GOVERNMENT OF TAMILNADU

SARVA SHIKSHA ABHIYAN

District Elementary Education Plan

Project Proposals

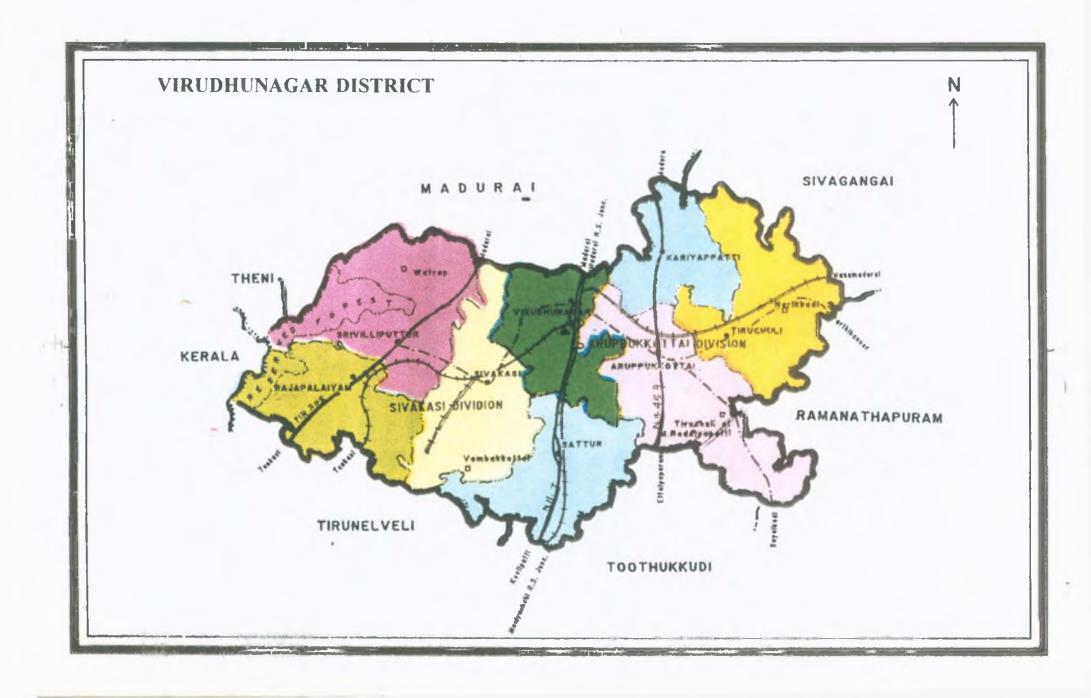Virudhunagar District

DIRECTORATE OF ELEMENTARY EDUCATION

CHENNAI – 600 006.

CONTENTS

VIRUDHUNAGAR DISTRICT

CHAPTER – I

GENERAL PROFILE OF THE VIRUDHUNAGAR DISTRICT

1.0 The general profile of the Virudhunagar District in the state of Tamilnadu is given under different heads

1.1 Formation of the District

Virudhunagar District, Virudhunagar as its headquarters, was formed on 15.3.1985 by trifurcating the erstwhile composite Ramanathapuram district.

1.2 Location of the District

Virudhunagar District is located between 11.00"and 12.00" north latitude, and 77.50" East longitude in an area of 4243 Sq.Km. It is bounded on the West by Kerala State, on the north by Madurai and Sivagangai Districts, on the east by the Ramanathapuram District and on the south by the Tirunelveli and Tuticorin Districts.

1.3 Structure of the District

For Revenue administration, the District is divided into 2 **Revenue Divisions**, one at Sivakasi comprising of Srivilliputtur, Rajapalayam, Sattur, and Sivakasi taluks and the other at Aruppukottai comprising of Aruppukottai ,Kariapatti,Virudhunagar and Thiruchuli taluks.The District has 6 Municipalities,11 Panchayat Unions.10 town Panchyats, 450 Village Panchayats, 600 Revenue villages and 897 hamlets.

1.4 Natural Settings of the District

The soil of Sattur, Srivilliputur and Aruppukottai is black loamy, which is well suited for the cultivation of cotton, Chillies and millets.The red soil of Kunnur, Watrap and Nathampatti areas of Srivilliputur taluk and Tiruchuli taluk is highly suited for groundnut, gingelly and onion. The climate in Virudhunagar District is hot and dry. The actual annual average rainfall during the year, as per the report, is

835mm. as against the normal annual **rainfall of 811.7 mm**. The District got a major portion of the rainfall during the northeast monsoon. There are no perennial rivers in the District. The Arjunanathi and Seevalaperi river flow across Srivilliputtur. Kulloorsanthai, Vembakottai, Anaikuttam, Golvarpatti, Periyar and Kovilar reservoirs serve as important irrigation sources. Gundar and Girudhumal river flow in the district.

Limestone of different grades, granite and sand are the minerals of economic value found in the District. The reserve forest in Srivilliputtur taluk is rich in flora and fauna and the forest department has established a wild life sanctuary for the grizzled giant squirrel.(Sambal Nira Anil) Pilavakkal, Kovilar and Periyar dam in Watrap Block are on the tourist map of Tamilnadu.

1.5 Population of the District

Population of Virudhunagar District as per census 2001 (Provisional) is **17,51,548**. Of this population male population runs to **870820** and female population runs to **880728**. The rate of growth of population is **11.9%** (Excess over 1991 census). The density of the population is **357** per square kilometer. SC / ST population of Virudhunagar district is **35,463** (as per census 1991). Of this population male SC/ST population runs to **17,653** and female SC/ST population runs to **17,810**

1.6 Occupations in the District

Agriculture is the main occupation of the people of this district. As there are no perennial water resources, agriculture is mainly depending upon seasonal rains. The major crops grown in this district are paddy, cholam, cumbu, sugarcane, groundnut, chillies and cotton. Out of the total irrigated area, only 40% is irrigated by tanks. The remaining area receives only well irrigation. Watrap is the fertile block, where the main crop cultivated is paddy. Of the commercial crops of the district, the most important is cotton which remains to be the stable crop in the black soil of Sattur, Srivilliputtur and Aruppukottai taluks. However, the trend of the cotton cultivation has been declining in recent years. Agriculture research stations for cotton and palmyra are functioning in Srivilliputtur taluk.

