and the taught. In accordance with the SSA norms, a room for every teacher in the primary and upper primary school in addition to a room for the Head Master in the upper primary school has been worked out in order to create meaningful classroom atmosphere in the schools of this district.

As per the above norms, 1029 additional classrooms are proposed for the existing primary and upper primary schools and 80 additional classrooms for the existing high and higher secondary schools in this district.

Table 5.5
Additional Requirement of Classrooms

Type of Schools	Total No. of Teachers	Total No. of class rooms available	Additional requirement of class rooms
Primary and Upper Primary Schools	6,743	4,602	1,109
High and Higher Secondary Schools	775	NA	80

Source: CEO, Erode and Pre-Project Activities of SSA, Erode by DIET, Perundurai & DEEO, Erode

The following table shows the block wise requirement of additional classrooms in the existing primary, upper primary, high and higher secondary schools in this district. As far as the high and the higher secondary schools are concerned, their requirement is in the two educational districts, namely Erode educational district and Gobichettipalayam educational district.

Table 5.6
BLOCK WISE REQUIREMENT OF ADDITIONAL CLASS ROOMS

S.No	Name of the Union	No. of Additional Classrooms	Implementation Agency
1	Erode	169	Concerned School Committees
2	Modakkurichi	30	
3	Kodumudi	80	
4	Perundurai	119	
5	Uthukkuli	20	
6	Chennimalai	36	
7	Kangayam	9	
8	Vellakoil	20	
9	Dharapuram	126	
10	Moolanur	105	
11	Kundadam	32	
12	Gobichettipalayam	33	
13	Nambiyur	12	
14	T.N.palayam	10	
15	Bhavani	59	
16	Anthiyur	64	
17	Ammapetai	33	
18	Sathyamangaiam	31	
19	Bhavani Sagar	12	
20	Thalavadi	29	
21	Upgraded Upper Primary Schools (26)	80	
21	High / Higher Secondary Schools	80	
Total		1189	

Source: CEO, Erode and Pre-Project Activities of SSA, Erode by DIET, Perundurai & DEEO, Erode

The following table shows the number of existing classrooms in the existing primary and upper primary schools of the district. The figures are shown block wise. The break-up figures of pucca buildings, tiled or RC sheet semi-pucca buildings and buildings with thatched roof are given in the table.

Table 5.7
Particulars of Class Rooms Available in
the Existing Schools - Block wise

S.No	Name of the Block	Pucca Building	Semi Pucca (Tiled / RC)	Thatched
1	Erode	157	154	20
2	Modakkurichi	67	72	9
3	Kodumudi	64	101	3
4	Perundurai	65	86	19
5	Utthukkuli	47	62	0
6	Chennimalai	33	58	0
7	Kangayam	26	39	0
8	Vellakovil	57	83	9
9	Dharapuram	30	140	15
10	Moolanur	48	57	18
11	Kundadam	48	77	2
12	Gobichettipalayam	57	113	14
13	Nambiyur	82	66	0
14	T.N.Palayam	66	54	0
15	Bhavani	36	44	3
16	Anthiyur	99	97	12
17	Ammapettai	58	69	19
18	Sathyamangalam	54	55	1
19	Bhavanisagar	49	45	10
20	Thaiavadi	36	44	2
Total		1179	1516	156

Source: Pre-Project Activities of SSA, Erode by DIET, Perundurai & DEEO, Erode

Maintenance and Repair of School Buildings

During the planning process, the school committees decided to take up repairs for the existing school buildings viz. repairing of walls, black boards, flooring, repairing of doors, windows, etc. in their schools. The school committees decided to contribute 50% of the amount towards this purpose.

No. of Schools proposed for Repairs and Maintenance	Community share	Government share
1,555	50%	50%

Mainstreaming of Out of School Children

Efforts should be made to achieve Universalisation of Elementary Education through community participation. Social and gender gaps have to be bridged by increasing the enrolment rate of the out of school children with the support of the local community. Special initiatives will be taken up to see that all school age children are in the formal schools or in the Education Guarantee Centers or in the Alternative Schools by 2002.

Therefore, the major focus will be on out of school children who have been never enrolled or are dropouts and irregulars. The School Mapping Exercise and Micro-Planning Survey reveal that there are 8708 boys and 9580 girls as out of school children in this district. The following table shows the break-up figures for the different age groups:

Table 5.8
Out of School Children in Erode District

Age Group	Out of School Children		
	Boys	Girls	Total
5-7	2155	2126	4281
7-11	1882	2190	4072
11-14	4671	5264	9935
Total	8708	9580	18288

Source: Pre-Project Activities of SSA, Erode by DIET, Perundurai & DEEO, Erode

Strategies for Mainstreaming

(a) Campaigns

Campaigns and community mobilisation against child labour will be undertaken in all the habitations to create awareness among the parents on the importance of education of children. All pertinent educational issues will have to be raised and explained in simple terms in gram sabha meetings and other social gatherings.

The following strategies could yield fruitful results in this direction:

1. To involve the community i.e. parents, School Committee members, NGOs and panchayat members and have their support in the casue of education for children.
2. To strengthen the existing Government Schools through School Education Committees and Panchayats.
3. To create awareness among the masses against Child Labour practices and in favour of educational issues.
4. To increase the participation of the community in the programmes of education for children and the activities of school.

The following would form the major inputs for assimilating the out of school population in our schooling system:

1. Giving exposure to the members of Parent Teacher Association (PTA), members of NGO organizations and youth groups.
2. Giving training to the members of School Education Committee and Panchayat / Municipal Council members.
3. Conducting meetings and discussing the issues of child labour, school dropouts, never enrolled children.
4. Mobilising funds for the school through local voluntary contributions.

The following table shows the figures pertaining to out of school children in this district block wise:

Table 5.9
Out of School Children in Erode District (Block wise)

S.No.	Name of the Block	5 - 7		7 - 11		11 - 14		Total	
		M	F	M	F	M	F	M	F
1	Erode	238	237	210	182	480	457	928	876
2	Modakurichi	179	195	56	68	87	100	322	363
3	Kodumudi	8	4	5	12	36	30	49	46
4	Perundurai	29	21	64	63	168	208	261	292
5	Utthukuli	93	97	42	49	114	138	249	284
6	Chennimalai	144	148	38	46	119	152	301	346
7	Kangayam	77	72	34	35	18	99	129	206
8	Vellakovil	18	17	24	30	124	144	166	191
9	Dharapuram	122	107	100	94	363	406	585	607
10	Mulanoor	25	19	15	13	57	68	97	100
11	Kundadam	2	3	2	6	1	4	5	13
12	Gobichettipalayam	89	91	99	120	293	310	481	521
13	Nambiyur	166	182	63	75	335	357	564	614
14	T.N.Palayam	52	57	56	73	203	187	311	317
15	Bhavani	433	380	189	135	219	230	841	745
16	Anthiyur	63	82	259	316	475	593	797	991
17	Ammapettai	224	220	176	212	365	514	765	946
18	Sathyamangalam	113	117	240	402	689	653	1042	1172
19	Bhavanisagar	38	44	85	86	256	324	379	454
20	Thalavadi	42	33	125	173	269	300	436	506
	Total	2155	2126	1882	2190	4671	5274	8708	9590

Source: Pre-Project Activities of SSA, Erode by DIET, Perundurai & DEEO, Erode

These out of school children were identified through school mapping exercises which were conducted as part of the household survey. Interviews with parents and community members have been conducted to stress the need for the schooling of these children. Based on the available data, it is proposed to take up campaigns and conduct awareness programmes in the habitations where out of school children will be none by involving the following groups:

1. Old Students Associations
2. School Education Committee Members
3. PTA Members
4. Members Non- Governmental Organizations
5. The Panchayat President and Ward Members

With the community support several methods of mobilization are to be adopted in creating awareness on the protection of child rights and the need for their education. Some of them are as follows:

- Holding of public meetings and rallies
- Circulating pamphlets
- Discussing the related issues with the members of the community
- Conducting seminars for the members of the panchayat councils, women's groups, self help groups and NGOs
- Induction of teachers through training
- Conducting child-child campaigns and use of children as resource persons
- Supporting the School Committee in all its mobilisation efforts

The main aim is to convince the community to make the children attend the formal school regularly and at the same time treat any child out of school as a child labourer. It is proposed to conduct campaigns and orientation training in the habitations for the parents and employers to plead for the schooling of the out of school children as follows:

Campaigns in the habitations	Orientation to school committee members at 8 per habitation
1,690	13,520

(b) Non-Residential Bridge Courses

It is also proposed to conduct non-residential bridge course in the habitations wherever there are 10 and more out of school children. Each course will provide basic education for a period of 3 to 6 months and the children will be mainstreamed in the near by school depending upon their age and performance. The local volunteer identified by the School Committee for the purpose of mobilization will be conducting these bridge course camps for mainstreaming of such children. Necessary training and other material support will be provided to the volunteer in addition to the provision of TLM and textbooks to the children.

No. of Non-Residential bridge courses proposed on a pilot basis
234

(c) Residential Bridge Courses

Children in the residential bridge courses are prepared to be students. These camps help them to gain confidence to go to classes according to their age. These camps not only convert the children but also prepare the parents, teachers and community at large into accepting the norm that children ought to be in schools. The camps also serve the purpose of mobilization, training and resource needs of the programme. They demonstrate the efficacy of the arguments on child labour and related issues.

These bridge course are conceived as a continuous process of community mobilization and mainstreaming of the out of school children, preferably who are never enrolled in the age group of 10-14 years.

Table 5.10
Proposed Residential and Non- Residential Bridge Courses (Block wise)

S.No.	Name of the Block	Total No. of School Children	Total No. of out of School Children	Total No. of out of School Girls	Residential Bridge Course for Girls	Residential Bridge Course for Boys	Non-Residential Bridge Course
1	Erode	57329	1802	874	1	1	30
2	Modakurichi	18141	685	363	1	1	15
3	Kodumudi	12654	95	46	0	0	0
4	Perundurai	17938	553	292	1	1	5
5	Uthukuli	10459	533	284	1	1	10
6	Chennimalai	13460	647	346	1	1	20
7	Kangayam	11088	335	206	1	0	10
8	Vellakovil	10918	357	191	0	0	0
9	Dharapuram	17999	1192	607	1	1	10
10	Mulanoor	5420	197	100	0	0	0
11	Kundadam	14472	18	13	0	0	0
12	Gobichettipalayam	20979	1002	521	1	1	0
13	Nambiyur	11295	1178	614	1	1	10
14	T.N.Palayam	11081	644	333	0	0	0
15	Bhavani	15860	1586	745	1	1	40
16	Anthiyur	17170	1788	991	1	1	20
17	Ammapettai	13430	1711	946	1	1	40
18	Satthiyamangalam	19188	2214	1172	1	1	20
19	Bhavanisagar	11013	833	456	1	1	0
20	Thalavadi	8913	942	506	1	1	4
Total		318807	18312	9606	15	14	234

Source: Pre-Project Activities of SSA, Erode by DIET, Perundurai & DEEO, Erode

The sole objective of the residential and the non-residential bridge courses would be as follows:

To withdraw all children in the age group of 9 - 14 years from their wage employment and mainstream them in schools by providing access to formal education. The target group shall be the children in wage employment such as bonded labourers, daily wage earners, agricultural labourers, goat-herds and cow-herds and girl children as agricultural labourers. The children engaged in non-wage self-employment such as children in domestic work and working in family agriculture farms are also mainstreamed in schools.

The following would form the major inputs for mainstreaming the out of school population in our schooling system:

- i) Conducting motivation centres
- ii) Holding residential educational camps for 150 girls and 150 boys at any given point of time
- iii) Mobilizing support from the community at the habitation
- iv) Conducting campaigns in order to support the School Education Committees.

CHAPTER VI

QUALITY ISSUES

The entire focus of education process is the child. The needs and interest of the children and their development processes and requirements will form the basic for providing the top class room learning experiences for their top priority has to be given to the attainment of the basic skills in language and maths, and to provide proper environment in the class room. ^{the} Following are the steps for taking various initiatives to improve the Quality of education and teacher training.

CLASSES I – III.

From the achievement test, interaction to the teacher of this stage and the ~~o~~ observation of classroom teaching in various schools by the DIET faculty members for about a month, it was found out that most of the students in these standards were weak in ^M maths, and ~~s~~ science subjects. Though English is introduced in III standard they were found to be lacking in the basic competitive of learning into a second language.

Even in the mother tongue, many children in ^{first} standard ~~first~~ were not able to tell the names of the days ^{of the} in a week coherently or write down the names of the animals, trees flowers etc correctly. They found it very difficult to do addition of single and two digit numbers. In STD II the students had problems in doing estimation and in STD III calculating the balance amount after making purchases.

In general most of the student in STD III could not express them self-simple ideas in simple language in Tamil. Even with the help of simple construction. There in writing was found to be faulty in terms of spelling and acceptable expression.

In order to make good the above differences, it is proposed to conduct activity based training programmes ⁱⁿ to English for the III teachers and ~~there~~ specific training programmes for the teachers handling Maths, and Science in all the III standard of this stage. It is also

desired to conduct Induction training for the new recruits ^{who} are handling STD I – III major focus on the teaching learning of English, Maths, and Science.

The short fall ^{at} the expected level of competencies ^{III} at the end of standard there was due to ^{the} absences of one teacher per class, ^A about 700 schools in the District are (Single and Double) multi grade schools ^h where a single teacher has to cater to the needs of the students of all these three standards.

So it is proposed to conduct training in multigrade teaching strategies for the teachers in these above said 700 schools.

CLASS – IV to V

From the analysis of achievement test results, direct observation DIET faculty members, and the interaction with the classroom teachers of these standards it was known that majority of the students of the standard IV and V found it very difficult to read the lessons in English, Comprehend the basic structures, not to speak above to the usage-usage of the English words introduced in Text Books on their own and responding to simple Questions either in speech or writing.

As ^{for M} ~~for as~~ maths is concerned they were not able to calculate fractions and solving problems ^{In} ~~in~~ ^{and} ~~and~~ ^y ~~and~~ ^m ~~and~~ most of the students were not clear in their ideas about their immediate environment. So it is proposed to conduct ~~them~~ specific training programmes for the teachers handling English, Maths and Science and Social Science. It ~~is~~ also proposed ^{to} ~~to~~ conduct training programmes ^m ~~in~~ in multigrade techniques of teaching standard IV and V.

The induction training for the newly recruited and also focused strategies of teaching languages and the subjects.

CLASSES VI to VIII

The interpretation of the results of the achievement test for the students of the VII standard revealed a pathetic situation in the performance level in total. In addition the direct interaction with the teachers handling standards VI and VIII Higher and high schools and upper primary schools of various management revealed the hard part of the contact areas ~~of~~ felt by them. Above all the faculty members of the DIET have a rich experience in supervising, practice teaching lessons of their student's teacher trainees in all kinds of schools. Majority of the teachers came out with the operation they need ^{to} conduct come activity based training and a strong foundation programmed in English. Students were lacking in self-expression either in Tamil or in English. Their reading skill in English was found to be very poor. A good number of students could not do multiplication, and division properly. They were also slow in understanding certain concepts in science, especially ~~in~~ graphic, equation in ~~chemistry~~. Their ideas ^{on} ~~and~~ civics were not up to date.

So it is proposed to conduct ~~them~~ specific training in Maths Science and Social Science and skill based training in English and Tamil.

Curricular approaches

[the model of providing information in developing the abilities among children]

Education, especially elementary education, has become increasingly textbook-centered and teacher centered. Children are overburdened with more textual material and with more and more information added in repeated textbook revisions. The model of conveying of textual information by the teachers and memorization of concepts and content matter without much comprehension on the part of the children is evident in almost all the schools. This affects the creativity and thinking potential of the children. There is no scope for originality, self-expression and imagination on the part of the pupil in the process of knowledge generation.

The profile of the child such as his innate abilities viz., thinking, reasoning, imagination, observation, estimation, comprehension, questioning, synthesis, analysis, evaluation, etc. are totally neglected. Content of various school subjects have not been seen as a media to develop these abilities. The objectives of primary education along with subject-wise objectives are never fully reflected in the textbooks as well as in pupil assessment procedures.

Therefore the component of development of children innate abilities through available textual material and other interactive material will be taken up and teachers will be oriented towards developing this component in teacher training programmes.

Academic Conventions – Networking and Linkages

Teachers will be encouraged to adopt and work further on the methodology that would enable the children to think independently and originally. It ought to result in the improvement of pupil achievement and build up teacher momentum for a quality change in classrooms by providing necessary support from SSA.

Therefore, it is proposed to encourage some of the interested teachers who come forward to implement improved practices in schools for the development of competencies and abilities of the children. The changes will be implemented in classrooms as perceived by the teachers and these initiatives will be propagated to other schools by way of discussions, deliberations and field visits.

Following are the initiatives proposed to be taken up:

- ❖ Language improvement programme
- ❖ Mathematics improvement programme
- ❖ Science Improvement programme
- ❖ Programme for sensitizing the community on child labour and educational issues

Quality Teaching and Learning – Teacher Training

It is proposed to orient all the teachers, both the experienced and the newly recruited. Accordingly, a twenty-day per year training programme will be organized for regular teachers and a 30-day orientation programme to be conducted to the freshly recruited teachers as per the financial norms of SSA. The training will be conducted in a cascade mode viz., training of District Resource Group (DRG) by State Resource Group (SRG) which in turn trains the Block Resource Group (BRG) and this BRG ultimately trains the teachers at Block level / Cluster level.