Table : 1.1

Distribution and SC and ST Population (Block Wise)

Sl No	Name of The block / Municipalities	SC			ST		
		TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE
1.	Virudhunagar	28975	14558	14417	174	92	82
2.	Virudhunagar Municipality	4397	2189	2208	209	99	110
3	Aruppukottai	9003	4522	4481	62	31	31
4.	Aruppukottai Municipality	4356	2127	2229	33	19	14
5.	Kariapatti	16881	8503	8328	19	10	9
6.	Narikuddi	14709	7406	7296	-	-	-
7.	Rajapalayam	39566	19673	19893	-	-	-
8.	Rajapalayam Municipality	14907	7438	7469	862	409	953
9.	Sattur	21200	10739	10461	9	3	6
10.	Sattur Municipality	1159	546	613	19	11	8
11.	Sivakasi	35009	17708	17301	54	29	25
12.	Sivakasi Municipality	4537	2300	2237	185	90	95
13.	Srivilli putur	28293	13691	13666	85	40	45
14.	Srivilli putur Municipality	2837	1474	1363	1962	951	1011
15.	Thiruchuli	11036	5771	5265	175	88	87
16.	Vembakottai	17174	8597	8577	66	33	33
17.	Watrap	38755	17233	16522	133	61	72
	TOTAL	**32193**	**16074**	**16119**	**3270**	**1579**	**1691**

(Source :- 1991 Census of India)

3

Gingerly and Groundnut are the two prominent oil seeds extensively raised in Aruppukottai and Trichuli taluks of the district.

1.7 Special Features of the District

70% of the total production of matches and 90% of fireworks in India are manufactured in **Sivakasi** and **Sattur** taluks of the district. Sivakasi is an industrial town notable for printing technology also. In and around Sivakasi **458** fireworks and **373** printing presses are functioning by providing employment to thousands of persons. Rajapalayam is an another important industrial town. Where a large number of spinning mills and ginning factories are located. Surgical cotton and bandage cloth are also manufactured in and around this town. As the location of this town is on the eastern slope of Western - Ghats, the climatic condition prevalent throughout the year is best suited for cotton industries.

1.7.1 Factories

The Sundaram Fasteners Ltd., and Sundaram Abex Ltd., of TVS Ltd., manufacturing bolts and nuts and automobiles ancillary parts are located in the backward areas of Kariapatti block commanding very good demand in the internal and external markets. Tamilnadu Cements at Alangulam, a Government under - taking, had an annual installed capacity of 4,00,000 M.T., and Madras Cements Ltd., at Thulukkapatti has an annual installed capacity of 7,50,000 M.T.

Handloom weaving of cotton textiles is an ancient occupation followed in this district. The important Handloom center are located in Aruppukottai, Srivilliputtur and Rajapalayam Taluks. In Aruppukottai, Rajapalayam and Srivilliputtur, there are many ordinary and modern rice mills functioning. A flower market is also there at Aruppukottai.

1.7.2 Trading

In Tamilnadu, **Virudhunagar** is an important trading center from where cardamom, chillies, processed pulses, oils etc., are sent to other markets in Tamilnadu and other states. In Virudhunagar, Chillies oil is

produced and exported to foreign countries. It would be no exaggeration if one says that the price of the above commodities are fixed at Virudhunagar Market.

1.8 Places of Importance in the District

Sri. Periyalvar, Nachiar Andal were born and alive in Srivilliputtur ,a temple town of the district. It is also a pilgrim center recognized by the Government of Tamilnadu. Andal has recited several living songs including "Thiruppavai" The Srivilliputtur car festival, which attracts thousands of Hindu devotees, falls in the Tamil month of "Adi" every year. The Tower of this Thirukkovil is **197** feet high. It is the **State Emblem** of the Tamilnadu Government. Srivilliputtur Municipality is the Century Old Municipality and the first Municipality in this district.

Mariamman temple at Virudhunagar is very famous. The Mariamman Temple at Irukkankudi,8 km. from Sattur, attracts thousands of devotees from local and neighbouring districts. The Boominathar temple at Thiruchuli, birth place of **Shri Bhagavan Ramana Maharishi,** is notable for the architectural excellences.

1.9 Renowned Personalities of the District.

In Virudhunagar District, two prominent Chief Ministers **Thiruvalargal K. Kamarajar (King Maker) and P.S.Kumarasamy Raja** were born and very popular in India.

1.10 Literacy

Of the total population, **650601** males **(84.56%)** and **501915** females **(64.09%)** are literates. In total, there are **1152516** literates **(74.23%)**.

TABLE 1.2

BLOCKWISE LITERACY RATE

Sl. No	Name of the Block	Literacy Male %	Rate among Female %	SC Population in %	ST Population in %
1.	Aruppukottai	59.60	40.40	12.00	0.08
2.	Kariapatti	57.61	42.39	21.29	0.02
3.	Narikudi	66.08	33.92	22.00	-
4.	Rajapalayam	61.03	38.27	27.80	-
5.	Sattur	61.95	38.05	27.00	-
6.	Sivakasi	61.64	38.36	18.23	0.06
7.	Srivilliputur	61.68	38.32	31.48	0.09
8.	Thiruchuli	61.72	38.28	14.80	0.23
9.	Vembakottai	62.05	37.95	17.00	1.00
10.	Virudhunagar	60.60	39.90	23.02	0.14
11.	Watrap	62.98	37.02	37.17	4.04

(Source: Statistical Hand Book, Virudhunagar 1999)

CHAPTER II

EDUCATION PROFILE

2.0 The education profile of Virudhunagar district is described below

2.1 Literacy Rate

Gender wise Literacy rate is presented in the following table –2.1.

Table – 2.1

State and District Literacy Rate by Sex

	Total		Male		Female	
	1991	2001	1991	2001	1991	2001
Tamilnadu	62.66	73.47	73.75	82.33	51.33	64.55
Virudhunagar District	58.60	74.23	69.85	84.56	47.27	64.09

(Source: Provision of census – 2001)

Table 2.1. Shows that 84.56 percentage of males and 64.09 percentage of females are literates. It means that there is gender gap in literacy. Obviously, it could be seen that more number of women are to be educated than men. Also percentage of male literacy (84.56) is not encouraging.

From this, it could be understood that much attention is needed towards persuading both male and female population to be enrolled in schools to achieve the goal of education for all with a specific emphasis on the enrolment of female children. It implies that suitable access to schools for these children should also be provided.

2.2 Access

99% of the Virudhunagar District population have access to primary schooling with in a walking distance of 1 km and upper primary schooling with in 3 km. And the remaining 1% of the inhabited habitation are to be served with new formal schools and EGS schools.

Table - 2.3
Block wise List of School

Sl No:	Name of the block	Number of Primary Schools	Number of Upper Primary Schools	Total
1.	Vridhunagar	107	31	138
2.	Aruppukottai	70	17	87
3.	Kariapatti	107	11	118
4.	Narikuddi	103	6	109
5.	Rajapalayam	145	19	164
6.	Sattur	88	18	106
7.	Sivakasi	101	19	120
8.	Srivilli putur	110	16	126
9.	Thiruchuli	90	9	99
10.	Vembakottai	101	10	111
11	Watrap	60	9	69
	TOTAL	**1082**	**165**	**1247**

(Source: DEEO Virudhunagar 1-9-2000)

Table-2.3 shows that there are 1082 lower primary schools and merely 165 upper primary schools. The ratio of upper primary and lower primary schools is 1:7. It means that for seven primary schools there is one upper primary school. More over municipality schools and Adi Dravidar schools are very limited.

From this, it could be understood that steps should be initiated for opening more number of upper primary schools in general and in rural areas in particular. More over, schools should also be opened in rural areas predominantly inhabited by schedule caste under Adi Dravidar welfare department in order to achieve the goals of U.E.E.

2.4 Existing Provision of Teachers in Different Types of Management at Primary and Upper Primary Stage

Present status of teacher inputs in schools under different types of management is given in table – 2.4

Table –2.4
Number of Male and Female Teachers in Different Type of Management at Lower Primary and Upper Primary Stages.

S. No	Type of Management	No. of Teachers
1.	Panchayat Union	2660
2.	Municipal	287
3.	Government	81
4.	Aided	2874
	Total	**5902**

(Source: DEEO Virudhunagar district 1-9-2000)

Table-2.4 shows that there are more number of teachers working in private aided management school (N= 2874) compared to panchayat union schools (N= 2660).

From this, it could be understood that more teachers should be appointed in panchayat union schools in rural areas. Efforts should be initiated for the appointment of more number of female teachers in panchayat union schools as the female literacy rate of this district is low (56.98%).

2.5 Enrolment

Shortly named as ERA (Enrolment, Retention, and Achievement). Recent house hold surveys of door to door enumeration help in finding out the school going children, readmitting the dropouts and sending disabled children to special schools. Various measures are taken to make the public aware of the necessity of primary education. The evils of the child labour are also insisted.The literacy rate of this district is 74.23%. The literacy rate of women, SC, ST population are still below the district average.

2.6 Role of DIET

Knowledge is power. Knowledge of reading and writing a language is called literacy. Education is a jointed venture of the teacher and the pupils. Education is nourishment of the mind with knowledge that is practical purposeful and productive.

In service programmes and trainings for teachers are organized and conducted by DIET. Reformation and modernisation of education is its main role. It is a resource institution playing behind the screen. Good teachers are the greatest assets of the country because on them depends the quality of future generation. There are seven branches in the DIET. 19 Teaching Staffs and 12 Non-Teaching Staffs are working in the DIET.

2.7 Existing Schemes for the Improvement of Elementary Education in the District

2.7.1 Free distribution of textbooks

The Government of Tamilnadu is distributing the text books freely to all the children in classes I to VIII in all the schools in the state irrespective of management. It is an incentive for promoting enrolment and retention of the children in the school in general and deprived in particular.

2.7.2 Nutritious Noon Meal Scheme

This Scheme is in vogue from the year 1982.It encourages the children from rural area to attend the schools regularly. Almost all the children in the rural Primary Schools have got immense benefit from this scheme. This Scheme has reduced the drop out rate and helped to increase the enrolment and retention in this district. This scheme also helps to improve the health of children.

2.7.3 Distribution of Free Uniform

The government of Tamilnadu provides free uniforms to all the children who are covered under Nutrition Noon Meals Scheme.. It is also an incentive for promoting enrolment and retention of the children in the school in general and deprived in particular. This scheme upholds the sense of unity and cleanliness. Free uniforms have been distributed to 1,52,936 children in this district out of which 72,211 are girls.

2.7.4 Provisions of Free Bus Pass

This scheme helps the rural children to continue their upper primary education with out incurring any expenditure.

In addition to the above-mentioned schemes, the following are the incentives provided to the school children.

1. Free notebooks for SC/ST children.
2. Monitory assistance for SC/ST and Most Backward community children.

More over, the following schemes are in vogue for the improvement of infrastructure facilities in the primary/Upper primary schools.

1. Constituency improvement fund of the M.L.As and M.Ps
2. 'ARIGNAR ANNA' 'Marumalarchi Scheme'
3. 'NAMAKKU NAAME' Scheme

2.7.5 Operation Black Board Scheme

Operation black board scheme is a centrally sponsored Scheme for the improvement of primary schools. And in this scheme the following components are taken up

1. Provision of teachers to primary schools.
2. Construction of additional class rooms
3. Provision of Teaching Learning Material to all primary school

For the betterment of teaching, Operation Black Board Scheme under the assistance of the Central Government Funds is being implemented in this district in four phases. In each phases, atleast 60 to 70 schools have been selected for supply of furniture, equipments and teaching aids. For each school furniture for the use of teachers have been provided. Science and other subjects equipments have been supplied sufficiently (i.e. 14 varieties of science equipments, 79 varieties of maps, charts and globes. Library books numbering to 500 to each schools. Total cost of each phase amounts to Rs. 13,76,000 for the district. The above scheme has been implemented with the assistance of Central Government Aid. School building, drinking water and toilet facilities have been provided by the commissioner of the Panchayat union under this scheme.

2.8 Joyful learning

It is a new innovation in the field of primary education in millennium 2000 with the involvement of four H's (HEAD, HEART, HAND AND HEALTH). It is a mixture of child centered learning by doing and play way methods.

Joyful learning songs have been released through both audio and video cassettes and the project of joyful learning is published through a monthly magazine namely " **Katralil Inimai Malar**".

2.9 Competitive Activities

Competition is the sportive way of encouragement. Competitions in joyful learning songs are conducted among the students, at various levels within the ranges and the interest. Sports and Games are also encouraged through competitions. Competition in Thirukural recitation are conducted providing a margin of 250 kurals for primary and 750 kurals for upper primary.