Details of the Training Break-up

Through *Direct Interview* and *Questionnaire Method*, the kind of training required for teachers were analyzed. The Headmaster will be given training on management, school mapping and in micro planning at the grass root level. Induction training will be given for newly appointed teachers only. The details of the training break-up are given below:

Table 6.1
Details of Training Break-up

S.No	Name of the Training	No. Teachers to be covered	No of Batches	No of days
1	School Mapping and Micro planning	All HMs (N = 1690) 50/batch	33	5
2	Multigrade Teaching	Single and double teacher schools (N=700) 50/Batch	14	5
3	English Content and Methodology 3 rd and 5 th Std -activity based	All the teachers handling 3 to 8 Stds. 50/Batch	60	5
4	Workshops and seminars preparing TLM	N = 2000 50/Batch	40	5
5	Induction training for new recruits	N = 522	11	30
6	Theme specific science method and content	For those teachers handling science subject N = 3000	60	5
7	Theme specific Maths method and content	For those Teachers handling particular science subject N = 3000	60	5

Table 6.2
Personnel to be Trained

S.No	Administration	Head Master		Tamil Teacher	B.T	Sec. grade	Hr. Gr.	Grant. Te c.	P.E.T.	Total
		Eie.School	U.P School							
1	P.U.School	1315	163	16	11	3652	57	78	13	5305
2	Aided School	108	18	1	0	836	2	12	1	978
3	Mpl. School	22	10	2	1	311	2	4	5	357
4	Govt. School	6	1	0	0	33	1	0	0	41
5	New Primary Schools	32				64				64
6	Upgraded UP Schools		26	26	26	26				78
7	Welfare School	15	4	62						62
8	High / Hr. Sec. Schools			775 + Addl. Reqd. 380						1155
Total										8040

Source: CEO, Erode and DEEO Erode

Table 6.3
Block wise Personnel to be covered for Training (Primary and Upper Primary)

S.No	Union Name	P.U.School	Aided School	Muni.School	Govt.School	Total	P.U.School	Aided School	Muni.School	Govt.School	Total
1	Erode	57	22	14	2	95	396	266	148	11	821
2	Modakkuruchi	107	5		1	113	359	21		4	384
3	Kodumudi	69	16			85	240	84			324
4	Moolanur	104	3			107	233	11			244
5	Vellakovil	86	2			88	270	3			273
6	Dharapuram	92	14	5		111	281	100	58		439
7	Kangayam	58	4			62	232	18			250
8	Kundadam	95	5			100	216	19			235
9	Perundurair	93	8			101	287	33			320
10	Chennimalai	64	6			70	222	56			278
11	Utthukuli	76				76	239				239
12	Gobi	78	12	6		96	298	116	61		475
13	T.N. palayam	36	2			38	184	16			200
14	Nambiyur	80			1	81	266			4	270
15	Bhavanisakar	73	1		1	75	246	12		4	262
16	Sathyamangalam	61	8	3	4	76	233	59	28	18	338
17	Thalavadi	47	5			52	157	27			184
18	Anthiyur	77	3			80	302	22			324
19	Ammapetai	75	3			78	287	56			343
20	Bhavani	75	8	5		88	357	59	62		478
	Welfare Schools 19										62
Total		1503	127	33	9	1672	5305	978	357	41	6743

Source: DEEO Erode

Table 6.4
Training Personnel to be Covered

No.of.DRGs	No.of. Teachers		BRPs 6 per Block
	In -service	Newly recruited	
50	8040	522	120

Constitution of Resource Groups

District Resource Groups (DRG)

Since the training is in cascade mode, it is proposed to constitute District Resource Group (DRG) with the persons representing from DIETs, Headmasters, Teachers, Block Resource Persons etc., covering all subject areas of primary and upper primary schools. These DRGs will be exposed to various types of new initiatives on the professional development aspects of teachers and improved classroom practices within and outside the states. DRG in turn would orient the Block Resource Groups and visit the schools to monitor the implementation aspects.

Block Resource Groups (BRG)

Block Resource Groups will be constituted with active Head Masters and teachers of primary and upper primary schools covering various curricular areas, who will be exposed to novel practices in addition to orientation by DRG groups, who in turn would provide training and orientation to the regular teachers and freshly recruited teachers, Vidya volunteers, ECE instructors, etc.

Professional Support Structures

District Institute of Education and Training (DIET)

National Policy of Education 1986 (NPE) laid down a vibrant role for DIETs in the quality improvement of elementary education. In practice the role of DIETs have been limited to imparting Pre-service training programmes and seldom monitor and provide on job support to the elementary school teachers in addition to in-service training programmes. Therefore, it is proposed that the DIETs should take up various quality initiatives for the improvement of elementary education as follows.

- ❖ Academic monitoring of schools
- ❖ As a part of DRG conduct in-service training programmes to the teachers, Head Masters, ECE instructors, Block Resource Groups, monitoring and supervisory staff.

Table 6.6
Details of Block Resource Centre and CRC

S.No	Name of the Union	No of BRCs	No. of Block Resource Persons	No. of CRCs
1	Erode	1	6	18
2	Modakkurichi	1	6	10
3	Kodumudi	1	6	7
4	Perundurai	1	6	7
5	Uthukkuli	1	6	7
6	Chennimalai	1	6	7
7	Kangayam	1	6	4
8	Vellakoil	1	6	4
9	Dharapuram	1	6	9
10	Moolanur	1	6	5
11	Kundadam	1	6	8
12	Gobichettipalayam	1	6	10
13	Nambiyur	1	6	6
14	T.N.palayam	1	6	4
15	Bhavani	1	6	8
16	Anthiyur	1	6	7
17	Ammapetai	1	6	7
18	Sathyamangalam	1	6	6
19	Bhavani Sagar	1	6	5
20	Thalavadi	1	6	3
Total		20	120	142

INPUTS

- ❖ Provision of Building
- ❖ Provision of Equipment
- ❖ Provision of Furniture
- ❖ Provision of Library Books
- ❖ Provision of Video Library
- ❖ Provision of Contingency grants
- ❖ Provision of capacity building of BRC Staff through orientation training and exposure visits.

Functional Aspects of BRCs and BRPs

- ❖ All the schools in the Blocks will be divided among the five BRPs for effective monitoring supervision.
- ❖ Each BRP will visit all the schools in his cluster once in a fortnight and monitor the attendance of pupils and teachers. He would also observe the classroom transaction of all the teachers and provide necessary guidance. Each BRP also records his impressions in the academic guidance register.
- ❖ Each BRC will maintain information on various aspects of primary education pertaining to all the habitations in the form of registers and records viz., Block Profile, School Profile, Stock File, School Monitoring returns, Enrolment and Retention, School-wise particulars, School-wise furniture, equipment and accommodation details, Block Census Register, Habitation Education Plan Register, Handbooks of AEEO and BRP, etc.

In addition to monitoring the schools, the BRP also visits Early Childhood Education Centres and meets the School Committee members. Several orientation programmes have been planned for BRPs in the fields of pedagogy, girls education, ECs, community mobilisation, etc. for their capacity building and enable them to take up monitoring and supervision effectively for UEE.

Cluster Resource Centres (CRC)

Cluster Resource Centers are sub block structures wherein primary teachers meet **once** in a month for professional exchange and to delineate on the new innovations, ideas **and** TLM. These centers are proved to be effective source of teacher development and **teacher** motivation and are being served as centers for professional exchange in DPEP **districts**. On an average each block will be having 6 to 8 CRCs. The details of the CRCs **areas** follows.

Functional Aspects

- ❖ The AEEO and BRPs will be attending the Cluster Resource Centre meetings regularly and take part in the deliberations.
- ❖ The broader agenda for the Cluster Resource Centre meetings will be discussed and finalized in the DRG and BRG meetings within which they can have district-specific, block-specific and school-specific activities.
- ❖ Further, it is proposed to have theme-specific activities / trainings /workshops at the CRC level.
- ❖ Greater importance will be given for the development of innovative Teaching Learning Material on various curricular and non-curricular areas.

- ❖ The teachers will be encouraged to share their innovative practices and take away the prepared TLM to their schools.

Inputs

- ❖ Annual grant of TLM @ Rs.2000/- per CRC per year.
- ❖ Training to CRC Secretaries / Asst. Secretary.
- ❖ Monthly teachers meeting at CRC for professional exchange.

School, Teacher and Cluster Centre Grants

In order to improve school infrastructure facilities and improved classroom practices it is planned to provide annual grants to schools @ Rs.2000/- per year per school to improve school infrastructure facilities and annual teacher grants @ Rs.500/- per year per teacher for acquiring the required teaching learning material to enable him / her to implement child-centred and activity-based pedagogy in the classrooms. It is also planned to provide annual grants to the teacher centres @ Rs.2000/- per year per Cluster Resource Centre for stationery and TLM to be used in the CRC meetings.

Table 6.7
Particulars of Grants – School, Teacher and Cluster Centre

No.of Schools	No.of Teachers	No.of Teacher Centre
1690	8040	142

TLM to Upper Primary Schools

Already 193 upper primary schools have been covered with assistance towards TLM and other support services. Newly upgraded 26 upper primary schools will be provided with TLM by SSA fund. Therefore it is proposed to provide assistance to these upper primary schools towards procurement of TLE through school committees (Community participation) @ Rs.50,000/- per school. The teachers and school committees will determine the procurement.

Table 6.8

No. of Blocks	No. of Upgraded Upper Primary Schools
20	26

Gradation of Schools into A, B and C

It is planned to grade all the schools into three categories *A*, *B* and *C* based on the following criteria to develop some motivation and internal competition to excel.

- ❖ Community participation
- ❖ Enrolment
- ❖ High level of Retention
- ❖ Regular pupil and teacher attendance
- ❖ Pupil performance in reading and writing (special attention to Tribal and SC area)
- ❖ Teacher preparation, development of TLM and display of materials prepared by teachers and pupils
- ❖ Utilization of OBB Equipment, Library Books and Kit boxes
- ❖ Clean and Green School Premises
- ❖ Innovative activities taken up by teachers

The schools, which possess high incidence of above criteria may be treated as “A” grade schools and schools which have potential to change into “A” grade schools with little external assistance by way of motivation and guidance may be graded “B” The remaining schools are proposed to be kept under “C” category. The schools will be monitored and provided facilities based on the type of school to which it belongs.

Improved School Management

The school Headmaster’s leadership plays a vital role for managing change in classrooms and schools as a whole. The Head Master is supposed to play a key role and to be an initiator for the conduct of various programmes / meetings in the school premises especially with community, school committees, youth activists, parents and teachers for the improvement of children education. There are plenty of evidences for significant impact of effective school needs on school improvement. The school heads shall play a vital role in the process of school effectiveness. Therefore, it is proposed to provide an orientation on the management of school, school development initiatives, community mobilization, home school links, schooling of out of school children, etc.

Table 6.9
Headmasters to be Trained

No. of Primary School HMs	No. of Upper Primary School HMs
1467	193

Academic Monitoring by DIETs

DIETs in the state are mostly concentrating on pre-service training aspects and there are less participation with respect to field interaction viz., visiting the school and meeting the teachers. Discussing with School Committee members, interaction between DIET, District Elementary Educational Officer and district staff is not encouraging. There fore, it is proposed to involve DIET faculty in academic monitoring of the schools.

In this process, initiation has already been taken in assigning schools which are "B" and "C" grade schools to DIET faculties who will monitor for a period of three to four months regularly and support various aspects of school matters viz., achievement levels of the children, classroom transaction, teacher preparation, TLM development, assessment procedures, enrolment and retention activities and other innovative activities taken by the teachers.

In addition to it, the DIET staff would also attend Cluster Resource Centre meetings which are scheduled to be conducted at sub-Block level once in a month and participate in the deliberations of professional exchange. Support from DIET staff shall improve the schools in a holistic way and helps in the exchange of ideas in addition to identification of teachers and schools.

Necessary support in terms of travel allowance (vehicle), stationery support, etc. will be provided to the DIET. The field interaction will be shared in the district core group meetings. The issues thus emerging will be reviewed and necessary initiatives will be taken up for further improvement.

Pupil Assessment Procedures

The present pupil assessment procedures do not reflect the pedagogical renewal and the nature of their learning and the major emphasis is on the testing of the children's cognitive abilities through written tests. There is not much relationship existing between teaching-learning process and the nature of assessment. Mostly it is a testing of children's memory and leads to their tension, fear and anxiety. The assessment is not comprehensive enough and neglects the affective, cognitive and psycho-motor aspects of pupil development. The test items do not reflect the objectives of the subject and its nature.

Therefore, it is proposed to change the entire pupil assessment procedures at the elementary stage by making assessment a comprehensive one focusing on the entire child profile i.e., different aspects of cognitive, creative, aesthetic, psycho-motor, attitudinal, etc. rather than information acquisition through memorization. The assessment will be linked to pedagogical practices as well as objectives of the curriculum in particular and education in general.

It is also proposed to focus on the assessment of abilities of the children i.e., ability of thinking, reasoning, imagination, estimation, observation, synthesis, analysis, evaluation, etc. than information-acquisition in the process of knowledge generation. The test items also will be linked to the nature of subject matter and its transaction. Further, emphasis will be on various types of assessment procedures viz., oral, written, performance, projects, etc. which might reveal the overall development of the individual. Accordingly, the nature of tests, periodicity and areas of assessment, management and administering, etc. will be reviewed and modified.

Inputs

- Workshops for the development of strategies on assessment procedures at elementary stage
- Development of suitable module and other related literature
- Orientation to teachers and other field staff
- Workshops for the development of test items
- Discussion of pupil assessment procedures in Cluster Centre meetings
- Utilization of OBB Equipment, Library Books and A.V Equipment

CHAPTER VII

COVERAGE OF SPECIAL FOCUS GROUPS

Girls Education

The Planning process taken up as a part of pre-project activities revealed the presence of 9606 girls who are out of school. Majority of these girl children are in the age group of 10 -14 years, who are never enrolled and a few are dropped out after primary education.

Education of Girls especially those belonging to the SC, ST and other backward classes is the primary focus of SSA. Following are the strategies proposed for mainstreaming of girl children who are out of school.

- Mobilization at the habitation / village and urban slums using women groups viz., NGOs and other self-help groups for sensitizing the community, parents on child rights, for elimination of child labour and for Universalisation Of Elementary Education.
- Convening meetings and *village sabhas*, discussion on issues of girl children who are involved in sibling care, domestic work, wage earning etc., and their educational issues.
- Conduct of back to school camps (Residential) for adolescent girls.
- Conduct of habitation based alternative schools / back to school camps (Non-residential) exclusively for girls keeping in view of various minority groups.
- Conduct of regular attendance monitoring of the children, especially girls and involving the community to take up the issue of irregular girl children.
- Monitoring the school children especially girls for their regular schooling, especially in the case of children who are mainstreamed through alternative types of systems.
- Improved classroom environment to provide equitable learning opportunities (Teacher sensitization through training, toilets to the upper primary schools).
- Special focus on deprived pockets such as remote tribal areas and urban slums.
- Developing a forum of women teachers to take up awareness campaigns on girls education, especially low female literacy blocks.

Early Childhood Care and Education

ECE is an important initiative for achieving the UEE by reducing the gaps in enrolment, dropout and learning achievement between gender and social groups.

Table 7.1
Block Wise Early Childhood Care and Education Centers and
Total Children Enrolled in the Age Group of 3 to 5

S.No	Name of the Block	Instructor per Centre	No.of Centres	Total Children
1	Erode	1	59	1880
2	Modakkuruchi	1	53	1100
3	Kodumudi	1	58	1180
4	Perundurai	1	65	1440
5	Uthukuli	1	39	745
6	Chennimalai	1	37	598
7	Kangayam	1	29	468
8	Veliakovil	1	34	650
9	Dharapuram	1	43	678
10	Moolanur	1	39	502
11	Kundadam	1	54	800
12	Gobi	1	56	1495
13	Nambiur	1	41	847
14	T.N.Palayam	1	33	1060
15	Bhavani	1	56	1375
16	Anthiyur	1	55	1417
17	Ammapettai	1	56	1535
18	Sathyamangalam,	1	65	1460
19	Bhavanisagar	1	36	835
20	Thalavadi	1	56	1570
Total		20	964	21635

Source: ICDS, Erode

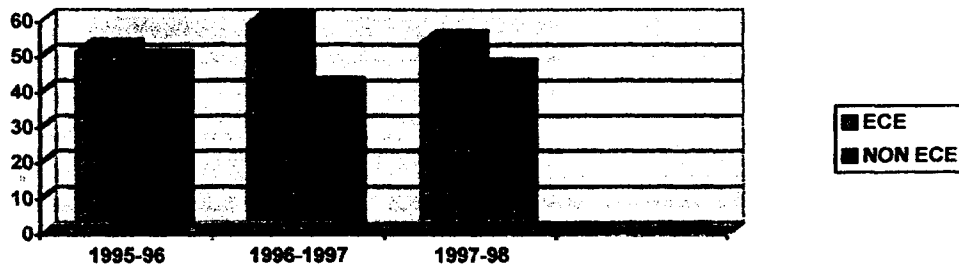
It is proposed to open 21 centres in hill areas and 64 in plain areas in the next year i.e. 2001-2002 and the provision has been given in the budget.

Action Research on ECE

Two faculty members of the DIET had carried out an action research on this area. They studied on the effect of early childhood education on enrolment, retention and achievement. Their study is abstracted below for its findings.