Two students of Kuloorchandhai, Aruppukottai block, two students of Rajapalayam block and one student of Virudhunagar block have recited all the 1330 kurals and they are given honorarium for their skill by the government of Tamilnadu.

2.10 Teacher Recruitment

Appointment of Secondary grade assistant teachers

1999 – 2000	-	129
2000 – 2001	-	115
2001 – 2002	-	60

2.11 School Improvement Conferences

School improvement conference was held successfully under the guidance of DEE on 8-12-2000 at K.V.S Middle School in Virudhunagar. Parents, teachers and students of all the 11 blocks were participated. A school needed donated things which were brought from 11 blocks were executed in the conference. The honourable Education Minister, the District Collector, the Director of Elementary Education and the District Elementary Educational officer were participated. The highlight of the conference was superb science exhibition.

The following valued properties were donated by the people of the district for schools

1. Moveable properties   – Rs   40,11,586
2. Immoveable Properties – Rs 2,01,63,608

Total	**Rs 2,41,75,194**

2.12 Hostels and Inmates by community:

Table – 2.5

item	Scheduled Caste & Schedule Tribe			Most Backward Class and Denotified Communities			Backward Class		
	B	G	T	B	G	T	B	G	T
Hostels	40	9	49	9	4	13	12	9	21
	2926	702	3628	498	226	724	560	495	1055

2.13 Scholarships to Students by Community.

Table – 2.6

Scheduled Caste / Scheduled Tribe		Denotified Communities / Most Backward Classes		Backward Classes	
No. of Beneficiaries	Amount (Rs. in '000')	No. of Beneficiaries	Amount (Rs. in '000')	No. of Beneficiaries	Amount (Rs. in '000')
8127	9721841	19648	4105316	17120	8098404

Source : Dist. Adi Dravidar Welfare Officer and
District Backward class Officer, Virudhunagar.

Table – 2.7

Block Wise Population Of School Age Children

Sl. No	Name of the Block	6 – 14 Age group			Continuing Education			Drop Outs			Not Enrolled		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Virudhunagar	12700	11608	24308	12555	11490	24045	143	118	261	2	-	2
2	Aruppukottai	12940	12668	25608	12272	11900	24172	615	713	1328	53	55	108
3	Kariapatti	9642	9219	18861	7174	6692	13866	1168	1474	2642	1300	1053	2353
4	Narikudi	6705	6323	13028	6253	5621	11874	452	702	1154	-	-	-
5	Rajapalayam	20458	19623	40081	19678	18612	38290	715	946	1661	65	65	130
6	Sattur	8350	7473	15823	6898	6102	13000	614	621	1235	838	750	1588
7	Sivakasi	29615	27718	57333	29211	27303	56514	310	330	640	94	85	179
8	Srivilliputur	13440	12758	26198	12958	12192	25150	451	527	978	31	39	70
9	Thiruchuli	7837	7047	14884	7153	6355	13508	534	536	1070	150	156	306
10	Vembakottai	9970	9416	19386	9352	8642	17994	618	774	1392	-	-	-
11	Watrap	5647	5395	11042	4720	4544	9264	221	246	467	706	605	1311
	TOTAL	137304	129248	266552	128224	119453	247677	5841	6987	12828	3239	2808	6047

(Source: House Hold Survey – 2001)

2.14 Existing Population of School Age Children (6 – 14 Years)

In Table no-2.7, the bock wise the student population in the age running from 6 to 14 years is given.

Compared to Teachers strength (Table –2.4) we are able to see that the Teacher – Pupil ratio at present comes to 1:40. Only because of this situation the habitation - wise micro planning exercise has shown that only 3 new schools are required for this district. But, according to the projected population of school age children (Table – 2.8) number of lower primary and upper primary schools will be required during the project period (2001 – 2010).

At this stage, more accurate number of lower primary and upper primary schools required can not be predicted because further more micro planning and school mapping exercises are needed. Though three habitations have been identified for opening new primary schools and alternative schools respectively, the out of school children (Dropouts: 18947 and Not enrolled: 14389) have to be brought to their schooling. Intensive efforts should be taken for this purpose.

2.15 Projected population of 6 – 14 age group

The projected population of 6 – 14 age group for the years from 2002 – 2010 is given in the table – 2.8.

Table – 2.8

Projected Population of 6 – 14 Age Group for the Years

2002 to 2010.

Years	Projected population
2002	269750
2003	272987
2004	276263
2005	279578
2006	282932
2007	286327
2008	289762
2009	293239
2010	296757

(Source: DEEO Virudhunagar District –2001)

The projected population was arrived at by using the formula; $P_n = P_0(1+r/100)^n$ where P_n is population in the terminal year and P_0 is population in the base year, r is the rate of growth, n is the number of years.

From this above table we can see that 296757 children will be studying in the schools (Standard I to VIII) in the year 2010. But the existing number of high, and higher secondary schools in this district is felt to be insufficient for the present (2001 – 2002) student population (Table 2.7).

2.16 Existing Provision of Schools Under Different Kinds of Management At Secondary And Higher Secondary Stages

Table – 2.9 is provided with the number of Secondary and Higher Secondary schools under different kinds of management.

Table – 2.9
Number of Secondary and Higher Secondary Schools Under Different Kinds of Management

S.No	Type of Management	Secondary School	Higher Secondary School	Total
1.	Government	33	37	70
2.	Municipal	2	2	4
3.	Aided / Un Aided	39	53	92
4.	Adi Dravidar	-	2	2
5.	Matriculation	35	13	48
	Total	109	107	216

(Source : C.E.O Office, Virudhunagar District 1-9-2000)

Table – 2.9, tells that there are 109 secondary schools and 107 Higher Secondary schools under different types of management. According to the projected enrolment (Table – 2.8) 296757 children will be studying in the school (Standard I to VIII) in 2010. By that time more number of secondary and higher secondary schools will be needed.

Table 2.10
Number of Male and Female Students in different type of Management of High Schools and Higher Secondary Schools

Type of Managements	VI		VII		VIII		Total	
	M	F	M	M	F	F	M	F
Government	5417	4381	4177	3659	2877	3245	13253	10503
Municipality	358	285	307	423	265	199	930	1107
Aided	6668	6362	5770	5229	5089	4944	17527	16535
Un Aided	3510	3405	3008	2771	2738	2757	9256	8933
Total	15953	14433	13262	11668	11751	10777	40966	36878

(Source: CEO Office, Virudhunagar – 1-9-200)

2.17 Existing Educational Facilities for Higher Learning

In the following table – 2.11   the number of Arts and Science Colleges , Engineering Colleges and other Technical Institutions are shown.

Table – 2.11
Number of Arts and Science Colleges , Engineering Colleges and Other Technical Institutions in the District

S.No	Type of Institution	Number
1.	Arts and Science Colleges	11
2.	Engineering Colleges	6
3.	Polytechnics nics	8
4.	District Institute of Education and Training	1
5.	Teacher Training Institute for Boys	3
6.	Industrial Training Institutes	15

(Source: Statistical Hand book 2000)

Table – 2.11 shows that there are only 11 Arts and Science Colleges in the District and the number of Polytechnics are 8. It also shows that the number of Teacher Training Institutes is 3 and all the three institutes are for boys. So, there is a limited opportunity for girl students as they are accommodated only in the District Institute of Education and Training.

From this, it could be understood that more number of Arts and Science Colleges are needed, as there are considerable number of higher Secondary Schools in the district. Teacher Training Institutes for girls should be established as there is a limited chance for them to become Teachers at present.

2.18 Existing Status of Learning Achievement at Primary And Upper Primary Stage

The learning achievement of pupils (Std III, V and VII) in various subjects are given in the table – 2.12.

Table – 2.12
Subjects and Learning Achievements of Pupils at Primary And Upper Primary Level

Subjects	Standard		
	III (%)	V (%)	VII (%)
Tamil	58	49	72
English	63	49	67
Maths	67	62	68
Science	71	62	75
Social Science	68	59	67

(Source: Baseline Assessment Studies June 2001)

The above table-2.12 reveals that the learning achievement of pupils in std III, V and VII are not at mastery level (80% and above). It implies that much has to be done for quality achievement of education at elementary stage.

2.19 Implication of the Education Profile

The above details of education profile reveal that there are certain problems of immediate concern related to access, enrollment, retention and achievement.

Table – **图** Number of Male and Female Students in different type of Management
2.13   of High Schools and Higher Secondary Schools

Type of Managements	VI		VII		VIII		IX		X		XI		XII		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Government High School	5417	4381	4177	3245	3659	2877	4599	3141	3213	2052	2209	1415	1536	964	24810	18075
Municipality	358	285	307	423	265	199	349	284	241	276	100	146	59	118	1679	1731
Aided	6668	6362	5770	5229	5089	4944	6378	6317	4630	4905	3928	3952	3077	3310	35540	35019
Un Aided	3510	3405	3008	2771	2738	2757	3340	3453	2519	2795	2147	2313	1750	1982	19012	19476
Total	15953	14433	13262	11668	11751	10777	14666	13195	10603	10028	8384	7826	6422	6374	81041	74301

(Source: CEO Office, Virudhunagar District)

22

VIRUDHUNAGAR DISTRICT

KEY INDICATORS OF ERA

1. Gross Access Rate (GAR)

In Virudhunagar District the gross access rate of schools is 99%. Only 1% of the inhabited habitations are un-served by the existing schools. 3 new formal primary schools and 3 alternative schools are to be opened in Virudhunagar District as a whole.

2. Gross Enrolment Ratio (GER)

The Gross Enrolment Ratio in Virudhunagar District is 103%.

3. Net Enrolment Ratio (NER)

The Net Enrolment Ratio is calculated as 91% in Virudhunagar District.

4. Completion Rate

Cohort study reveals that 56% of the enrolled school aged population completes their five years course (std V) and the completion rate stands at 56%

5. Dropout Rate

Cohort study further states that 20% of the enrolled population drops out from schools in Virudhunagar District.

6. Repetition Rate

The repetition rate in Virudhunagar District as a whole is 24%.

7. Promotion Rate

The Promotion rate is 83% in Virudhunagar District.

8. Transition Rate (TR)

The transition rate in Virudhunagar District is 87%.

9. Attendance Rate

The attendance rate is 91% in Virudhunagar District.

10. Teacher – Pupil Ratio

The Teacher – Pupil ratio in Virudhunagar District is 1:39. The Government of Tamil nadu norm of teacher- pupil ration is 1:40. Here

Table 2.14
BLOCK WISE KEY INDICATORS

S.No	Name of the Block	GAR	GER	NER	CR	DR	RR	PR	TR	AR	TPR
1	Virudhunagar	100	101	93	61	20	19	87	87	95	39
2	Aruppukottai	100	105	92	56	24	20	83	86	90	36
3	Kariapatti	100	100	84	51	22	27	80	83	90	37
4	Narikudi	100	107	80	38	19	43	60	78	75	36
5	Rajapalayam	97	100	92	60	18	22	86	90	94	31
6	Sattur	99	103	91	56	24	20	83	87	91	35
7	Sivakasi	100	104	95	63	18	19	89	89	96	51
8	Srivilliputhur	100	107	96	62	21	17	88	91	95	55
9	Thiruchuli	100	100	91	55	22	23	84	90	91	36
10	Vembakottai	99	105	88	52	21	27	85	90	89	35
11	Watrap	100	100	85	52	20	28	85	91	91	39
	Total	99	103	91	56	20	24	83	87	91	39

(Sources: Cohort Study 2001 and House Hold Survey 2001)

CHAPTER III

PLANNING PROCESS

3.0. Pre- Project Plan Activity

In order to achieve the UEE, SSA has been implemented in 22 Non-DPEP Districts of Tamilnadu. Right from habitation level to district level workshops for the preparation of SSA Project proposals were conducted. These workshops were helpful to identify the strengths and weaknesses of the present system of elementary education. The weaknesses suggested the need for Sarva Siksha Abhiyan (SSA) and what all are needed for achieving the targets of SSA.

Article 45 of the Constitution of India promulgates that free and compulsory education should be given to all children up to the age of 14 years. This ideal has not been realised even after 50 years of our independence. The goal of universal elementary education of satisfactory quality remains delusive. So far significant efforts have been made in Independent India to expand the elementary education system to the remotest corner of this country. Though elementary education in India has expanded during the post-independence period, our country possesses the dubious distinction of world's largest number of out of school children. Besides, inter-regional disparities continue to prevail in the system.

Wide gaps between the enrolment of boys and girls, rural and urban areas and weaker sections of society along with ever-growing population are constant causes of concern for policy planners. Realising the gravity of the problem, the NPE 1986 and subsequent POA, 1992 accorded top priority to universalization of elementary education (UEE). The policy laid emphasis on enrolment, retention and achievement. It also emphasises on decentralised micro-level planning where district is to be considered as the unit of planners for UEE instead of the state.