The topic was the study conducted by Ms. G.N.Vadivambal and Ms. R.Jayanthi is "A study on the effect of early childhood education [ECE] on enrolment, retention and achievement." Their comparison of ECE and Non ECE pupils is shown in the following graph:

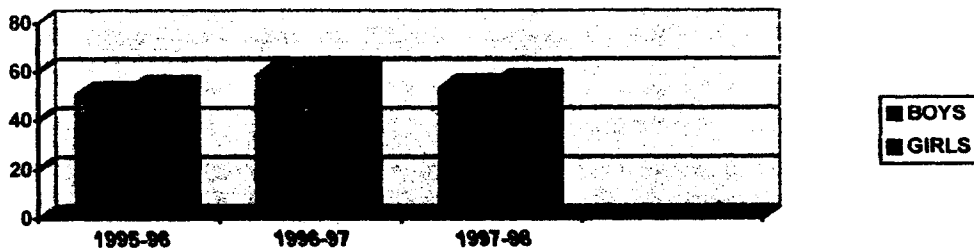
COMPARISON OF ECE AND NON ECE



PERCENTAGE OF ENROLMENT

The study also made a comparison between ECE boys and ECE girls and their percentage of enrolment has been reported as shown in the following graph:

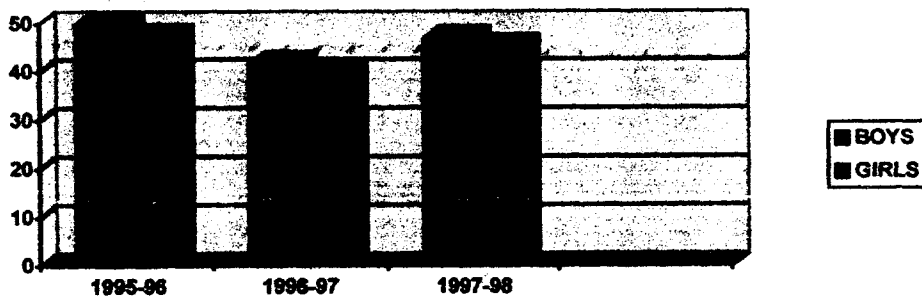
COMPARISON OF ECE BOYS AND GIRLS



PERCENTAGE OF ENROLMENT

Further, their comparison of non-ECE boys and non-ECE girls is shown as follows:

COMPARISON OF NON-ECE BOYS AND GIRLS



The above table and charts express the enrolment of children in percentage. Understandably, the ECE enrolment figure of girls shows higher than the boys' enrolment in all the three academic years. Whereas NON - ECE category shows just opposite to the previous one that is boys enrolment figure is higher than the girls. It is strongly advocated that ECE centers are playing a vital role in roping in the girls to the educational system.

Findings

1. The percentage of enrolment of ECE children is 55 while that of others is 45.
2. The enrolment of girls is more than the boys in all the years taken for the study.
3. It is found that, every year, not only the dropout rates drops down but also the enrolment from ECE side is encouragingly high. This is due to the impact of pre-school training to get into the regular school system.
4. Average percentage of retention of ECE children is 91.75p.c. and of NON- ECE children are 88 p.c.
5. Retention percentage of ECE girl children is higher than the NON ECE girls.
6. 65p.c. of the parents are qualified below VIII Standard.
7. 50p.c. of the mothers are illiterates.
8. 50p.c. of the parents are engaged as coolies.
9. 45p.c. of the parents' income is between Rs.6000 -12,000.
10. In the less income group more females are engaged in the earning process.
11. 80p.c. of the withdrawals are due to parents' migration.

Recommendations

- Schools must be made more attractive to children, so as to have higher enrolment and retention.
- More training programme and assistance to be given to the AWW to enhance their activities to make the centers more dynamic to enroll more children.
- Primary teachers must be trained in new methods to hold the children inside the classrooms.
- Primary teachers are to be exposed often to the national educational objectives.
- Every AWW center may be asked to maintain a register tracking the ECE children until they complete 5th standard.
- Every primary school may be asked to maintain registers regarding children joining from AWW centers.

Conclusion

Though the cry of the hour is for total literacy, the effectiveness of the participating agencies, which are less in number, in attaining this goal is not highly encouraging. Hence more agencies and organizations should be linked to the system. Above all, it is very essential to do more research and fieldwork to find out the various ways to improve the quality of work and find solutions to problems encountered by the centers at large.

ECCE is an effort for the school readiness of the children in the age group of 3 -5 and a support service for workingwomen of the disadvantaged sections of the society. In the Household Survey, it was found out that there were 87,665 children aged 3 to 5 but only 964 anganwadi centers are functioning. This works out to be a center for 91 children. In the 964 centres only 21,635 children were enrolled. So there is need for opening of 85 centres as per the norms of Tamil Nadu Government.

No. of Blocks	No. of Households	No. of children 3-5			ECE Proposed	Anganwadies existing
		Boys	Girls	Total		
20	7,11,173	40250	47415	87665	85	964

It has been proposed to open 21 centres in hill areas and 64 in plain areas in this year.

Inputs under ECE

- Establishment of new ECE centers in the habitations wherever ICDS Anganwadis are not in existence.
- Assisting voluntary organizations for the conduct of ECE centres.
- Strengthening of pre-school component of ICDS by way of convergence and to provide a stimulating environment for the children through strengthening of training and TLM component.
- Running the ECEs and Anganwadis in school premises during school hours under the supervision of Headmasters.

Intervention of Disabled Children

The list of disabled children habitation-wise, name wise has been generated based on the Household Survey conducted as a part of pre-project activities. In view of guidelines provided under SSA, the following initiatives have been proposed.

- Identification of children with Special Educational Needs.
- Assessment of disability in all the habitations of the blocks through camps.
- Mainstreaming of Disabled children into special schools depending upon the type and extent of disability.
- Efforts for integrating the disabled with the mainstreaming schools.
- Development of TLM and other training material for the teachers and pupils.
- Providing resource support to schools through Special Resource Teachers.
- Convergence with other departments working for the disabled viz., Health, Disabled Welfare, Social Welfare, Women & Child Welfare, Tribal Welfare etc.,
- Procurement and supply of aids and appliances through various sources.
- Conduct of trainings and capacity building programmes to the district resource groups of SEN activities.

Table 7.2
Physically Handicapped Children Enrolled in Various Institutions

S.No	Name of the Block	Blind		DXD		Ortho		M.R.		Total	
		M	F	M	F	M	F	M	F	M	F
1	Erode	3	1	2	1	7	8	1	1	13	11
2	Modakkurichi	3	2	2	0	1	1	2	1	8	4
3	Uthukuli	1	1	2	0	2	1	0	1	5	3
4	Gangayam			2	0	6	6	1	0	9	6
5	Vellakoil	1	0	0	3			1	0	2	3
6	Dharapuram	8	7	21	22	18	14			47	43
7	Mulanur	2	1	3	5	11	17	2	1	18	24
8	Kodumudi	1	1	1	1	12	10	5	3	19	15
9	Chennimalai	3	1	2	3	7	9	2	1	14	14
10	Kundadam	2	2	3	5	7	3	3	5	15	15
11	Bhavanisagar					8	4			8	4
12	Sathi	0	2	2	1	7	11	2	1	11	15
13	T.N. Palayam	6	3	3	6	12	2	10	4	31	15
14	Ammapettai	21	15	20	6	20	4	17	4	78	30
15	Nambiyur	2	1	3	6	2	3	6	2	13	12
16	Anthiyur	0	0	1		12	11	0	1	13	13
17	Gobi					10	7			10	7
18	Talavadi	3	2	4	6	12	6	3	2	22	16
19	Bhavani	6	3	7	2	11	7	4	5	28	17
20	Perundurai					26	13			26	13
Total		62	42	78	68	191	137	59	32	390	280

The following handicapped children have been enrolled in Government schools of this district:

Total Handicapped Children	= 313
Children enrolled	= 202
Children Never enrolled	= 111

To encourage enrolment of the Handicapped Children, a special incentive is given to them at the rate of Rs.1200 per year.

Among the handicapped children, Blind, DXD as MR categories children need special teachers or teachers with some training for integrating them in the normal stream in depending upon their % of disability- if a child is partially blind, special learning materials, magnifying glasses ~~it~~ may be provided with suitable class room arrangements such as lighting facilities Book stand etc. DXD children problems can be solved through the expert teachers in their field. In the case of the MR children if the level of retardancy is low the child can be admitted in the normal class. If it is very high, he/she has to be sent to the special school.

Erode District has the following special schools:

For Mentally Retarded – Thindal
For Deaf & Dump – Suriappam palayam
Slaterpuram.

Tribal Education

The Sarva Shiksha Abiyan envisages improvement of tribal education and girls' education in backward regions to reduce social disparities. On the basis of field experience in the tribal areas the following seven major issues and problems in the field of tribal education have been identified:

- The physical location of the village and attitude of tribal parents
- Teacher related problems
- Problems of the tribal students
- Teaching Learning Materials
- The irregularities in the educational institutions
- Lack of inspection and supervision
- Social and cultural problems

The physical location of the village

The tribals inhabit the forest in a scattered manner. Most of the tribal villages have a population below 100. So it becomes impossible to open up separate schools in each habitation where the required students' strength is not available. The tribal habitations remain segregated from each other by some physical barriers like rivers, forest and steep hills. So, EGS centers are proposed to be opened in the hill areas of this district.

Tribal and SC Education

The following table shows the number of out of school children and in school children from SC and ST communities of this district.

ERODE DISTRICT OUT OF SCHOOL CHILDREN AND CONTINUING SCHOOL CHILDREN IN THE AGE GROUP OF 5-14 SC / ST

S. No	Name of the Panchayat Union	School age population				Out of school children				Continuity children			
		SC		ST		SC		ST		SC		ST	
		M	F	M	F	M	F	M	F	M	F	M	F
1	Erode	4488	4194	111	104	219	211	4	6	4269	3983	107	98
2	Modakkurichi	3810	2143	5	2	78	106	0	0	3732	2037	5	2
3	Kodumudi	1412	1325	24	20	16	20	0	1	1396	1305	24	19
4	Perundurai	1714	1763	16	16	78	74	3	1	1636	1689	13	15
5	Uthukuli	1071	1191	17	24	83	90	1	4	988	1101	16	20
6	Chennimalai	1265	1168	5	7	71	98	0	0	1184	1070	5	7
7	Kangayam	1334	1363	4	5	96	78	1	1	1238	1287	3	4
8	Vellakoi	1278	1238	11	11	41	57	3	4	1237	1181	8	7
9	Dharapuram	2847	2577	0	0	219	254	0	0	2628	2323	0	0
10	Moolanur	885	838	4	8	49	38	0	0	836	800	4	8
11	Kundadam	1473	1376	10	11	1	9	0	0	1472	1367	10	13
12	Gobi	1929	1830	6	5	189	209	1	1	1740	1621	5	4
13	Nambiyur	1292	1209	1	0	191	195	0	0	1101	1014	1	0
14	T.N.Palayam	1161	1051	126	131	127	118	28	28	1034	933	98	103
15	Bhavani	558	329	1	0	166	163	0	0	372	166	1	0
16	Anthiyur	1638	1600	135	307	97	136	95	81	1541	1464	220	226
17	Ammapetai	1953	1736	174	143	257	258	13	18	1696	1478	161	125
18	Sathy	1952	1962	598	533	320	333	167	196	1632	1629	231	337
19	Bhavanisagar	1745	1722	27	26	156	200	1	0	1589	1522	26	26
20	Thalavadi	850	849	281	226	76	73	51	66	774	776	230	160
	Total	34655	31464	1556	1579	2550	2718	368	407	32105	28746	1168	1174
	Rate in percentage					7.35	8.63	21.19	25.74	92.64	91.36	78.80	74.25

Source: Household Survey as part of Pre-Project Activities of SSA by DIET, Perundurai and DEEO, Erode

Details for SC category:

Out of the total population of SC 66,119 (34,655 boys and 31,464 girls), 60851 students (32,105 boys and 28,746 girls) are continuing their education in schools. The number of children who are out of school is 5,208 (2550 boys and 2718 girls).

Details for ST category:

Out of the total population of 3,317 (1736 boys and 1581 girls) 2542 students (1368 boys and 1174 girls) are in the school enrolment. The children who are out of school are 775 (368 boys and 407 girls)

Enrolment rate of SC

The rate of enrolment of boys and girls in the category of SC is 92.64% and 91.36% when referred to in percentage.

Enrolment rate of ST:

In the category of scheduled Tribes the rate of enrolment the boys is 78.80 and that of the girls is 74.25 when referred to in percentage.

Dropout rate of SC:

The number of children in the age group 5-14 is 2832.(boys 1378 and 1454 girls) dropped out of schools. The drop rate is 3.97% and 462% when ~~referred~~ ^{referred} to in percentage for boys and girls respectively.

Drop out rate of ST:

The number of children the age group of 5-14 is 432, boys 206 and 226 girls dropped ^P out of schools. Drop out rate is 11.86% and 16.40% for boys and girls respectively.

Conclusion

The following blocks show more number of out of school children in the category of SC in the following blocks:

- | | |
|----------------------|--------------------|
| 1. Erode | 5. Bhavani |
| 2. Dharapuram | 6. Ammapettai |
| 3. Gobichettipalayam | 7. Sathiyamangalam |
| 4. Nambiyur | 8. Bhavanisagar |

The following blocks show more number of out of school children in the category of ST in the following blocks:

- | | |
|-------------------|------------------|
| 1. Anthiyur | 4. Perundurai |
| 2. Sathyamangalam | 5. Kangayam and |
| 3. Thalavadi | 6. T.N. Palayam. |

Following strategies will be adopted for the improvement of education of tribal children and to ensure UEE in the stipulated time.

- Campaigns and mobilization in tribal habitations.
- Involvement of NGOs for providing alternatives schooling facilities in un-served habitations to the tribal groups especially primitive tribal (PTG).
- Conduct of residential and non-residential, back to school camps.
- Development of TLM, which are bilingual in nature along with special training to the teachers working in tribal areas.
- Training to VTDA members.
- Special training to the School Cluster Resource Centre and CRPs.
- Provision of School and Teacher grants in tribal areas.

- Constitution of BRCs and CRCs, and School Complexes in tribal blocks and close monitoring of schools along with on job support to teachers.
- Academic monitoring through DIET staff.
- Free textbooks, Uniforms, TLM
- Suitable Modules can be prepared to train the teachers.
- Special training for the teachers of ST.
- Incentives to the Children.
- Training to the Community to Create awareness.
- School timings should be changed as to the local geographical condition.
- Providing Residential school where ever necessary.
- Setting up alternative schooling facilities in unserved habitations and other out of school children using community teachers.
- Effective and efficient monitoring system for better implementation.

Rehabilitation of Street Children

A recent definition of street children, Dt.Pappu said, was any minor for whom the street has become his or her habitual abode and who is without occupation and protection. If left neglected, street children may become a menace to the society. They will indulge themselves in all antisocial activities. To prevent this wastage of youth power, the street children should be taken care of by the society.

A study taken by J.Ravichandaran, Rotary club member has revealed that there are 15 street children roaming mainly in the Erode bus-stand, Railway Station, bazaars and market places. They have to be rehabilitated.

The main cause for the existence of street children is abandonment of the parents. They lack care and guidance from the parents. They lack formal education and decent livelihood. So they need shelter physically and love and affection emotionally.

Rehabilitation centers must be opened at least at the Head Quarters of the District. The street children must be provided with decent job during the daytime. They must be able to fend for themselves by their own effort. Alternate school system may be provided so as to eradicate illiteracy and ignorance thereby giving knowledge of good and evil. Corrective measures must be made either by the members of the voluntary social organizations. The emotional disturbances commonly found among the school children must be quelled by counseling.

Alternate school centres may be organized for their welfare. The recreational activities like watching T.V and playing indoor games should be arranged. A separate body for research, evaluation, supervision and monitoring of the project may be established.

At any cost, the street children must be brought into the social stream for the benefit of the community. On the whole, the budget need for research, education, supervision and monitoring for street children is Rs. 1200 per head per year.

CHAPTER VIII

Research, Evaluation, Supervision and Monitoring

Research

Adequate studies will be sponsored on various interventions to guide the future activities of the SSA for UEE. Research under the project will be viewed as a guiding force for taking up of various new initiatives for realizing the objectives of UEE. Small scale pilot projects for the implementation of programmes on emerging issues will be taken up as follows:

Mainstreaming of out of school children, improvement of pupil abilities in the language, arithmetic, creating interesting classrooms, disabled children's education, networking of teachers, education of focused groups i.e., SC, ST, Girls, ECE, minorities, etc.

Further teachers will be encouraged to take up action research activities to solve problems faced in their day-to-day professional practice. Necessary training programmes will be conducted for the field staff i.e., AEOs, BRPs, Teachers, DIET Staff, DRG and BRG groups.

Inputs:

- Sponsoring research studies/pilot programmes, to the staff of DIETs, NGOs and other University based Resource Institutions with district specific focus
- Conduct of School mapping and micro planning exercises
- Provision of travel grant and honorarium for the personal involved in research activities and innovations

CHAPTER VIII

Research, Evaluation, Supervision and Monitoring.

8.1. ACCESS

The process of location Planning in Education was done through school mapping exercises.

It involves the process of identifying the places where educational facilities proposed in this plan are to be located. It requires systematic effort designed to locate educational facilities in such a way that targeted age group of the population are able to use the facilities to their advantage.

On the basis of data collected through a survey of school village maps, the distribution of existing facilities analysis in terms of presented norms and strictures of provision and utilization of educational services.

Through school mapping the habitation, which is, school less were find out. Steps have need to be taken to establish a new school. The first thing is to identifying the village for the establishment of school. Such village may be either have a single member of children age group of 6-17. But without a school i.e. 300 population with 40 children in the age group of 6-14. 32 villages were identified and proposed to be given a new school by the community.

The mapping of secondary i.e. up gradation of primary to upper primary is very similar and depends on that of primary school. For pupils in the secondary school the maximum distance is 3 Km and two or three feeding primary school. So that enrolment strength might be maintained. It is not possible in hilly areas where the Houses of the habitation are scattered. So in these places research is to be done to find out the ways and means to find out the facilities of the enrolment of school age children. With the community support proposals are given to open New EGS centers in Hilly areas and 32 new primary schools in plains.