To achieve the goal of UEE with a renewed vigour within a time frame, the Govt. of India has introduced a new scheme by name Sarva Shiksha Abhiyan (Education for All) in the year 2001. Since the scheme accords utmost importance to decentralised planning with the district as a

unit, the profile of the district comprising all aspects (i.e.) Demographic Profile and Educational Profile are to be taken into consideration for effective planning.

3.1 Need for Sarva Shiksha Abhiyan (S.S.A.)

The problems in respect of access, retention and enrolment reveal that they remain as the hindrances in the way of achieving UEE in this district even in a situation where different strategies and schemes (OBB Scheme, DIET, DPEP, MLL, Total Literary Campaign and other incentive schemes like free distribution of text books, noon meal scheme, distribution of free uniform, provision of free transport, merit scholarship and attendance scholarships) were implemented. So a new and time bound scheme namely Sarva Shiksha Abhiyan (Elementary Education for All – People's Movement) is felt very necessary for achieving the following targets of Universalisation of Elementary Education.

3.2 Objectives of Sarva Shiksha Abhiyan

1. To enroll all the school age children in formal schools / Education Guarantee schemes / Alternate and Innovative schools by 2003.
2. To enable the enrolled children continue and complete five years of primary schooling by 2007.
3. To facilitate all the children to continue and complete upper primary education by 2010.
4. To focus on elementary education of satisfactory quality with emphasis on education for life.
5. To reduce the gender and social gaps in enrolment, retention and achievement at primary stage by 2007 and upper primary stage by 2010.
6. To mobilize community participation in planning and implementation of SSA programme ensuring community ownership.

3.3 Formation of District Elementary Education Planning Committee

In order to put the resolution in to action, Virudhunagar District constituted the District Elementary Educations Planning Committee in the following manner (Table – 3.1) for preparation of District Elementary

Education project Plan for achieving Universalaisation of Elementary Education in the District.

Table- 3.1
Constitution of District Elementary Education
Planning Committee

S.No.	Designation	Name of the Post
1.	Principal DIET, Palayampatti.	President
2.	D.E.E.O. Virudhunagar	Secretary
3.	Senior Lecturer, DIET, Palayampatti	Member
4.	Statistical Officer, DIET, Palayampatti	Member
5.	Addl. A.E.E.O. , Aruppukottai	Member
6.	A.E.E.O. , Srivilliputtur	Member
7.	Addl. A.E.E.O. , Narikudi	Member
8.	A.E.E.O. (Science), Virudhunagar	Member
9.	A.E.E.O. (Nursery), Virudhunagar	Member
10.	H.M.P.U. Middle school, Peria perali, Virudhunagar Union	Member
11.	H.M.P.U. Primary School, Gurumoorthi Naickenpatti, Virudhunagar Union	Member
12.	H.M.P.U. Primary School, Purasaloor, Thiruchuli Union	Member
13.	Asst. Teacher, P.U. Primary School, Chettikurichi, Aruppukottai Union	Member
14.	Asst. Teacher. P.U. Primary School,Chempatti, Aruppukottai Union	Member
15.	Asst. Teacher, P.U. Primary School, subramaniapuram, Sattur Union	Member
16.	President, P.T.A.,P.U. Primary school, Asilapuam, Rajapalayam Union	Member
17.	President, Kammavar Middle School, Aruppukottai	Member
18.	President, P.T.A.,P.U.Primary School, Thiruchuli	Member
19.	Project Director Organisation of Development Action and Maintenance, Tiruchuli	Member
20.	President, Cosmo Junior Chamber, Aruppukottai	Member

3.4 Formation of Block Level Elementary Education Planning Committee

The block level elementary education planning committee was constituted as given in Table – 3.2.

Table – 3.2
Constitution of Block Level Elementary Education Planning Committee

S. No	Designation	Name of the post
1.	Chairman, Panchayat Union	President
2.	Chairman, Municipality	Vice. President
3.	Asst. Ele. Edn. Officer	Secretary
4.	Addl. Asst. Ele. Edn. Officer	Treasurer
5.	Commissioner, panchayat Union	Member
6.	Commissioner, Municipality	Member
7.	Dist. Panchayat Councillors	Members – 3
8.	Upper Primary school H.Ms	Members – 2
9.	Primary School H.Ms	Members – 2
10.	NGOs	Members – 2

3.5 Formation of Habitation Level Elementary Education Planning Committee

The habitation level elementary education planning committee was constituted as given in table – 3.3

Table – 3.3
Constitution of Habitation Level Elementary Education Planning Committee

Sl.No.	Designation	Name of the Post
1.	President of Panchayat	President
2.	Headmaster	Secretary & Treasurer
3.	President of PTA	Vice President
4.	Teacher	Member
5.	Public	(Male – 1) (Female – 2)

3.6 Capacity Building

Necessary data were collected and they were analysed for the preparation of DEEP project proposals of Virudhunagar District.

3.6.1 Capacity Building at State Level

The Director of Elementary Education Tamilnadu Organized a workshop on 4.4.2000lat Salem in respect of the preparation of District SSA project proposal. The principal and the faculty of planning and management branch of the DIET of the Non-DPEP Districts, the district elementary education officer, AEEOs, selected Headmasters, teachers of elementary schools and representatives from Non-Government Organisations of the Non-DPEP districts participated in the workshop. The workshop was conducted on the basis of participatory and interactive approach. The problems that hinder Universal Enrolment, Retention and Achievement were discussed. Consequently it was resolved to identify district specific problems that hinder the Universal Enrolment, Retention and Achievement. For this purpose it was resolved to constitute a District Elementary Education Planning Committee comprising DIET faculty, Elementary Education Officials, Representatives from NGOs and the Public. It was also resolved to form the Elementary Education Planning Committee at Block levels and Habitation levels.

3.6.2 Capacity Building at District Level

The first meeting of the SSA scheme was convened on 22.9.2000 at the District Institute of Education and Training, Palayampatti under the Joint Director (Elementary). The district elementary educational officer and DIET principal, lecturers, AEEOs, teachers, representatives of NGOs also participated. The goals and objectives and salient features of SSA were explained in detail by the Joint Director.

A meeting in connection with preparation of Project Proposals was conducted at DEEO's, Office, Virudhunagar on 11.4.2001 in which all the AEEOs and selected headmasters took part. The faculty members of the DIET, Palayampatti acted as the resource person.

Figures 1 & 2

The Director of Elementary Education, Chennai – 6 Addressed the District level Parent Teachers Association Meeting convened for the propagation of SSA scheme in the District on 11.08.2001 at Virudhunagar.

The District Elementary Education Officer convened the meeting for the primary teachers to prepare them for collection of data in respect of the household survey, cohort details and physical infrastructure facilities during February 2001. An enrolment drive was conducted in view of SSA on 28.06.2001. The Director of Elementary Education Addressed the District Parent Teacher Association meeting to take the message of SSA to the grass root level on 11.08.2001. Such meetings were conducted on habitation level on 23.07.2001 and at block level on 27.07.2001. In all these meetings the public were made aware of the Tamilnadu Compulsory Elementary Education Act 1994.

3.6.3 House Hold Survey

One day training for conducting the House Hold Survey was held on 25.01.2001 at H.S.H.B.Middle School, Virudhunagar in which selected teachers, head masters and AEEOs took part. Joint Director (Matriculation) visited the training programme and gave instructions and needful directions for conducting House Hold Survey. The principal, lecturers, statistical officer of the DIET, Palayampatti also attended the programme and offered their suggestions.

A three-day training programme was held at the block level centres of the district. The AEEOs of the respective block acted as resource persons. All the headmasters and teachers of the block participated in the training programme in which the AEEOs explained the modalities of the House Hold Survey of the age group of 0 – 16 years and preparation of Cohort Study.

The teachers conducted the House Hold Survey from 1.2.2001 to 28.2.2001 as per the instructions given during the training programme. At the same time the cohort details and details of infrastructure facilities were also collected.

The faculty members of the DIET, Palayampatti and the AEEOs of the District verified the House Hold Survey. The District Elementary Education Officer has conducted over all survey.

3.6.4 School Mapping and Micro-planning

A three day district level training programme for the preparation of Micro-Planning and School Mapping exercise was conducted from 14.3.2001 to 16.3.2001 at Hindu Nadar Middle School, Aruppukottai. The participants were all the AEEOs, AAEEOs, selected graduate head masters and graduated teachers in Science and Maths took part in the programme. The faculty members of the DIET acted as resource persons. School mapping exercise was carried out at habitation level.

3.7 COHORT STUDY

The Data collected through the schedule of COHORT details are presented in table -13.

From the table -13 it is found only 52% of male children and 59% of female children have completed primary education. So, this may be due to the un-attractive curriculum transaction, irregular attendance of the students as well as teacher, lack of community involvement in the education of children, lack of frequent monitoring and supervision. Such school inputs tell upon the completion rate, retention rate, and repetition rate.

The completion rate in different communities (S.T-38%, S.C-57%, Others-60%, O.B.C-61%) reveals that cent percent completion rate is failing. This is due to the respective dropout rate (S.T-40%, S.C-24%, M.B.C-20%, O.B.C-17%, Others-22%) and repetition rates (S.T-22%, S.C-25%, M.B.C-27%, O.B.C-22%, Others-18%). From this, it is quite obvious that the completion rate of the S.C or S.T Communities is much less than that of other communities. Yet the completion rate of other communities is also not encouraging. So, extra learning situations should be created by providing suitable programme, either before or after school hours for all the communities with special emphasis on S.C & S.T communities. Suitable remuneration and honorarium should be given to those teachers who are engaged in extra learning situation. Monetary incentive should be given for those who complete primary and upper primary education. The N.G.Os,

retired teachers, unemployed youth, may also be engaged in the extra learning situation and suitable remuneration may be given to them.

3.8 Data Analysis

Data collected were analysed systematically.

3.8.1 House Hold Survey

The data obtained through the House hold survey are presented in the table-3.5

Table-3.5

**Gender-wise Number of Children from the Age Group
0-14, 0-5 and 6-14, School Going Children, Dropouts and
Never Enrolled**

S. No	Particulars	Male	Female	Total
1	Population	870820	880728	1751548
2	0 – 14 age group	202857	191896	394753
3	0 – 5 age group	65553	62648	128201
4	6 –11 age group	95717	87256	182973
5	6 – 14 age group	137304	129248	266552
6	C.E.	128224	119453	247677
7	D.O.	5841	6987	12828
8	N.E.	3239	2808	6047
9	G.E.R	103%	105%	104%

(Source: House Hold Survey – 2001)

A close look at the table-3.5 reveals that the male children in the age group 0-14[N=202857] and the female children in the same age group [N= 191896] have to be completely enrolled. Of them 3239 male children and 2808 female children are not at all enrolled. Even among the enrolled children 5841 male children and 6987 female children have dropped out of school. Only 128224 male children 119453 female children are continuing their education in school. So, 9080 male children 9795 female children [dropout & never enrolled] are to be enrolled and facilitated

TABLE 3.4

Table – 🔲 Community wise Completion Rate, Dropout Rate and Repetition Rate

S. No	PRITICULARS	SC			ST			OBC			MBC			OTHERS			TOTAL		G.TOTAL
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	
1.	Primary School Starters	6119	5626	11745	30	31	61	8877	8610	17487	7254	6530	13784	406	357	763	22686	21154	43840
2.	I to V std .R.S issued (7+9)	1008	838	1846	6	7	13	1791	1522	3313	1235	9065	2200	113	102	215	4153	3434	7587
3.	After R.S. issued	5111	4788	9899	24	24	48	7086	7088	14174	6019	5565	11584	293	255	548	18533	17720	36253
4.	V std. Promoted	2554	2540	5094	8	10	18	3888	4703	8591	3109	3028	6137	166	161	327	9725	10442	20167
5.	Dropouts	1239	1100	2339	10	9	19	1240	1124	2364	1191	1119	2310	73	48	121	3753	3400	7153
6.	Repeaters	1318	1148	2466	6	5	11	1958	1261	3219	1719	1418	3137	54	46	100	5055	3878	8933
7.	Completion Rate	50	53	51	33	42	38	55	66	61	52	54	53	57	63	60	52	59	56
8.	Dropout Rate	24	23	24	42	38	40	17	16	17	20	20	20	25	19	22	20	19	20
9.	Repetition Rate	26	24	25	25	20	22	28	18	22	28	26	27	18	18	18	28	22	24

(source; Cohort Study- 2001)