The household survey and Research year-by-year should be conformed improving for Asses and activities 100% enrolment. In ERODE District there is no school less habitation where the population is 300 and 40 school age children.

Enrolment of the school age population is more than 86%. In the next year through a Pilot study, steps would be taken to achieve 100% enrolment in the year of 2003. Through EGS and ALE schemes.

Ro

QUALITY IMPORVEMENT:

Now the textbook is revised and the curriculum load is minimized to suit the age group of children continuous and comprehensive evaluation of MLL based achievement would be conducted to increase the creativity, originality and to improve the thinking capacity of the children. So some study would be taken to improve the Quality of education imported to the children.

Midterm assessment in 2005 would be taken to find out the out come of the scheme further improvement. (After the implementation of the SSA scheme).

Capacity Building activities would be taken by way of given training to District level officers, Block level officers for academic and supervision of the school by the DIET.

Studies would be taken by the DIET faculty, Block Resource group in the gradation of schools by various measures. The schools, which will be the grade of C and D, will be adopted by each DIET faculty and BRPs for the improvement.

Evaluation Aspects

The impact of the project in the field in terms of progress in achievement of the objectives laid down under SSA in terms of indicators of implementation and progress and evaluating these at regular intervals. It is a sort of reflection and consolidation of various initiatives both in terms of process as well as outcome. Evaluation of following aspects will be taken up during the project:

- Functional aspects of various initiatives and their impact
- Progress in terms of achievement of objectives of SSA
- Participatory evaluation through community participation
- Conduct of pupil achievement surveys i.e. baseline and midterm assessment

Inputs

- Capacity building of the field staff viz. DIET, BRC, DRG, BRG for conducting evaluation activities
- Conduct of pupil achievement surveys
- Orientation to community management structures for participatory evaluation.

Evaluation of Text Books

Competency based MLL system of teaching / learning had been planned and introduced in the elementary schools in the year 1993 as it was felt that a new skill oriented curriculum was necessary to take India into the 21st century. New textbooks had come into force for standard I in 1995, standard II in 1996 and standard III in 1997, based on the competencies envisaged by the educational experts in the National Education Policy of 1986. The D.I.E.T. personnel gave elementary school teachers elaborate training in dealing with the competency-based textbook.

But, after two years of the introduction of the new system, the teachers began to feel that the curriculum was too heavy to be handled within a time frame and they found the going was tough for them. In order to reduce the curriculum load, the Government of India constituted the Yashpal Committee to look into the matter.

Consequent upon the recommendations of the Yashpal Committee, ^{GO} Government of Tamil Nadu constituted a committee headed by Thiru Sivagnanam, the Retired Director of School Education. It gave certain guidelines and entrusted the work to the DIETs in the state. The DIET personnel fanned out to various panchayat union head quarters and conducted several workshops for the teachers. The grievances of the teachers had been heard with enormous patience. Various suggestions had been given. Hard spots in each subject had been identified and dealt with in detail. The teacher became very ~~must~~ ^{much} positive in their approach after attending these workshops.

On the same lines, workshops were conducted for standard VI and VII teachers also. The text books were revised during the year 1998-1999.

Supervision and Monitoring

It is proposed to strengthen the DIETs and constitute Block Resource Centres and strengthen the existing teacher centers in addition to community based management structures for providing effective professional support to the schools.

- The entire focus of monitoring and supervision is the child. Therefore, knowing the status of the child in terms of achievement of competencies / abilities will be the starting point and the entire process will be aimed to increase the efficiency of teachers and their professional practice and improve other conditions of schools and outside the schools respectively.
- The DIET staff will take up academic monitoring of schools and provide on the job support / training to the teachers of Primary, Upper Primary schools, High and Higher Secondary Schools.
- The District Resource Group will also visit the schools and track the progress of various schools graded as A,B and C and provides guidance.
- The proposed structures for professional support at Block Level i.e., BRC with 5 Block Resource Persons who would assist the Block Education Officer, shall also monitor the schools and classroom practices and provide ~~on the job~~ support the teachers.
- Adequate initiatives will be taken up for the capacity building of community level structures i.e., School Committees, Panchayat Committees and Block Committees to own and monitor the schools for their effectiveness and developing conducive atmosphere for the interfacing of school committees and other Panchayat Raj Bodies.

CHAPTER IX

THE PROPOSED MANAGEMENT INFORMATION SYSTEM

The new management information system should be an integrated system to cater to the requirements of the entire educational system. Therefore, it will have to be developed in such a way as to deliver the necessary information for planning, monitoring, evaluation and management control. This calls for a greater degree of coordination between different divisions of education department so that a comprehensive database may be developed. This is more significant in context of the emphasis on decentralisation wherein integration and coordination are the pre-requisites for the successful implementation.

The proposed MIS will have information on the following categories:

- Physical attributes (facilities in schools)
- Personnel (teaching and non-teaching)
- Budget and Finance (plan and non-plan)
- Enrolment (stock and flow)
- Villages (basic data)

Under the five parameters mentioned above, the coverage of MIS will be follows:

Physical Attributes

The information on institutions will throw light on its classification in respect of management, type and nature of building etc. Following may form part of information on institutions, year of establishment, level, type of management, capacity, number of section by size, ownership and type of building, number of available rooms for varied functions, availability of drinking water, laboratory, playground, and other infrastructure.

Enrolment

- Enrolment classified by sex, age, grade, subject, category and area
- Repeaters, dropouts and promotes.
- Average attendance by sex, grade, subject and area
- Admission and examination data.

Personnel

- Number of teachers by sex, age, scale, of pay, subject qualification, school with which attached
- Replacement and transfer of teachers
- Position in regard to sanctioned and vacant post – grade and subject wise

Non-Teaching Staff

- Number of non-teaching staff by sex, pay scales, nature of work and workload

Plan Schemes

- Details of schemes with targets and achievements expenditure reasons for short falls budget and finance
- Recurring and non-recurring
- Capital and renew income and expenditure
- Expenditure on incentives and scholarship.

Basic Information

- Distribution of child population by age, sex, and area.
- Population habitations including scheduled caste and tribes.
 - Nearest next level schools.
 - Provision for AIE, EGS centers.
- Demographic data.
- Accessibility
- Environment

The periodic flow of information is necessary for the success of MIS systems while detailed information will be sent from institution to the next higher level (only compiled table will be sent to higher level administrative unit.

Operationalisation of MIS Type of Forms

Since basic information is to be collected from institutions, a set of forms will have to be developed in such a way so that are simple. less time consuming and non repetitive.

Instead of a multiplicity of forms The following forms are suggested for information on planning and statistics.

- Quarterly enrollment statement.
- Quarterly staff statement
- Annual income expenditure statement.
- Annual education statistics.

All these forms will be processed at block/project level. Only compiled information in form of consolidated tables will be transmitted to the district and then to the state head quarters for the purpose of management and control as well as for monitoring the following type statement are suggested

- Monthly attendance statement
- Monthly progress statement in records to physical financial targets and achievements.

These statements are to be sent by those institutes only where actual performance deviates significantly from presented norms and standards

In order to monitor performance at operational level, block level functionary will communicate the decisions actions in the form of feedback to institutions in case of those aspects for which they have administrative authority. In case no exception report from a particular institution is received from particular institution is received for three consecutive months though it may indicate good performance, still the block level functionary should make it a point to visit the institution in next possible tour for physical verification of the area. Filtered information from block level is sent to the district for necessary decisions

Use of Computers

Experience has shown that in case of a large number of parameters, data / information remains constant. It varies only in case of selected items. Since there is no system of storage and retrieval of this information, every time this information is collected afresh. The use of computers in the situation will be extremely helpful it may be noted that during 1978-1979, a computerized system of monitoring attendance in primary schools was introduced with the help of nation information center. But the system was discontinued due to very high degree of non-response from blocks. But in DPEP districts it is introduced and functioning well.

Before a computerized MIS is introduced it is important to design and stabilize a well organized MIS that may be operated manually therefore before computers are introduced it is necessary that adequate preparation for development personal in within education department is undertaken in an organized manner. It is only the trained man popular and institutional of MIS that will make the system succeed while the computer will only be a facilitating device.

Keeping in view the native or proposed decentralized system, this project, acquires a great significance because it is at this level that the planning exercise is initiated in a big way. It is also at this level that data reacquired in the institution is to be processed before it is transmitted to state project officer. The computer usages will have to be extended to Blocks so that delays in processing of data can be avoided. Moreover in this situation, the Block will merge as 'data-Band' of planning purpose.

The reliability and accuracy of data is vital for the success of MIS. Therefore the nonfictions of data should be done through sample checks by Institutional surveys. From the very beginning of implementation of the SSA, Management Information System (MIS) is contemplated to be put in place. Collection, compilation, analysis and dissemination of data and integration in the planning process are envisaged to be the scope of MIS in general.

The MIS would primarily assist the agency implementing SSA providing information access, retention and quality related issues. At the District level depending upon the number of Block in the district the following manpower would be required:

Equipment for MIS

Procurement of computer hardware and software to develop effective MIS and training of education department functionaries in computer use:

- Intel Pentium IV @ 650 MHZ
- Laser printer
- UPS
- Modem
- Software and hardware accessories

Training

Training for computer personnel of the DEEO's office at Rs.3000 per person should be given so that efficiency and accuracy of data may be maintained in the MIS system.

One MIS officer / programmer with the qualification PG degree with computer degree on consolidated pay of Rs.8000 month and three data entry operators with the minimum qualification of a degree with computer diploma on the consolidated pay of Rs. 5000 month.

CHAPTER X

IMPROVING SCHOOL INFRASTRUCTURE FACILITIES AND OTHER CIVIL WORKS

Efforts are being taken up to provide an original atmosphere of school to the existing schools by way of providing minimum required buildings and classrooms and other infrastructure facilities like toilets, water facilities, electricity, repairs and maintenance, storage facilities, etc. Schools and classrooms must be attractive to give an interesting and stimulating climate to the children.

The planning process taken up as part of the Pre-project activities of SSA revealed that there exist, in a number of schools in this district, overcrowded classrooms, inadequate classrooms, running multiple classes simultaneously in single classrooms with two teachers etc. Majority of the schools do not possess proper space for storage and also security for the available audiovisual equipment and other Teaching Learning Materials.

The expenditure incurred on school buildings and other infrastructure facilities will be a one-time expenditure only. So, attention can be focused on other Quality aspects in the consequent years and expenditure be made on these aspects once the necessary civil works are executed in the first year itself or the first two years of the project implementation.

Execution of Civil Works

Community participation will be the means for undertaking the inevitable civil works in the improvement of school facilities. The School Committee will be given the responsibility of undertaking the construction work of new buildings, additional classrooms and Block Resource Centres in addition to repairs and maintenance of school buildings.

Community Contribution

In addition to the execution of the necessary civil works, the community has agreed to contribute in the following ways as decided in the Village Education Committee and PTA meetings while developing habitation level educational plans.

- Providing land for the construction of new school buildings and adequate space for additional classrooms.
- Providing matching grant of Rs. 5,000 for each school for repairs and maintenance of school buildings.
- Support for providing local material and other cost effective material (cash, kind services).

Buildings to New Schools

As part of expansion of access for schooling facilities to all the children in the age group of 5 – 14, it is proposed to open 32 formal primary schools in school-less habitations. In addition to the provision of two regular teachers per school, it is also proposed to provide a building of two rooms with veranda to each of the 32 new primary schools. An amount of Rs.5.70 lakhs is estimated for the construction of two-room building with a veranda. The school committees will be the executive agencies for the construction of these school buildings.

No. of New Primary schools	No. of School Buildings	Implementation agency
32	32	The School Committee

The following table shows block wise distribution of new schools proposed to be opened and the requirement of teachers and buildings for them.

Table 10.1
Access: Block-wise Distribution of New Regular Schools and Teachers

S.No	Name of the block	Primary Schools	Teachers	No. of Buildings
1	Erode	5	10	5
2	Modakkurichi	1	2	1
3	Kodumudi	—	—	—
4	Perundurai	6	12	6
5	Uthukkuli	—	—	—
6	Chennimalai	—	—	—
7	Kangayam	—	—	—
8	Vellakoil	—	—	—
9	Dharapuram	—	—	—
10	Moolanur	—	—	—
11	Kundadam	—	—	—
12	Gobichettipalayam	—	—	—
13	Nambiyur	1	2	1
14	T.N.Palayam	2	4	2
15	Bhavani	6	12	6
16	Anthiyur	6	12	6
17	Ammappettai	3	6	3
18	Sathyamangalam	1	2	1
19	Bhavani Sagar	1	2	1
20	Thalavadi	—	—	—
Total		32	64	32

Source: Household Survey: Pre-project Activities of SSA by DIET, Perundurai and DEEO, Erode

Additional Classrooms

It is proposed to provide a room for every teacher in the primary and the upper primary schools as per SSA norms. The planning process i.e. habitation level education plans reveal the requirement of a minimum of 1029 additional classrooms in all the twenty blocks of this district. For the high and the higher secondary schools in this district 80 additional classrooms will be needed. This additional classroom would provide the minimum required space for each child for interaction and for other learning processes. The school committee will be the executive agency of the construction work.

No. of Additional Classrooms	Implementation agency
1109	The School Committee

Table 10.2
Access: Additional Classrooms for the Existing Schools

S.No	Name of the Block	No. of Additional Classrooms
1	Erode	169
2	Mooakkurichi	30
3	Kodumudi	80
4	Perundurai	119
5	Uthukkuli	20
6	Chennimalai	36
7	Kangayam	9
8	Vellakoi	20
9	Dharapuram	126
10	Mooianur	105
11	Kundadam	32
12	Gobichettipalayam	33
13	Nambiyur	12
14	T.N.palayam	10
15	Bhavani	59
16	Anthiyur	64
17	Ammapetai	33
18	Sathyamangalam	31
19	Bhavani Sagar	12
20	Thalavadi	29
21	High/Hr Sec Schools	80
Total		1109

Source: Household Survey, Pre-project Activities of SSA by DIET, Perundurai and DEEO, Erode

An amount of Rs 2 Lakhs is estimated for the construction of each additional classroom.

Construction of Buildings for Block Resource Centres

Block Resource Centres (BRCs) have evolved as successful school support structures in DPEP districts where buildings have been provided to all the BRCs.

Therefore, it is proposed to provide a Block Resource Centre at the Block level to cater to the needs of providing in-service training to the teachers and other field functionaries. Besides, the Block Resource Persons need a place as their office. They can function from the BRC to provide on the job support to teachers. In addition, it is a center for various resources such as library books, TLM, etc and teachers will be regularly using these centers for their professional growth and for interaction. AEOs and BRPs will be functioning from this BRC. BRC will be supported with other add on facilities such as computers, furniture, equipment, stationary and other contingencies. As such, it is proposed to provide buildings to all the 20 Block Resource Centres, which would serve as office cum training centre.

No. of Blocks	No. of BRC Buildings	Implementation Agency
20	20	Block Level Committee

Table 10.3
Buildings for Block Resource Centres

S. No	Name of the Block	BRC Building	Implementation Agency
1	Erode	1	School Education Committee
2	Modakkurichi	1	
3	Kodumudi	1	
4	Perundurai	1	
5	Uthukkuli	1	
6	Chennimalai	1	
7	Kangayam	1	
8	Vellakoil	1	
9	Dharapuram	1	
10	Moolanur	1	
11	Kundadam	1	
12	Gobichettipalayam	1	
13	Nambiyur	1	
14	T.N.Palayam	1	
15	Bhavani	1	
16	Anthiyur	1	
17	Ammapetai	1	
18	Sathyamangalam	1	
19	Bhavani Sagar	1	
20	Thalavadi	1	
Total		20	

Source: Household Survey: Pre-project Activities of SSA by DIET, Perundurai and DEEO, Erode

An amount of Rs. 9 Lac is estimated for the construction of each BRC building. The Block Level Education Committee is the executing agency for the construction of the BRC buildings.

Maintenance and Repairs of School Buildings

The habitation education plans have been developed with the active participation of the community. These plans revealed requirements of assistance towards maintenance and repairs of school buildings. The requirements include

- Repairs of windows and doors
- Cement work on walls and doors
- Whitewashing
- Providing storage facilities.
- Repairs to furniture, blackboards, etc.

The community has readily agreed to contribute 50% of the estimated amount towards maintenance and repairs of the school buildings i.e. Rs 2000/- per school in terms of cash or service.

No. of Schools requiring Repairs	Community Contribution	Implementing Agency
1120	Rs. 2000/- per school	School Committee

Table 10.4
Maintenance and Repairs of School Buildings

S.No	Name of the Block	No. of Schools Requiring Repairs	Community Contribution Rs.	Implementing Agency
1	Erode	94	50%	School Committee
2	Modakkurichi	112		
3	Kodumudi	88		
4	Perundurai	101		
5	Uthukkuli	76		
6	Chennimalai	70		
7	Kangayam	58		
8	Vellakoil	0		
9	Dharapuram	111		
10	Moolanur	107		
11	Kundadam	97		
12	Gobichettipalayam	92		
13	Nambiyur	82		
14	T.N.Palayam	29		
15	Bhavani	77		
16	Anthiyur	75		
17	Ammapetai	79		
18	Sathyamangalam	76		
19	Bhavani Sagar	74		
20	Thalavadi	57		
	Total	1555		

Source: Household Survey: Pre-project Activities of SSA by DIET, Perundurai and DEEO, Erode

CHAPTER XI

Implementation Arrangements

Implementing Organizations

The activities under SSA will be implemented by the following executing agencies at the following levels:

Village level	: School Committees
Block level	: Block Education Committees (Block Resource Centres)
District Level	: DIET, DEEO, DPO and District Education Committee
State Level	: DTERT, DEE, DPEP and State Project Office(SPO)

(a) Village Level

Village level management structures viz. School Committees have been formed for all the schools through community participation. In addition to the School Committees, Parent Teacher Associations and Panchayat committees (under the chairmanship of Panchayat President with the representatives of the members of the School Committees) have been formed to look after school matters and monitor the education of children.

The following are the functions of the various committees at village level relating to the execution of project components.

The School Committee

It is proposed to vest SEC with appropriate statutory and necessary financial and administrative authority in the management of primary education at the habitation level.

- The School Committee takes a lead role in executing all types of civil works at habitation level. The school P.T.A. shall identify and provide free land to new schools and invite other contributions in cash and kind from the community.
- It will participate in the preparation of habitation educational plan.
- The School Committee members prepare village social map to record unenrolled and dropout children.
- It takes responsibility to sensitize the parents on the issues of child labour and their educational issues and also supports the school for improving the infrastructure facilities by way of contributions in terms of cash or service.

- The Committee manages the school education fund for school development.
- The School Committee would ensure enrolment and retention of all the children.
- It can arrange for the services of local persons as teachers or instructors where there is a felt need, on voluntary basis or on payment of consolidated honorarium, meeting the cost from PTA fund.
- The Committee will ensure excellence in the overall performance of the school and the children.
- It ensures effective use of educational equipment supplied to the schools under various central and state schemes.
- It would monitor the ECE centres in the alternative educational facilities in the habitations for mainstreaming the out of school children.

The following table shows the number of School Education Committees and the number of community organizations in each block of the district.

TABLE 11.1
Block wise Number of School Education Committees and NGO Organizations

S.No	Name of the Block	No. of School Education Committees	No. of Community Organizations
1	Erode	94	30
2	Modakkurichi	117	6
3	Kodumudi	88	4
4	Perundurai	101	9
5	Uthukkuli	76	10
6	Chennimalai	70	15
7	Kangayam	63	4
8	Vellakoil	88	6
9	Dharapuram	111	6
10	Moolanur	107	0
11	Kundadam	97	0
12	Gobichettipalayam	92	6
13	Nambiyur	82	5
14	T.N.Palayam	40	10
15	Bhavani	88	3
16	Anthiyur	89	7
17	Ammapetai	79	0
18	Sathyamangalam	76	5
19	Bhavani Sagar	74	5
20	Thalavadi	57	3
Total		1689	134

Source: Household Survey: Pre-project Activities of SSA by DIET, Perundurai and DEEO, Erode

Village Education Committee

Under the Constitution Amendment Bill, Panchayats will be formed for a village or a group of villages. Each panchayat will have its elected members. Besides, each Panchayat may constitute a Village Education Committee, which should be assisting in the administration of the delegated programmes in the field of education at the village level. The major responsibility of the VEC should be coordinating with the School Education Committee in the operationalisation of micro-level planning and school mapping in the village through systematic house-to-house survey and periodic discussions with the parents. It should be the endeavor of the committee that every child in every family participates in primary education. They will have the support of the DIET in these activities.

Generation and sustenance of awareness among the village community ensures participation of all the segments of population. The VEC should play an important role in developing teacher and community partnership to oversee and manage the effectiveness and regular functioning of the schools and AIE centers.

Panchayat Education Committee

- Panchayat Education Committee shall take all steps required for the effective functioning of the schools in the panchayat and to achieve total literacy.
- The committee shall maintain a separate fund called panchayat education fund through same taxes and donations from the public and help acquire infrastructure facilities and supplement resource base for the school.
- Monitor the efforts initiated for the UEE.

(b) Block Level

Block is the available basic unit and is at the proximate level to monitor and support the entire primary and upper primary schools under its jurisdiction.

Block Resource Centre

- BRC is an alternative structure proposed at the block level to look after in-service training requirements of primary school and upper primary school teachers and other functionaries. In addition to training, BRCs are responsible for monitoring and supervising schools and providing on the job support to teachers. Each BRC will be provided with 5 resources persons viz. BRPs and Block Education Officer.
- BRPs would regularly visit schools and monitor the attendance of pupils and the teachers in addition to providing professional support to schools.

- They will guide and monitor the utilization of A.V. equipment and other teaching material.
- They will also monitor all types of SSA activities viz. grants utilization, awareness campaigns, Cluster Resource Centre meetings, etc. and their impact.
- The training programmed proposed at the BRC are:
 - (a) In-service teacher training
 - (b) Induction and recurrent training to newly recruited teachers
 - (c) Training of ECE workers.
 - (d) Training of SC members on community mobilization and for their participation in school matters
 - (e) Conducting meetings with habitation wise youth members, NGOs and other Self Help Groups for conducting campaigns and other mobilization activities, sensitizing the community on child labour and their educational issues.

Block Education Committee

Block Education Committees have been formed for all the blocks in the district to ensure active participation of the local community for the effective functioning of the school system and achieving the national goal of UEE in its true spirit. The AEEO is the member convener for the Block Education Committee.

- The Block Education committee shall monitor the functioning of the schools under the control of the AEEO and take necessary steps wherever necessary.
- It would undertake annual evaluation of the performance of each school and its facilities and provide for academic supervision and inspection of all the schools that are under the control of the AEEO.
- The committee would prepare the Block Education Plan and monitor the UEE interventions.

District Level

The District Planning Committee has been formed and represented by parents, HMs, educationists, NGOs, the DEEO, the DEOs and representatives from other welfare departments. The Principal of the DIET is its president and the District Elementary Educational Officer is its member secretary.

The committee shall have to undertake an annual evaluation of the performance of the schools and prepare an annual Budget and operate the district education fund. It reviews all the initiatives of the UEE and monitors the progress in achieving it within the stipulated time i.e. before 2010.

DIET

DIET is a premier academic institute at the district level which provides all types of professional support to the working teachers, supervisors and resource persons functioning at block levels and plays a vital role for the enhancement of quality of elementary education.

The role of the DIET in achieving UEE

- The DIET functions as the academic resource center in the field of elementary education, alternative education, pre-primary and ECE.
- It would train BRPs in the important areas of pedagogy, community mobilization planning, multi-grade teaching and child-centered pedagogy.
- The DIET would plan and develop district specific training strategies.
- It would process and validate SSA interventions.
- The faculty members of the DIET will be some of the core team members of the District Resource Groups.
- The DIET would take up academic monitoring of schools.

Participation Arrangements

To ensure the participation of parents, teachers and community at large, the project has carefully designed implementation arrangements. Many of the interventions should be implemented through organizations headed and managed by the parents of the school-going children. A number of training and contact programmes have been planned to ensure regular community participation. The Head Master would be involved in almost all the crucial interventions. Networking with NGOs has been envisaged as a major implementation tool. Village Education Committees, PTAs and School Education Committees play a lead role in the planning, monitoring and implementing various school improvement programmes.

Planning

- The School Education Committees would conduct a survey for village level information and prepare a list of all the names of the children who are in school and out of school in the age group of 5-14 years.
- The School Education Committees would participate and prepare habitation educational plans.
- The PTAs and MTAs would identify locations and instructors for starting ECE centres.

- These committees would also identify major resources to support the elementary education activities in the habitation.

As mentioned in the previous chapters, the local level institutes and community management structures viz. Village Education Committees, Mother Associations, School Education Committees etc. would play a lead role in the planning, monitoring and implementing various school improvement programmes as follows:

Implementation

- The School Education Committees would take a lead role in executing all types of civil works at habitation level. The SECs shall identify free land and invite other contributions in cash or kind from the community.
- School Education Committee members would take up the responsibility of specifying unenrolled and dropped out children for schooling.
- The Mother Associations would take up the responsibilities of funding the center by providing accommodation, teaching learning materials, identifying local educated youth as instructors and ayahs and providing monthly salaries to them from SSA funds.

Monitoring

- The School Education Committees shall monitor the utilization of school and teacher grants and progress of civil works and their quality.
- The School Education Committees would monitor the efforts for releasing child labour from their work and mainstreaming them through various types of Bridge Courses.
- They would monitor the regular attendance and retention of the children who are already in the school and also mainstreamed from child labour.
- The School Education Committees would also monitor the attendance of pupils and teachers from time to time.
- The Mother Associations shall monitor and supervise the functioning of ECE centres.
- The School Education Committees would monitor the utilization of teaching learning equipment supplied to schools under various central and State schemes.
- They would conduct model SC meetings and take part in village meetings.

- The School Education Committees would also mobilize community support to provide necessary sites and accommodation for establishing Alternate Schools (A.S.) in school fewer habitations, which are not viable to start Formal primary schools.
- Further these committees would mobilize public support in enhancing school infrastructure facilities like building requirements, drinking water, toilets, school gardens etc. through voluntary service programmes.
- They would arrange for the training of SC members for developing awareness on school related issues and preparation of participatory village education plans.
- They would also conduct inter-district and inter-state tours of SC members for observing good practices.
- Training to the members of Mother Associations on monitoring and supervision of ECE centres.

At the village level, the parents and members of the community will solely run the project. This ensures commitment of management to the goal of UEE and DPEP objectives. At state and district levels, the project management will consist of persons with proven expertise, dedication to the organization goals and willingness to work hard for the organization.

Functional groups which will interact with each other for the common objectives and goals will be set up with scope to contribute to the thrust areas like teacher education, MIS, civil works wing, disadvantaged groups and general management.

Accountability will be the motto of all the functionaries. They hold themselves accountable to the assigned tasks as per the project goals. Accountability includes efficiency in the use of financial resources also. The project will aim for high degree of effectiveness and efficiency in deploying all the resources.

For achieving the project goals, the management will cooperate the other convergent departments, NGOs and other resource institutions. This will ensure sustainability of many component and the initiatives of the project.

The Policy And Working Strategies

In the State Project Office people meet frequently in small, manageable groups, discuss milestones, recall successes and analyses failures to perform and achieve the UEE objectives. The existing staffing pattern in SPO will be adequate to look after the interventions of SSA in the project districts.

District Project Office (DPO)

District Project office (DPO) will be established in the district (on the pattern of DPEP districts) at the district headquarters. The District Educational Officer will be the ex-officio District Project Coordinator (DPC) of district SSA. The DPC will be assisted by Additional Project Coordinators. He/She shall have the powers and responsibilities to carry out the various initiatives for the UEE.

Functional Aspects of DPO

- Development of Annual Work Plan and Budget in de-centralized participatory mode.
- DPO is responsible for the implementation of all the activities of the SSA in the district.
- Publication of reports and newsletters, etc.

Inputs

The DPEP project will be located in a rented building (provided suitable accommodation is not available in the office of the District Elementary Educational Officer). The DPO office will be supported with required furniture, equipment, salaries, vehicles and other MIS equipment along with stationary and other contingencies.

Flow of Fund

The flow of fund will be from SPO to DPO

- Funds flow from SPO to DPO.
- All funds from DPO to executing agencies like the School Educational Committees, DIETs, BRCs and CRCs will be through Accounts Payee Cheque or Accounts Payee DD.
- Accounts will be maintained as per the statutory requirements for societies. Reports will be sent to SPO/GOI as per requirements.
- Audit (as per the guidelines in vogue as in case of DPEP):
 - a. Pre-audit by FAO of DPO of all expenditure.
 - b. Statutory audit every year, by the auditor appointed by SPO.
 - c. Annual Audit by Chartered Accountant General.

Expenditure and payment will be sanctioned by

- Competent authority subject to budget provision within approved work plan in accordance with rules / procedures.

Bank Transactions will be made by

- Authorized signatory / Signatories with delegated competence based on competent sanction.

In all financial transactions

- Prudent, cost effectiveness and transparency will be maintained.

MANAGEMENT STRUCTURE AT THE DISTRICT LEVEL UNDER SARVA SIKSHA ABIYAN

No	Designation	No.of Posts	Cadre	Scale of Pay	Average Pay
1	District Programme Co-ordinator	1	District Elementary Education Officer	Ex-officio	
2	Assistant District Programme Co-ordinator	1	High School Headmaster	6500-200-11100	9315
3	Finance and Accounts Officer	1	Inspector of Local Fund Audit	6500-200-10500	9315
4	Statistical Officer	1	Statistical Officer	6500-200-10500	9315
5	Research & Evaluation Officer	1	PG Assistant	5900-200-9900	8357
6	Community Mobilisation Officer	1	BT Assistant	5500-175-9000	7885
7	Women Development Officer	1	BT Assistant	5500-175-9000	7885
8	Academic Officer - Monitoring	1	BT Assistant	5500-175-9000	7885
9	Superintendent	1	Superintendent	5500-175-9000	7885
10	Assistant	2	Assistant @ 5735	4000-100-8000	11470
11	Civil Works Engineer	1	Retired AE	Consolidated	8000
12	Civil Works Assistant Engineer	2	Diploma holder @ 5000	Consolidated	10000
13	Civil Draftsman	1	Draftsman	Consolidated	4000
14	Consultant - Formal Education	1	Retired	Consolidated	5000
15	Consultant- Nonformal Education	1	Retired	Consolidated	5000
16	Consultant - Girls Education & IED	1	Retired	Consolidated	5000
17	MIS - Data Entry Operator	1	Computer Qualified	Consolidated	5000
18	Typist	1	English/Tamil Typing Higher	Consolidated	3000
19	Office Assistant	1	X Qualified	Consolidated	2000

Total Expenditure per month - Rs.1,26,312

Annual Expenditure - Rs. 15,15,744

Budget for 10 years

SPNO	Category	Amount in Lakhs
1.	Civil works.	3671-750
2.	Project Management	267-170
3.	Quality Improvement.	<u>12019-730</u>
	total	<u>15958-650</u>

Annual Budget 2001-2002

SPNO	Category	Amount in Lakhs
1.	Civil works	1293-000
2.	Project Management	23-760
3.	Quality Improvement	<u>1310-166</u>
	total	<u>2626-926</u>

Chapter XII
Budget Summary
Intervention-wise Budget Estimates-Erode District, Tamil Nadu

Rupees in lakhs

SI	Intervention Name	Code.	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	Total
1	Project Management	PRM	23.76	26.41	26.41	26.93	26.93	26.93	27.45	27.45	27.45	27.45	267.17
2	Planning & Management	PLM	5.1	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	45.6
3	Research, Evaluation, Monitoring & Supervision	RES	20.1	20.1	25.1	20.1	20.1	20.1	25.1	20.1	20.1	25.1	216
4	Community Mobilization & Participation	CMP	79.04	76.19	76.19	48.97	48.97	48.97	48.97	29.91	29.91	29.91	517.03
5	Access & Alternative Schooling	AAS	97.64	96.33	96.33	54.02	54.02	54.02	54.02	54.02	54.02	54.02	668.44
6	Civil Works	CWS	129.3	1212	1089			77.75					3671.75
7	Pedagogy & School Improving	QI	1022.10	932.33	990.91	998.11	1000.87	1000.87	1006.07	1007.68	1007.68	1007.68	10004.80
8	Education of Focused Groups												
	a) Girl Child Education	GCE	44.0	44.0	44.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	146
	b) Early Childhood Education	ECE	28.54	28.54	28.54	28.54	28.54	28.54	28.54	28.54	28.54	28.54	285.4
	c) Children with Special Educational Needs	CSE	8.716	8.716	8.716	8.716	8.716	8.716	8.716	8.716	8.716	8.716	87.16
9	Distance Education	DSE	4.93	4.93	4.93	4.93	4.93	4.93	4.93	4.93	4.93	4.93	49.3
Total			2626.93	2484.55	2394.63	1196.82	1199.58	1277.33	1210.30	1187.85	1187.85	1192.85	15958.69

TABLE I

INTERVENTION NAME: PROJECT MANAGEMENT
(PRM)

Rupees in lakhs

S.No	NAME OF THE INTERVENTION	C.No	Unit cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Total	
				Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
1	Furniture for DPO	FUD	2.0	1	2.0																			1	2.0
2	Equipments for DPO	EQD	4	1	4																			1	4.0
3	Salary for DPO staff	SD	17.31	24	8.66	24	17.31	24	17.31	24	17.83	24	17.83	24	17.83	24	18.35	24	18.35	24	18.35	24	18.35	24	170.17
4	DPO consumables	DPO	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	5
5	Water, electricity Telephone	WET	0.15	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	12	18
6	Rent for DPO	RD	0.1	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	12
7	TA&DA	TD	0.1	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	12
8	Equipment maintenance & operation	EM		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10
9	Consultants	CON	0.2	12	2.4	12	2.4	12	2.4	12	2.4	12	2.4	12	2.4	12	2.4	12	2.4	12	2.4	12	2.4	12	24
10	Documentation at DPO	DTN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10
	Total				23.76		26.41		26.41		26.93		26.93		26.93		27.45		27.45		27.45		27.45		267.17

TABLE -2

**INTERVENTION NAME: PLANNING AND MANAGEMENT
(PLM)**

Rupees in Lakhs.

S l.	Item	co de	Unit cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL			
				Ph	Fin	Phy	Fin	Phy	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Phy	Fin	Ph	Fin	Ph	Fin	Phy	Fin	Ph	Fin	Ph	Fin
1	Planni ng exercis e	PE	0.15	20	3.0	20	3.0	20	3.0	20	3.0	20	3.0	20	3.0	20	3.0	20	3.0	20	3.0	20	3.0	20	3.0	20	30
2	Trainn ing of BRPs inscho ol mappi ng	S M P	.005	12 0	0.6																					12 0	0.6
3	Orient ation to the BRPs on planni ng	OP	.007 5	12 0	0.9	120	0.9	120	0.9	12 0	0.9	12 0	0.9	12 0	0.9	120	0.9	12 0	0.9	12 0	0.9	120	0.9	12 0	0.9	12 0	9
4	Expos ure visits	EV	.005	12 0	0.6	120	0.6	20	0.6	20	0.6	20	0.6	20	0.6	20	0.6	20	0.6	20	0.6	20	0.6	20	0.6	20	6
	Total				5.1		4.5		4.5		4.5		4.5		4.5		4.5		4.5		4.5		4.5		4.5		45.6

TABLE :3

INTERVENTION NAME: RESEARCH EVALUATION MONITORING AND SUPERVISION.

Rupees in lakhs

S.NO	NAME OF THE INTERVENTION	RES Code	2001-02 2002-03 2003-04 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10 2010-11 Total																						
			Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Total	
				Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
1	Action Research	AR	0.05	50	2.5	50	2.5	50	2.5	50	2.5	50	2.5	50	2.5	50	2.5	50	2.5	50	17.5	50	17.5	50	25
2	Smaller scale classroom based researches	CR	0.015	500	7.5	500	7.5	500	7.5	500	7.5	500	7.5	500	7.5	500	7.5	500	7.5	500	7.5	500	7.5	500	75
3	Orientation on research and evaluation	RES	0.005	120	0.6	120	0.6	120	0.6	120	0.6	120	0.6	120	0.6	120	0.6	120	0.6	120	0.6	120	0.6	120	6
4	Conduct of pupil achievement survey	AS	0.15	20	3.0	20	3	20	3	20	3	20	3	20	3	20	3	20	3	20	3	20	3	20	30
5	Baseline& midterm Assessment	BA				0		5		0				0		5		0		0		5			15
9	Academic monitoring of schools by DIET staff traveling expenditure	AM	0.001	20	0.5	20	0.5	20	0.5	20	0.5	20	0.5	20	0.5	20	0.5	20	0.5	20	0.5	20	0.5	20	5
11	Academic supervision by BRPS	ASB	0.05	120	6.0	120	6	120	6	120	6	120	6	120	6	120	6	120	6	120	6	120	6	120	60
	Total				20.1		20.1		25.6		20.1		20.1		20.1		25.6		20.1		20.1		25.6		216

TABLE 4

INTERVENTION NAME: COMMUNITY MOBILIZATION AND PARTICIPATION

Rupees in lakhs

S.No	Item	C.No	U.cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Total		
				Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
1	Orientation to SEC Members (2 DAYS)	OMO.0006		13520	8.112	13520	8.112	13520	8.112	13520	8.112	13520	8.112	13520	8.112	13520	8.112	13520	8.112	13520	8.112	13520	8.112	13520	8.112	81.10
2	Bal melas at village/culster	BM	0.25	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	50	
3	Block level melas for VEC Teachers	MP	0.25	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	50	
4	Community mobilization at Habitation level	CM	0.15	363	54.45	363	54.45	363	54.45	363	27.23	363	27.23	363	27.23	363	27.23	363	08.17	363	08.17	363	08.17	363	296.78	
5	Campaign material & travel charges	CT	0.01	363	3.63	363	3.63	363	3.63	363	3.63	363	3.63	363	3.63	363	3.63	363	3.63	363	3.63	363	3.63	363	36.3	
6	Training for civil works	CWO.0003		4756	2.85																			4756	2.85	
	Total			79.042		76.192		76.192		48.972		48.972		48.972		48.972		29.912		29.912		29.912		29.912	517.03	

TABLE 5

INTERVENTION NAME: ACCESS AND ALTERNATIVE SCHOOLING.

Rupees in lakhs

S. No	PROPOSED BUDGET INTERVENTION NAME	Code	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL		
			U.cost	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
1	Residential Bridge Courses for Boys	RB	3	14	42	14	42	14	42														14	126	
2	Induction trg of AS volountry teachers/ Non Bridge courses volunteers 5 Days	IT	0.0007	297	1.46																		297	1.46	
4	Recurrent trg AS volunTERS multi level activity based teaching	RT	0.0007			63	0.31	63	0.31	63	0.31	63	0.31	63	0.31	63	0.31	63	0.31	63	0.31	63	0.31	63	2.78
5	Training of BRP s and AS teachers induction	TI	0.0007	120	0.42																		120	0.42	
6	T.L.M. grants (per centre) for residential bridge courses & AIE	GR	0.01	28	0.28	28	0.28	28	0.28	28	0.28	28	0.28	28	0.28	28	0.28	28	0.28	28	0.28	28	0.28	28	2.8
7	Alternative schools instructors & Bridge volunteers Honorarium.	IH	0.01	297	35.64	297	35.64	297	35.64	297	35.64	297	35.64	297	35.64	297	35.64	297	35.64	297	35.64	297	35.64	297	356.4
8	Shed / rent for non Bridge course	ALS	0.005	234	14.04	234	14.04	234	14.04	234	14.04	234	14.04	234	14.04	234	14.04	234	14.04	234	14.04	234	14.04	234	140.4
9	Training for EGS/Rent/Honororium	EGS	0.25	15	3.75	15	3.75	15	3.75	15	3.75	15	3.75	15	3.75	15	3.75	15	3.75	15	3.75	15	3.75	15	37.50
	Total				97.644	96.33	96.33		100.09	96.33		54.02		54.02		54.02		54.02		54.02		54.02		54.02	668.63

S l.	Item	Code	U.C	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Total				
				P	Fin	P	Fin	Phy	F	P	F	Ph	Fi	P	F	P	F	P	F	P	F	P	F	Phy	Fin			
1	Additional Class Room	AC	1.75																									
	i.For Primary School																											
	ii.Upgraded Upper Primary			397	694.75	396	693	396	693																		1189	2080.75
	iii.For High School																											
2	BRC Building	BRB	6	10	60	10	60																			20	120	
3	New School Building (Two rooms)	NB	3.5	16	56	16	56																			32	112	
4	Building for DIET	BD	6	1	3	1	3																			1	6	
5	Toilet for DIET	TD	0.75	2	1.5																					1	1.5	
6	Hostel for DIET	HD	6	1	6	1	6																			2	12	
7	Toilet for Schools	TS	0.75	400	300	400	300	400	300																	1200	900	
8	CRC Building	CR C	2.0	47	94	47	94	48	96																	142	284	
9	Repairs and maintenances of schools	RMS	.05	1555	77.75									1555	77.75											1555	155.50	
Total					1293		1212		1089						77.75												3671.75	

TABLE: 7

INTERVENTION NAME: PEDAGOGY AND SCHOOL IMPROVEMENT.

Rupees in lakhs

S.N	Item	QI Co de	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL		
			U.Co	P	Fin	P	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
1	Teachers Training Multilevel/Activity Based 20 Days	TM	0.00077238	101.33	8040	112.56	8040	112.56	8040	112.56	8040	112.56	8040	112.56	8040	112.56	8040	112.56	8040	112.56	8040	112.56	8040	1114.37	
2	Training of Block BRG+ resource Persons 5 days	RP	0.002	120	1.2	120	1.2	120	1.2	120	1.2	120	1.2	120	1.2	120	1.2	120	1.2	120	1.2	120	1.2	120	12
3	District Resource Group Training 5days	DR	0.002	50	0.5	50	0.5	50	0.5	50	0.5	50	0.5	50	0.5	50	0.5	50	0.5	50	0.5	50	0.5	50	5
4	Contingency and equipments maintenance for BRC	CE M	0.12	20	2.4	20	2.4	20	2.4	20	2.4	20	2.4	20	2.4	20	2.4	20	2.4	20	2.4	20	2.4	20	24
5	TLM Grant for Teachers for formal and High & H S School	GT	0.005	8040	40.2	8040	40.2	8040	40.2	8040	40.2	8040	40.2	8040	40.2	8040	40.2	8040	40.2	8040	40.2	8040	40.2	8040	402
6	School grant T.L.M	SG	0.021	690	33.80	1690	33.80	1690	33.80	1690	33.80	1690	33.80	1690	33.80	1690	33.80	1690	33.80	1690	33.80	1690	33.80	1690	338
7	TLE Grant to new schools primary	GN	0.1	32	3.2																			32	3.2
8	TLE for New Upper Primary	NU	0.5	26	13																			26	13
9	Cluster center Grant TLM	CG	0.02	142	2.84	142	2.84	142	2.84	142	2.84	142	2.84	142	2.84	142	2.84	142	2.84	142	2.84	142	2.84	142	28.4
10	Furniture for DIET	FD		1	1																			1	1
11	Furniture for BRC	FB		1	20	20																		20	20
12	Furniture for CRC	FC	0.100	142	14.2																			142	14.2
13	Contingency for CRC	CCR	0.025	142	3.55	142	3.55	142	3.55	142	3.55	142	3.55	142	3.55	142	3.55	142	3.55	142	3.55	142	3.55	142	35.5
14	Equipment for DIET	FD		3	1	3																		1	3
15	Vehicle for DIET	VD	4.5	1	4.5																			1	4.5

16	Equipment for BRC	EB	1.5	20	30																	20	30		
17	Exposure visit to BRC& DRC	EV	0.03	50	1.5	50	1.5	50	1.5	50	1.5	50	1.5	50	1.5	50	1.5	50	1.5	50	1.5	50	12	50	15
18	Academic Review Meeting	AR	.007	120	1.0	120	1	120	1	120	1	120	1	50	1	120	1	120	1	120	1	120	1	120	10
19	Library Books for DIET	LD		1	0.5	1	0.5	1	0.5	1	0.5												1	2	
20	Library Books for BRC	LB	0.25	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	50
21	Printing Modules	PM	0.1	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	20
22	CRC co-ordinate training	CR CT	.000 7	142	0.497	142	0.497	142	0.497	142	0.497	142	0.497	142	0.497	142	0.497	142	0.497	142	0.497	142	0.497	142	4.97
23	Induction training for new Teachers		.000 7	458	9.62																		458	9.62	
24	Academic Convention	AC	0.5	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	40	20
25	Block level TLM workshops		0.05	40	2	40	2	40	2	40	2	40	2	40	2	40	2	40	2	40	2	40	2	40	20
26	TLM melas		.10	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	20
27	Salary for new primary school Teachers		.07	64	53.76	64	53.76	64	53.76	64	53.76	64	55.37	64	55.37	64	55.37	64	56.98	64	56.98	64	56.98	64	552.09
28	Salary for new upper primary Teachers		0.09	458	494.7	458	522.72	458	550.8	458	550.8	458	552.45	458	552.45	458	552.45	458	552.45	458	552.45	458	552.45	458	5433.72
29	Salary for BRC		8.64	20	172.80	20	172.80	20	172.80	20	180	20	180	20	180	20	185.2	20	185.2	20	185.2	20	185.2	20	1799.20
	Total				1022.10		962.83		990.96		998.11		1000.87		1000.87		1006.07		1007.68		1007.68		1007.68		10004.77

TABLE 8

INTERVENTION NAME: EDUCATION OF FOCUSED GROUPS

Rupees in lakhs

S.No	NAME OF INTERVENTION	U.Co	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL	
			phy	fin	phy	fin	phy	fin	phy	fin	phy	fin	phy	fin	phy	fin	phy	fin	Phy	Fin	Phy	Fin	Phy	Fin
1	a) Girls Education Bridge Course Camps for girls	3	14	42	14	42	14	42															14	126
2	Gender issues workshops	.025	40	1	40	1	40	1	40	1	40	1	40	1	40	1	40	1	40	1	40	1	1	10
3	Printing of modules		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10
	Total			44		44		44		2		2		2		2		2		2		2		146
	b) Early Childhood Education																							
4	Induction training of ECE instructors 5 days	0.0007	85	0.298																			85	0.298
5	Trg of Mothers Association Members 2 days	0.0003	4196	2.52	4196	2.52	4196	2.52	4196	2.52	4196	2.52	4196	2.52	4196	2.52	4196	2.52	4196	2.52	4196	2.52	4196	25.2
6	Trg of BRPs and Girl child Officer on ECE 5 days	0.0007	40	0.14	40	0.14	40	0.14	40	0.14	40	0.14	40	0.14	40	0.14	40	0.14	40	0.14	40	0.14	40	1.4
7	Trg of trs where ECE is being opened	0.0007	85	0.298	85	0.298	85	0.298	85	0.298	85	0.298	85	0.298	85	0.298	85	0.298	85	0.298	85	0.298	85	2.98
8	Convergence workshop for ECE 5 days	0.125	4	0.5	4	0.5	4	0.5	4	0.5	4	0.5	4	0.5	4	0.5	4	0.5	4	0.5	4	0.5	4	5
9	Play and learn material for ECE.	0.015	1049	15.735	1049	15.735	1049	15.735	1049	15.735	1049	15.735	1049	15.735	1049	15.735	1049	15.735	1049	15.735	1049	15.735	1049	157.35
10	ECE Instructors training 5 days	0.0007	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	36.72
11	Printing of modules	0.1	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	20
12	AWC workers training 5 days	0.0007	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	36.72
	Total			28.54		28.54		28.54		28.54		28.54		28.54		28.54		28.54		28.54		28.54		285.4

818

118

b11

	c) Children with Spl Ednl Needs (SEN)																							
13	TLM on special education	0.1	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	20
14	IED Training to BRC staff 5 days	.007	120	0.84	120	0.84	120	0.84	120	0.84	120	0.84	120	0.84	120	0.84	120	0.84	120	0.84	120	0.84	120	8.4
15	IED assessment camps	0.01	20	0.20	20	0.20	20	0.20	20	0.20	20	0.20	20	0.20	20	0.20	20	0.20	20	0.20	20	0.20	20	2
16	Incentive for disabled children	0.012	313	3.756	313	3.756	313	3.756	313	3.756	313	3.756	313	3.756	313	3.756	313	3.756	313	3.756	313	3.756	313	37.56
17	Resource persons honorarium	0.04	4	1.92	4	1.92	4	1.92	4	1.92	4	1.92	4	1.92	4	1.92	4	1.92	4	1.92	4	1.92	4	19.2
	TOTAL			8.716		8.716		8.716		8.716		8.716		8.716		8.716		8.716		8.716		8.716		87.16

TABLE -9

INTERVENTION NAME : DISTANCE EDUCATION

Rupees in Lakhs

Sl	NAME OF INTERVENTION	U.Co	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL			
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin		
1	Maintenance of TV & VCP	0.005	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	9.65
2	Distance Education Workshop & seminar	0.05	20	1	20	1	20	1	20	1	20	1	20	1	20	1	20	1	20	1	20	1	20	1	20	10
3	Procurement of cassettes	0.005	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	9.65
4	Video libraries at BRC	0.1	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	20
	Total			4.93		4.93		4.93		4.93		4.93		4.93		4.93		4.93		4.93		4.93		4.93		49.3

CHAPTER XIII
IMPLEMENTATION SCHEDULE PROPOSED BUDGET FOR 10 YEARS – ERODE DISTRICT, TAMIL NADU.

S.No	Item	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Project Management											
1	Furniture for DPO	✓									
2	Equipment for DPO	✓									
3	Documentation at DPO	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Salary for DPO staff	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	DPO consumables	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Water, electricity, Telephone etc	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Rent for DPO	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	TA & DA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	Equipment maintenance and operation at DPO	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	Consultants	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Planning & Management											
11	Planning & Exercise	✓	✓								
12	Training of BRP s in School Mapping and Micro Planning	✓									
13	Oreintation to the BR s on planning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14	Exposure visits	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15	Salary BRPs staff	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Research, Evaluation, Monitoring and Supervision											
16	Action Research	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
17	Smaller Scale classroom based Researches	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
18	Orientation on Research/Activity Evaluation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
19	Conduct of Pupil Achievement Survey	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
20	Baseline & Midterm Assessment	✓		✓		✓		✓		✓	
21	MIS Equipment	✓									
22	EMIS/DISE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
23	MIS Equipment, Operation & Maintenance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
24	Computer Stationery, Peripherals	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
25	Academic monitoring of schools by DIET staff (travelling expenditure)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
26	Academic supervision by BRPs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
27	Maintenance of equipment for DIET	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Community Mobilization & Participation											
28	Orientation to SEC Members	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
29	Bal Melas at village/cluster	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
30	Block level melas for VEC/Teachers/Parents	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
31	Community Mobilization & Habitation level	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
32	Campaign material & travel charges	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
33	Civil Work training SEC	✓									

Access & Alternative Schooling											
34	Residential Bridge Courses	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
35	Induction training of AS voluntary teachers / Bridge Course volunteers (234+63)	✓									
36	Induction training of New Teachers	✓									
37	Recurrent training of AS volunteers multi level activity based teaching		✓	✓	✓	✓	✓	✓	✓	✓	✓
38	Training of BRP s in VVs.and AS teachers induction	✓									
39	Salary for New School Teachers (Primary)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
40	Salaries for Upper Primary School teachers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
41	TLM grants (per centre) for Residential bridge courses	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
42	Alternative school instructors for Honorarium	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
43	EGS Shed/Rent	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
44	Shed/Rent for AIs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Civil Works											
45	Additional class rooms	✓	✓	✓							
46	Block Resource centre building	✓	✓								
47	New school Building (two rooms with varandah)	✓	✓								
48	Building hall for DIET	✓	✓								
49	Toilet for DIET	✓									
50	Hostel for DIET (Additional rooms in the existing hostel)	✓	✓								
51	CRC Building	✓	✓	✓							

Pedagogy & School Improvement											
52	Teachers training in multi level / activity based teaching	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
53	Training of BRPs & BRGs in methods	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
54	Training of DRG	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
55	TLM grant per teachers for formal schools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
56	School Grant	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
57	TLM Grant to new schools (Pry)	✓									
58	TLE Grant to new schools (New Upper Pry)	✓									
59	CRC Grant	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
60	Furniture for DIET	✓									
61	Furniture for BRC	✓									
62	Furniture for CRC	✓									
63	Equipment for DIET	✓									
64	Equipment for BRC	✓									
65	Vehicle for DIET	✓									
66	Exposure visits to DRC and BRC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
67	Academic review meetings @ one per month	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
68	Repairs and maintenance of schools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
69	Library Books for DIET	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
70	Library Books for BRCs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
71	Printing of modules	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
72	CRC Co-ordinator training	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
73	Academic convention	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
74	TLM melas	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
75	Block level TLM workshops	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
76	Equipment maintance and operation at DIET	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
77	Equipment maintance and operation at BRC& Contingent	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Education of Focussed Groups											
a)Girls Education											
78	Bridge Course Camps for girls	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
79	Gender issues workshops	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
80	Printing of modules	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
b)Early Childhood Education											
81	Induction training of ECE instructors	✓									
82	Training of Mothers Association Members	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
83	Training of BRPs and Girl child Officer on ECE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
84	Training of teachers where ECE is beining opened		✓	✓	✓	✓	✓	✓	✓	✓	✓
85	Convergence workshop for ECE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
86	Play and learn material for ECE.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
87	Training for ECE Instructors	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
88	Printing of modules	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
89	AWC workers Training	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
c) Children with Special Educational Needs (SEN)											
90	TLM on special eduction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
91	IED Training to BRC staff	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
92	IED assessment camps	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
93	Resource Persons honorarium	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
94	Incentive for disabled children	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Distance Education											
95	Maintenance of TV and VCP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
96	Distance Education (Workshop and Seminars)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
97	Procurement of cassettes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
98	Video library at BRC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

ACCOUNT COST-CODE-WISE BUDGET ESTIMATE, ERODE DISTRICT-TAMILNADU

Rupees in Lakhs

S.NO	INTERVENTION NAME	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	Total
1	Civil Works	1293.00	1212.00	1089.00	-	-	77.75	-	-	-	-	3671.75
2	Furniture	37.20	-	-	-	-	-	-	-	-	-	37.20
3	Equipment	37.00	-	-	-	-	-	-	-	-	-	37.00
4	Vehicle	4.50	-	-	-	-	-	-	-	-	-	4.50
5	Books & Libraries	7.50	7.50	7.50	7.50	7.00	7.00	7.00	7.00	7.00	7.00	72.00
6	Training, Cost TA & DA	148.527	144.818	144.818	144.818	144.818	144.818	144.818	144.818	144.818	144.818	1451.99
7	Workshop and Seminars	9.50	9.50	9.50	9.50	9.50	9.50	9.50	9.50	9.50	9.50	95.00
8	Awareness Campaign	175.33	175.33	175.33	64.11	64.11	64.11	64.11	45.05	45.05	45.05	917.58
9	Salaries	729.90	765.59	794.67	802.39	805.69	805.65	810.85	812.98	812.98	812.98	7955.25
10	Consumables	4.70	4.70	4.70	4.70	4.70	4.70	4.70	4.70	4.70	4.70	47.00
11	TEM	117.02	100.82	100.82	100.82	100.82	100.82	100.82	100.82	100.82	100.82	1024.40
12	Research Studies	14.60	14.60	19.60	14.60	14.60	14.60	19.60	14.60	14.60	19.60	161.00
13	Equipment Operation And Maintenance	7.92	7.92	7.92	7.92	7.92	7.92	7.92	7.92	7.92	7.92	79.20
14	Local Consultancy	2.40	2.40	2.40	2.40	2.40	2.40	2.40	2.40	2.40	2.40	24.00
15	Innovations	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	5.00
16	Honorarium to CRC, ALS, INS, TE	37.56	37.56	37.56	37.56	37.56	37.56	37.56	37.56	37.56	37.56	375.60
	TOTAL	2627.12	2484.24	2394.32	1196.82	1199.69	1277.80	1209.78	1187.85	1187.85	1192.85	15958.47

ACCOUNT COST CODEWISE PROPOSED BUDGE FOR 10 YEARS

Rupees in lakhs

S.N O	NAME OF THE INTERVENTION	Unit cost	2001-2002		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-2011		Total		
			P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	
CIVIL WORKS																									
1	Additional class rooms	1.75	397	694.75	396	693	396	693																1189	2080.75
2	Block resource centre Building	6	10	60	10	60																		20	120
3	New School Building (Two rooms with Veranda)	3.5	16	56	16	56																		32	112
4	Building hall for DIET	6	1	3	1	3																		1	6
5	Toilet for DIET	0.75	2	1.5																				2	1.5
6	Hostel for DIET (Additional rooms in the existing hostel)	6	1	6	1	6																		2	12
7	Toilet for schools	0.75	400	300	400	300	400	300																1200	900
8	CRC Building	2	47	94	47	94	48	96																142	284
9	Repairs and Maintenance of School	0.05	1555	77.75								1555	77.75											1555	155.40
	Total			1293		1212		1089					77.75												3671.75
FURNITURE																									
10	Furniture for DPO	2.0	1	2																				1	2.00
11	Furniture for DIET	1	1	1																				1	1
12	Furniture for BRC	1	20	20																				20	20
13	Furniture for CRC	0.100	142	14.2																				142	14.20
	Total			37.20																					37.20
EQUIPMENT																									
14	Equipment for DPO	4	1	4																				1	4
15	Equipment for DIET	3	1	3																				1	3
16	Equipment for BRC	1.5	20	30																				20	30
	Total			37																					37
VEHICLES																									
17	Vehicle for DIET	4.5	1	4.5																				1	4.5
	Total			4.5																				1	4.5

BOOKS FOR LIBRARIES																								
18	Library books for DIET		1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5		
19	Library books for BRC	0.25	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	50		
20	Video libraries at BRC	0.1	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	20		
	Total			7.5		7.5		7.5		7.5		7		7		7		7		7		72		
TRAINING COST AND TABDA																								
21	Exposure Visits	0.005	120	0.6	20	0.6	20	0.6	20	0.6	20	0.6	20	0.6	20	0.6	20	0.6	20	0.6	20	6		
22	Orientation to BRP's or planning	0.0075	120	0.9	120	0.9	120	0.9	120	0.9	120	0.9	120	0.9	120	0.9	120	0.9	120	0.9	120	9		
23	Planning exercise	0.15	20	3	20	3	20	3	20	3	20	3	20	3	20	3	20	3	20	3	20	30		
24	Trg of BRP's in school mapping and micro planning	0.005	120	0.6																		120	0.6	
25	Academic supervision by BRP's	0.05	120	6	120	6	120	6	120	6	120	6	120	6	120	6	120	6	120	6	120	60		
26	Orientation to school education committee 2 DAYS	0.0006	13520	8.11	13520	8.11	13520	8.11	13520	8.11	13520	8.11	13520	8.11	13520	8.11	13520	8.11	13520	8.11	13520	81.12		
27	Indn trg of ALS Trg/ Brfcls course instructors	0.0007	297	1.45																		297	1.46	
28	Induction training of new Teachers	0.0007	458	0.62																		458	9.62	
29	Recurrent trg of AS Trs multilevel activity based Teaching	0.0007	0	0	63	0.309	63	0.309	63	0.309	63	0.309	63	0.309	63	0.309	63	0.309	63	0.309	63	0.309	63	2.781
30	Training of BRP's in AS Teachers Induction	0.0007	120	0.42																			0.42	
31	CRC Coordinator Training	0.007	142	0.497	142	0.497	142	0.497	142	0.497	142	0.497	142	0.497	142	0.497	142	0.497	142	0.497	142	0.497	142	4.97
32	Trs Trg in multilevel activity based Teaching	0.0007	7238	101.332	8040	112.56	8040	112.56	8040	112.56	8040	112.56	8040	112.56	8040	112.56	8040	112.56	8040	112.56	8040	112.56	8040	1114.37
33	Training of DRG	0.002	50	0.5	50	0.5	50	0.5	50	0.5	50	0.5	50	0.5	50	0.5	50	0.5	50	0.5	50	0.5	50	5
34	Training of BRP's in methods and PRG's	0.002	120	1.2	120	1.2	120	1.2	120	1.2	120	1.2	120	1.2	120	1.2	120	1.2	120	1.2	120	1.2	120	12
35	Training of ECE Instructors	0.0007	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	36.72
36	Induction training of ECE Instructors	0.0007	85	0.298																			85	0.298
37	Training of mothers association members	0.0003	4196	2.52	4196	2.52	4196	2.52	4196	2.52	4196	2.52	4196	2.52	4196	2.52	4196	2.52	4196	2.52	4196	2.52	4196	25.20
38	Training of BRC's and girl child officer on ECE	0.0007	40	0.14	40	0.14	40	0.14	40	0.14	40	0.14	40	0.14	40	0.14	40	0.14	40	0.14	40	0.14	40	1.4
39	ECE workers training	0.0007	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	3.672	1049	36.72
40	IED Training to BRC staff	0.0007	120	0.84	120	0.84	120	0.84	120	0.84	120	0.84	120	0.84	120	0.84	120	0.84	120	0.84	120	0.84	120	8.4
41	Training for Civil work SEC members	0.0003	4756	2.85																			4756	2.85
42	Training of Teachers where ECE is being opened	0.0007	85	0.298	85	0.298	85	0.298	85	0.298	85	0.298	85	0.298	85	0.298	85	0.298	85	0.298	85	0.298	85	2.98
	Total			148.32		144.818		144.818		144.818		144.818		144.818		144.818		144.818		144.818		144.818	1451.89	

WORKSHOPS AND SEMINARS																							
43 Academic conventions (Teacher)	0.5	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	20
44 Academic review meetings one per month	0.01	120	1.2	120	1.2	120	1.2	120	1.2	120	1.2	120	1.2	120	1.2	120	1.2	120	1.2	120	1.2	120	12
45 Block level TLM workshops	0.05	40	2	40	2	40	2	40	2	40	2	40	2	40	2	40	2	40	2	40	2	40	20
46 TLM melas	0	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	20
47 Gender issues workshops	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10
48 Convergence workshop for ECE	0.125	4	0.5	4	0.5	4	0.5	4	0.5	4	0.5	4	0.5	4	0.5	4	0.5	4	0.5	4	0.5	4	5
49 Distance Education (workshop and seminars)	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10
Total			9.5		9.5		9.5		9.5		9.5		9.5		9.5		9.5		9.5		9.5		95
AWARENESS CAMPAIGN																							
50 Bal melas at village/cluster	0.25	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	50
51 Campaign material & travel charges	0.01	363	3.63	363	3.63	363	3.63	363	3.63	363	3.63	363	3.63	363	3.63	363	3.63	363	3.63	363	3.63	363	36.3
52 Community mobilization & Habitation level	0.15	363	54.45	363	54.45	363	54.45	363	27.23	363	27.23	363	27.23	363	27.23	363	8.17	363	8.17	363	8.17	363	296.78
53 Block level melas for VEC/TP parents	0.25	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	50
54 Residential Bridge courses	3	14	42	14	42	14	42																14
55 Shed/Rent for ALS	0.005	234	14.04	234	14.04	234	14.04	234	14.04	234	14.04	234	14.04	234	14.04	234	14.04	234	14.04	234	14.04	234	140.40
56 Exposure visit to DRC & BRC	0.03	50	1.5	50	1.5	50	1.5	50	1.5	50	1.5	50	1.5	50	1.5	50	1.5	50	1.5	50	1.5	50	15
57 Residential Bridge course camps for girls	3	14	42	14	42	14	42																14
58 IED assessment camps	0.01	20	0.2	20	0.2	20	0.2	20	0.2	20	0.2	20	0.2	20	0.2	20	0.2	20	0.2	20	0.2	20	2
59 EGS Rent and Honorarium	250	15	3.75	15	3.75	15	3.75	15	3.75	15	3.75	15	3.75	15	3.75	15	3.75	15	3.75	15	3.75	15	37.5
60 Incentive for disabled children	0.012	313	3.76	313	3.76	313	3.76	313	3.76	313	3.76	313	3.76	313	3.76	313	3.76	313	3.76	313	3.76	313	37.60
Total			15.33		175.33		175.33		64.11		61.11		64.11		64.11		45.05		45.05		45.05		917.58
SALARIES																							
61 Salary for DPO staff	17.31	24	8.66	24	17.31	24	17.31	24	17.83	24	17.83	24	17.83	24	17.83	24	18.35	24	18.35	24	18.35	24	173.17
62 Salary for new school Teachers (primary)	0.07	64	53.76	64	53.76	64	53.76	64	53.76	64	53.76	64	53.76	64	53.76	64	56.98	64	56.98	64	56.98	64	552.09
63 Salaries for upper primary teacher	0.09	453	454.64	484	522.72	510	550.8	510	550.8	510	552.45	510	552.45	510	552.45	510	552.45	510	552.45	510	552.45	510	5433.72
64 Salary for BRC	8.64	180	172.80	180	172.80	180	172.80	180	180.00	180	180.00	180	180.00	180	185.20	180	185.20	180	185.20	180	185.20	180	1799.20
Total			723.90		768.59		794.64		802.39		805.39		811.37		812.98		812.98		812.98		812.98		7955.246

CONSUMABLES																								
63	DPO consumables	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	5
64	Rent for DPO	0.1	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	12
65	TA&DA	0.1	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	12
66	Water Electricity, Telephone etc.	0.15	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	12	18
	Total			4.7		4.7		4.7		4.7		4.7		4.7		4.7		4.7		4.7		4.7		47
TEACHING LEARNING MATERIAL																								
67	TLM grants(per centre ,for residential bridge course)	0.01	0.28	0.28	28	0.28	28	0.28	28	0.28	28	0.28	28	0.28	28	0.28	28	0.28	28	0.28	28	0.28	28	2.80
68	Printing of modules BRC	0.1	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	20
69	School grants	0.02	1690	33.80	1690	33.80	1690	33.80	1690	33.80	1690	33.80	1690	33.80	1690	33.80	1690	33.80	1690	33.80	1690	33.80	1690	338
70	TLE for upper primary schools	0.5	26	13																				26 13
72	TLE grant to new schools	0.1	32	3.2																				32 3.2
73	TLM grant for teachers formal schools	0.005	8040	40.2	8040	40.2	8040	40.2	8040	40.2	8040	40.2	8040	40.2	8040	40.2	8040	40.2	8040	40.2	8040	40.2	8040	402
74	Printing of modules DIET	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10
75	TLM for ECE play materials	0.015	1049	15.735	1049	15.735	1049	15.735	1049	15.735	1049	15.735	1049	15.735	1049	15.735	1049	15.735	1049	15.735	1049	15.735	1049	157.35
76	TLM for special Education/ IED centre	0.1	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	20
77	Procurement cassettes	0.005	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	9.65
	Total			112.18		95.99		95.99		95.99		95.99		95.99		95.99		95.99		95.99		95.99		976.04
RESEARCH STUDIES																								
78	Action Research	0.05	50	2.5	50	2.5	50	2.5	50	2.5	50	2.5	50	2.5	50	2.5	50	2.5	50	2.5	50	2.5	50	25
79	Baseline &mid term assessment	0	20	0	0	0	0	5	0	0	0	0	0	0	0	5	0	0	0	0	0	0	5	0 15
80	Conduct of pupil achievement survey	0.15	20	3	20	3	20	3	20	3	20	3	20	3	20	3	20	3	20	3	20	3	20	30
81	Orientation on research &evaluation	0.005	120	0.6	120	0.6	120	0.6	120	0.6	120	0.6	120	0.6	120	0.6	120	0.6	120	0.6	120	0.6	120	6
82	Smaller scale classroom based researches	0.015	500	7.5	500	7.5	500	7.5	500	7.5	500	7.5	500	7.5	500	7.5	500	7.5	500	7.5	500	7.5	500	75
83	Documentation at DPO	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10
	Total			14.60		14.60		19.60		14.60		14.60		14.60		19.60		14.60		14.60		19.60		161.00

WORKSHOPS AND SEMINARS																						
43	Academic conventions(Teacher)	0.5	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	20
44	Academic review meetings one per month	0.01	120	1.2	120	1.2	120	1.2	120	1.2	120	1.2	120	1.2	120	1.2	120	1.2	120	1.2	120	12
45	Block level TLM workshops	0.05	40	2	40	2	40	2	40	2	40	2	40	2	40	2	40	2	40	2	40	20
46	TLM melas	0	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	20
47	Gender issues workshops	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10
48	Convergence workshop for ECE	0.125	4	0.5	4	0.5	4	0.5	4	0.5	4	0.5	4	0.5	4	0.5	4	0.5	4	0.5	4	5
49	Distance Education(workshop and seminars)	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10
Total				9.5		9.5		9.5		9.5		9.5		9.5		9.5		9.5		9.5	95	
AWARENESS CAMPAIGN																						
50	Bal melas at village/clusters	0.25	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	50
51	Campaign material & travel charges	0.01	363	3.63	363	3.63	363	3.63	363	3.63	363	3.63	363	3.63	363	3.63	363	3.63	363	3.63	363	36.3
52	Community mobilization & Habilitation level	0.15	363	54.45	363	54.45	363	54.45	363	27.23	363	27.23	363	27.23	363	27.23	363	8.17	363	8.17	363	296.78
53	Block level melas for VEC/Trainers	0.25	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	50
54	Residential Bridge courses	3	14	42	14	42	14	42														14
55	Shed/Rent for ALS	0.005	234	14.04	234	14.04	234	14.04	234	14.04	234	14.04	234	14.04	234	14.04	234	14.04	234	14.04	234	140.40
56	Exposure visit to DRC & BRC	0.03	50	1.5	50	1.5	50	1.5	50	1.5	50	1.5	50	1.5	50	1.5	50	1.5	50	1.5	50	15
57	Residential Bridge courses camps for girls	3	14	42	14	42	14	42														14
58	IED assessment camps	0.01	20	0.2	20	0.2	20	0.2	20	0.2	20	0.2	20	0.2	20	0.2	20	0.2	20	0.2	20	2
59	EGS Rent and Honorarium	0.250	15	3.75	15	3.75	15	3.75	15	3.75	15	3.75	15	3.75	15	3.75	15	3.75	15	3.75	15	37.5
60	Incentive for disabled children	0.012	313	3.76	313	3.76	313	3.76	313	3.76	313	3.76	313	3.76	313	3.76	313	3.76	313	3.76	313	37.60
Total				175.33		175.33		175.33		64.11		64.11		64.11		64.11		45.05		45.05	45.05	917.58
SALARIES																						
61	Salary for DPO staff	17.31	24	8.66	24	17.31	24	17.31	24	17.83	24	17.83	24	17.83	24	17.83	24	18.35	24	18.35	24	173.17
62	Salary for new school Teachers(primary)	0.07	64	53.76	64	53.76	64	53.76	64	53.76	64	53.76	64	53.76	64	53.76	64	53.76	64	53.76	64	552.09
63	Salaries for upper primary teacher	0.00	453	454.64	484	522.72	510	550.8	510	550.8	510	552.45	510	552.45	510	552.45	510	552.45	510	552.45	510	5433.72
64	Salary for BRC	8.64	180	172.80	180	172.80	180	172.80	180	180.00	180	180.00	180	180.00	180	185.20	180	185.20	180	185.20	180	1799.20
Total				723.90		766.59		794.64		802.39		805.39		811.37		812.98		812.98		812.98	7955.246	

CONSUMABLES																							
63	DPO consumables	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	5
64	Rent for DPO	0.1	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12
65	TA&DA	0.1	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12
66	Water Electricity, Telephone etc.	0.15	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	18
	Total			4.7		4.7		4.7		4.7		4.7		4.7		4.7		4.7		4.7		4.7	
TEACHING LEARNING MATERIAL																							
67	TLM grants(per centre ,for residential bridge course)	0.01	0.28	0.28	28	0.28	28	0.28	28	0.28	28	0.28	28	0.28	28	0.28	28	0.28	28	0.28	28	0.28	2.80
68	Printing of modules BRC	0.1	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20
69	School grants	0.02	1690	33.80	1690	33.80	1690	33.80	1690	33.80	1690	33.80	1690	33.80	1690	33.80	1690	33.80	1690	33.80	1690	33.80	338
70	TLE for upper primary schools	0.5	26	13																			26
72	TLE grant to new schools	0.1	32	3.2																			32
73	TLM grant for teachers formal schools	0.005	8040	40.2	8040	40.2	8040	40.2	8040	40.2	8040	40.2	8040	40.2	8040	40.2	8040	40.2	8040	40.2	8040	40.2	402
74	Printing of modules DIET	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10
75	TLM for ECE play materials	0.015	1049	15.735	1049	15.735	1049	15.735	1049	15.735	1049	15.735	1049	15.735	1049	15.735	1049	15.735	1049	15.735	1049	15.735	157.35
76	TLM for special Education/ IED centre	0.1	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20
77	Procurement cassettes	0.005	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	9.65
	Total			112.18		95.99		95.99		95.99		95.99		95.99		95.99		95.99		95.99		95.99	
RESEARCH STUDIES																							
78	Action Research	0.05	50	2.5	50	2.5	50	2.5	50	2.5	50	2.5	50	2.5	50	2.5	50	2.5	50	2.5	50	2.5	25
79	Baseline &mid term assessment	0	20	0	0	0	0	5	0	0	0	0	0	0	0	5	0	0	0	0	0	5	0
80	Conduct of pupil achievement survey	0.15	20	3	20	3	20	3	20	3	20	3	20	3	20	3	20	3	20	3	20	3	30
81	Orientation on research &evaluation	0.005	120	0.6	120	0.6	120	0.6	120	0.6	120	0.6	120	0.6	120	0.6	120	0.6	120	0.6	120	0.6	6
82	Smaller scale classroom based researches	0.015	500	7.5	500	7.5	500	7.5	500	7.5	500	7.5	500	7.5	500	7.5	500	7.5	500	7.5	500	7.5	75
83	Documentation at DPO	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10
	Total			14.60		14.60		19.60		14.60		14.60		19.60		14.60		14.60		19.60		161.00	

	Equipment Operation & Maintenance																							
83	Equipment maintenance & operation at DPO	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10
84	Equ maintenance, operation for BRC& contingency	0.12	20	2.4	20	2.4	20	2.4	20	2.4	20	2.4	20	2.4	20	2.4	20	2.4	20	2.4	20	2.4	20	24
85	Maintenance of TV & VCP's	0.005	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	0.965	193	9.650
86	Contingency for CRC	0.025	142	3.55	142	3.55	142	3.55	142	3.55	142	3.55	142	3.55	142	3.55	142	3.55	142	3.55	142	3.55	142	35.5
	Total			7.92		7.92		7.92		7.92		7.92		7.92		7.92		7.92		7.92		7.92		79.20
	LOCAL CONSULTANTS																							
87	Consultants	0.2	12	2.4	12	2.4	12	2.4	12	2.4	12	2.4	12	2.4	12	2.4	12	2.4	12	2.4	12	2.4	12	24
	Total			2.4		2.4		2.4		2.4		2.4		2.4		2.4		2.4		2.4		2.4		24
	INNOVATION																							
88	Academic monitoring by DIET staff (traveling Expenditure)	0.0085	20	0.5	20	0.5	20	0.5	20	0.5	20	0.5	20	0.5	20	0.5	20	0.5	20	0.5	20	0.5	20	5
	TOTAL			0.5		0.5		0.5		0.5		0.5		0.5		0.5		0.5		0.5		0.5		5
	HONORARIUM																							
89	Alternative schools Instructors for honorarium (234+63)	0.01	297	35.64	297	35.64	297	35.64	297	35.64	297	35.64	297	35.64	297	35.64	297	35.64	297	35.64	297	35.64	297	356.4
90	Resource persons honorarium IED	0.04	4	1.92	4	1.92	4	1.92	4	1.92	4	1.92	4	1.92	4	1.92	4	1.92	4	1.92	4	1.92	4	19.2
	Total			37.56		37.56		37.56		37.56		37.56		37.56		37.56		37.56		37.56		37.56		375.6

CHAPTER XIV

Annual Work Plan and Budget for 2001 - 02

Intervention-wise Activities

Based on the requirements reflected through Habitation Education Plans, the following activities are proposed as part of the Annual Work Plan and Budget for the year 2001 – 02. The discussion and the rationale behind these proposed activities have already been discussed in the perspective plan under various major interventions. The budget pages are annexed to the perspective plan under various major interventions. The annual work plan budget for 2001 - 02 is annexed separately to this chapter.

Project Management

- Furniture for DPO
- Equipment for DPO
- Hire charges for vehicles for DPO
- Salary for DPO staff
- DPO consumables
- Water, electricity, telephone charges, etc
- Rent for DPO
- TA and DA to the DPO staff and for review meetings
- Equipment maintenance and operation expenses at DPO
- Consultants to DPO

Planning and Management

- Planning process, Campaigns and Village level conventions.
- Training of BRPs in School Mapping and Micro Planning
- Orientation to the BRPs on planning
- Exposure visits to the District, Block and Habitation Planning Teams

Research, Evaluation, Monitoring and Supervision

- Action Research Programmes by the practitioners
- Smaller scale classroom based researches - Inputs Assessment
- Orientation on research and project evaluation
- Conduct of Pupil Achievement Survey
- Baseline and Midterm Assessment
- Procurement of MIS Equipment

- EMIS / DISE collection of data, analysis and output generation
- Operation and maintenance of MIS equipment
- Computer stationery and peripherals
- Academic monitoring of schools by DIET staff
- Attendance monitoring and academic supervision by BRPs

Community Mobilization and Participation

- Orientation to school committee members
- Bal *melas* at villages and clusters
- Block level *melas* for School Committee, teachers and parents
- Community mobilization, campaigns at habitation level

Access and Alternative Schooling

- Mainstreaming of out of school children through residential bridge course
- Induction training to AS voluntary teachers, bridge course volunteers
- Recurrent training of alternative schooling volunteers on multi level activity based teaching
- Training of BRPs and NGOs and induction training for AS teachers
- Opening of 32 new primary schools
- Upgradation of 26 primary schools to upper primary schools
- TLM grants for residential bridge courses

Civil Works

- Construction of additional classrooms in primary, upper primary, high and higher secondary schools
- Construction of buildings to Block Resource Centers
- Construction of buildings to 32 new schools (two rooms with verandah)
- Construction of training hall at DIET
- Construction of additional rooms in the existing hostels at DIET
- Construction of toilets at DIET]
- Construction of buildings for Cluster Resource Centres

Pedagogy and School Improvement

- Training for teachers in multi level and activity based teaching
- Training of BRPs and BRGs in methods
- Constitution of District Resource Groups and Block Resource Groups and their capacity building
- Grants to schools, teachers and teacher centers

- Strengthening of DIET by providing furniture, computers, equipment, library books, etc.
- Strengthening of BRCs by providing furniture, equipment, library books, video library, computers and other contingencies
- Exposure visits for DRGs and BRGs
- Conduct of Academic review meetings one per month
- Repairs and maintenance of schools
- Orientation to Cluster Resource Coordinators
- Holding academic conventions and developing teacher networking for improved professional practices
- Conduct of TLM melas
- Block-level TLM workshops
- Documentation at DPO
- Supply of TLE for upper primary schools

Education of Focused Groups

a) Girls Education

- Conduct of long-term residential bridge course camps for adolescent girls (in the age group of 11 to 14)
- Community mobilization and conventions on gender issues

b) Early Childhood Education

- Opening of Early Childhood Education centers wherever necessary
- Convergence with *anganwadi* centres and functioning these centers in school premises during school hours
- Induction training of ECE instructors
- Training of Mothers' Association members
- Training of BRPs and other groups on ECE
- Training of teachers where ECE is being opened
- Convergence workshop for ECE
- Play and learn materials for ECE centres

c) Children with Special Educational Needs (SEN)

- Provision of TLM to IED Schools
- Provision of resource staff at DPO for assisting IED schools
- Conduct of assessment camps at Block level

Distance Education

- Maintenance of TV and VCPs
- Distance Education workshops and seminars
- Procurement of cassettes and maintenance of video libraries at BRCs.

CHAPTER XV
Implementaxion Schedule for 2001-02 Erode District, Tamil Nadu

S.No	Name of the Intervention	Unit Cost	Phy	Fin	2001 Oct	Nov	Dec	2002 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Project Management																
1	Furniture for DPO	2.0	1	2.0		√	√									
2	Equipment for DPO	4	1	4		√	√									
3	Salary for DPO staff	17.31	24	8.66	√	√	√	√	√	√						
4	DPO consumables	0.5	1	0.5	√	√	√	√	√	√						
5	Water, Electricity, Telephone etc	0.15	12	1.8	√	√	√	√	√	√						
6	Rent for DPO	0.1	12	1.2	√	√	√	√	√	√						
7	TA & DA	0.1	12	1.2	√	√	√	√	√	√						
8	Equipment maintenance and operation at DPO		1	1	√	√	√	√	√	√						
9	Consultants	0.2	12	2.4	√		√		√							
10	Documentation at DPO	1	1	1	√	√	√	√	√	√						
Total				23.76												
Planning & Management																
11	Planning & Exercise	0.15	20	3.0							√	√				
12	Training of BRP s in School Mapping and Micro	0.05	120	0.6	√	√										
13	Orientation to the BR s on planning	0.075	120	0.9				√								
14	Exposure visits	0.05	120	0.6				√								
Total				5.1												
Research, Evaluation, Monitoring and																
15	Action Research	0.05	50	2.5		√	√									
16	Smaller Scale classroom based Researches	0.015	500	7.5				√	√							
17	Orientation on Research/Activity Evaluation	0.005	120	0.6				√								
18	Conduct of Pupil Achievement Survey	0.15	20	3.0			√			√						
19	Baseline & Midterm Assessment					√										
20	Academic monitoring of schools by DIET staff	0.001	20	0.5	√	√	√	√	√	√						
21	Academic supervision by BRPs	0.05	120	6.0			√	√	√	√						
Total				8												
Community Mobilization & Participation																
22	Orientation to SEC Members	0.0006	13520	8.112				√								
23	Bal Melas at village/cluster	0.25	20	5									√	√		
24	Block level melas for VEC/Teachers/Parents	0.25	20	5									√	√		
25	Community Mobilization & Habitation level	0.15	363	54.45	√	√	√	√	√	√	√	√	√	√	√	√
26	Campaign material & travel charges	0.01	363	3.63		√		√		√		√		√		√
27	Training for Civil works to SEC	0.0003	4756	2.85				√								
Total				79.042												

S.No	Name of the Intervention	Unit Cost	Phy	Fin	2001 Oct	Nov	Dec	2002 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Access & Alternative Schooling																
28	Residential Bridge Courses for Boys	3	14	42				√	√	√						
29	Induction trg of AS voluntary teachers/ Non Bridge	0.0007	297	1.46				√	√	√						
30	Recurrent trg AS volunteers multi level activity	0.0007											√	√		
31	Training of BRP s and AS teachers induction	0.0007	120	0.42		√	√									
32	T.L.M grants (per centre) for residential bridge	0.01	28	0.28				√								
33	Alternative schools instructors & Bridge volunteers	0.01	297	35.64				√	√	√						
34	Shed / rent for non Bridge course	0.005	234	14.04				√	√	√						
35	Children with special needs	0.012	313	3.756									√			
36	Training for EGS/Rent/Honorarium	0.25	15	3.75	√	√	√	√	√	√	√	√	√	√	√	√
	Total			101.49												
Civil Works																
37	Additional Class Room	1.75	397	694.75	√	√	√	√	√	√						
38	BRC Building	6	10	60	√	√	√	√	√	√						
39	New School Building (Two rooms)	3.5	16	56				√	√	√						
40	Building for DIET	6	1	3				√	√	√						
41	Toilet for DIET	0.75	2	1.5				√	√	√						
42	Hostel for DIET	6	1	6				√	√	√						
43	Toilet for Schools	0.75	400	300		√	√	√	√	√						
44	CRC Building	2.0	47	94	√	√	√	√	√	√						
45	Repairs and maintenances of schools	05	1555	77.75	√	√	√	√	√	√	√	√	√	√	√	√
	Total			1293												
Pedagogy & School Improvement																
46	Teachers Training Multilevel/Activity Based 20	0.0007	7238	101.33									√	√		
47	Training of Block BRG- resource Persons 5	0.002	120	1.2									√			
48	District Resource Group Training 5days	0.002	50	0.5										√		
49	Contingency and equipments maintenance for	0.12	20	2.4		√	√	√	√	√						
50	TLM Grant for Teachers for formal and High &	0.005	8040	40.2									√			
51	School grant T.L.M	0.02	1690	33.80										√		
52	T.L.E Grant to new schools primary	0.1	32	3.2									√			
53	T.L.E for New Unner Primary	0.5	26	13									√			
54	Cluster center Grant T.L.M	0.02	142	2.84		√	√									
55	Furniture for DIET	1	1	1			√									
56	Furniture for BRC	1	20	20			√									
57	Furniture for CRC	0.100	142	14.2		√										
58	Contingency for CRC	0.025	142	3.55		√	√	√	√	√						

59	Equipment for DIET	3	1	3	√											
60	Vehicle for DIET	4.5	1	4.5	√											
61	Equipment for BRC	1.5	20	30		√										
62	Exposure visit to BRC& DRC	0.03	50	1.5			√									
63	Academic Review Meeting	.007	120	1.0	√	√	√	√	√	√						
64	Library Books for DIET		1	0.5							√					
65	Library Books for BRC	0.25	20	5							√					
66	Printing Modules	0.1	20	2			√									
67	CRC co-ordinate training	.0007	142	0.497							√					
68	Induction training for new Teachers	.0007	458	9.62			√						√			
69	Academic Convention	0.5	4	2												
70	Block level TLM workshops	0.05	40	2				√								
71	TLM melas	.10	20	2				√								
72	Salary for new primary school Teachers	.07	64	53.76	√	√	√	√	√	√	√	√	√	√	√	√
73	Salary for new upper primary Teachers	0.09	458	494.7										√	√	√
74	Salary for BRC	8.64	20	172.80	√	√	√	√	√	√	√	√	√	√	√	√
	Total			1022.10												

S.No	Name of the Intervention	Unit Cost	Phy	Fin	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Education of Focused Groups																
a) Girls Education																
75	Bridges Course Camps for girls	3	14	42				√	√	√						
76	Gender issue workshos	0.25	40	1				√	√	√						
77	Printing of modules		1	1				√	√	√						
Total				44												
b) Early Childhood Education																
78	Induction training of FCE instructors 5 days	0.0007	85	0.298				√								
79	Trg of Mothers Association Members 2 days	0.0003	4196	2.52								√				
80	Trg of BRPs and Girl child Officer on ECE 5	0.0007	40	0.14								√				
81	Trg of trs where ECE is being opened	0.0007	85	0.298										√		
82	Convergence workshon for ECE 5 days	0.125	4	0.5										√		
83	Play and learn material for ECE	0.015	1049	15.735	√											
84	ECE Instructors training 5 days	0.0007	1049	3.672							√					
85	Printing of modules	0.1	20	2							√					
86	AWC workers training 5 days	0.0007	1049	3.672							√					
Total				28.54												
c) Children with Special Educational Needs																
87	TLM on special education	0.1	20	2											√	
88	IFD Training to BRC staff 5 days	0.07	120	0.84										√		
89	IFD assessment camps	0.01	20	0.20	√											
90	Incentive for disabled children	0.012	313	3.756										√		
91	Resource persons honorarium	0.04	4	1.92	√	√	√	√	√	√	√	√	√	√	√	√
TOTAL				8.716												
Distance Education																
92	Maintenance of TV & VCP	0.005	193	0.965	√											
93	Distance Education Workshon & seminar	0.05	20	1											√	
94	Procurement of cassettes	0.005	193	0.965								√				
95	Viden libraries at BRC	0.1	20	2			√									
Total				4.93												

NIEPA DC



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