TABLE 3.5

Table: ■ Needed Physical Infrastructure facilities

Sl. No.	Contents	Primary Schools				Upper Primary Schools				High and Higher Sec. Schools	Total
		Panchayat Union	Municipal.	Govt.	ADW	Panchayat Union	Municipal.	Govt.	ADW		
1.	No.of Additional Classroom needed	193	32	10	5	57	12	-	3	77	389
2.	H.M Room	..	..	..	..	67	8	-	1	--	76
3.	**Drinking water** i) Borewell with handpump	183	12	1	2	18	3	-	-	15	234
	ii) Tap connection	238	22	1	5	22	4	-	-	--	292
4.	**No.of toilets with water facilities**										
	i) Teachers (Male)	563	34	5	10	60	13	-	1	-	686
	ii) Teachers(Female)	580	38	4	11	48	15	-	1	18	715
	iii) Students (Male)	1054	144	10	23	199	35	-	2	-	1467
	iv) Students (Female)	1058	137	10	21	198	38	-	2	-	1464
5.	Electrification	331	13	6	11	50	3	-	1		415
6.	Steel Flag Post	428	28	4	8	26	7	-	1		502
7.	Two in one	312	31	3	11	21	6	-	1		385
8.	Television	-	-	-	--	70	17	-	1		88

36

continuous schooling. This table also reveals that there exists gender gap in enrolment. This gender gap should also be reduced. Studies [NCAER—1994] have revealed that household poverty is the major reason for enrolment. The same study also reveal that those children of poor house holds also dropout of school more likely.

From this, it can be understood that universal enrolment and retention will be possible by Education Awareness Campaign such as human chain, street corner meeting, cultural programmes, school readiness programmes, poster advertisement, multimedia advertisement, maa- beti mela. [mother-daughter activities will help to enroll all the school age children and drop-outs in schools.

3.8.2 INFRASTRUCTURE FACILITIES

The needed infra-structure facilities are provided in the table –3.5

This table reveals that the Panchayat Union Schools have more needs than the other types of management schools. Next to the Panchayat Union Schools, Municipal, Government and Adi Dravidar welfare schools have more needs as far as the infrastructure facilities are concerned. Excepting the Aided and Unaided management schools all other types of management schools are completely funded by the government only. So, adequate funds are needed to equip the primary and upper primary schools managed by the Government with necessary infrastructure facilities in order to attract the children towards school.

It is a common trend that the parents are having greater inclination in enrolling their children in private management schools because of the sufficient infrastructure facilities provided there for their children. The above table itself is a revealing one in which one can find that the schools managed by the Government and local bodies are very much in need of the physical facilities whereas the private management schools are self-sufficient in this respect.

3.9 Development of Habitation Plan

The habitation core groups discussed salient features of SSA scheme and have agreed to cooperate with the department to achieve the goals of SSA. The village education committees have formulated plans to be self sufficient in all aspects of infrastructure facilities, additional requirement

of teachers and Audio-Visual aids for the schools. They have passed resolutions to seek the financial assistance of SSA scheme.

To achieve the goals of 100% retention, 0% dropout the awareness rallies were conducted. Cultural jathas, hand posters, banners, slides in theatres, advertisements and the mass processions played vital role in developing the awareness. The steps are taken from the grass root level.

3.10 Development of Block level

The District Elementary Education officer scheduled a programme for all the 11 blocks to conduct PTA meetings. Accordingly meetings were conducted in all blocks. The minutes of the meetings have been incorporated in the block level plans and than to district level plans.

3.11 Development of District Elementary Education Plan

The district planning team has gone through the entire process of planning starting from habitation level. The team members have actively participated at the block level meetings, habitation level meetings, campaigns, awareness rallies and district level meetings. Finally the district elementary education plan is developed in conformity with the guidelines of SSA.

The DEEP plan represents the perspective plan that will give a frame work of activities over a long time frame to achieve UEE. Further it has also worked out as annual work plan and budget for ten years (2000-2011)

3.12 School Mapping

The purpose of school mapping exercise is to identify the location for opening new schools.

3.12.1 Identification of Location for Opening Formal Schools

This exercise was carried out throughout the district to locate habitations which are not having primary schools within a radius of 1 km walking distance with 300 population. Based on these exercises the following habitations have been identified as habitations requiring schools:

1. Ambedhkar Nagar
2. Thendral Nagar
3. Nainapuram

All these three habitations are situated in Rajapalayam Educational Block.

3.12.2 Identification of Location for Setting up Alternative and Innovative Schools

Another purpose of school mapping exercise is to identify the habitations which are not having primary schools within a radius of 1 Km but not having the population 300.

The following three habitations were found to be in need of Alternative and Innovative schools.

1. Mudithalai at Sattur Educational Block.
2. Valsapuram and Poosarinaickanpatti at Vembakkottai Educational Block.

3.12.3. Upgradation of Primary School to Upper Primary School

During the participatory planning exercise it was observed that in the habitations of Sempatti in Aruppukottai block, Karanenthal and Udaiyanampatti in Thiruchuli block have discontinued their studies especially girl children, after completion of class Vth in their habitation because of non availability upper primary facilities in their habitation or nearby habitation with in the radius of 3 kms.

So the habitation of Sempatti is found to be in need of upgrading to upper primary school.

3.13 Methodology of the Conduct of Learning Achievement Test

The conduct of learning achievement test is described below:

3.13.1 Sample

3579 pupils from 122 schools studying in std III and V respectively comprising of Panchayat Union Schools, Municipal, Adi Dravida Schools and Private Management in rural and at primary stage and 1437 pupils from 49 schools studying in Std VII comprising of Panchayat union Schools, Municipal, Government High and Higher Secondary Schools and Private Management High and Higher Secondary Schools in this district at upper primary stage.

3.13.2 Tools

Common question paper in all subjects for (Tamil, English, Mathematics, Science and Social Science) Std III, V and VII were used.

3.13.3 Collection of Data

The achievement test was conducted in the different centres in this district. The test was supervised by the teachers of primary and upper primary schools which were not selected as samples. All these works connected with conducting the test were co-ordinated and guided by the faculty members of the DIET and the AEEOS. The test papers were valued by the teachers working in different primary, upper primary, high / higher secondary schools by the central valuation camp at DIET, Palayampatty. The scores obtained by the students were tabulated and analysed systematically.

3.13.4 Data Analysis

The data obtained from the raw scores were converted in to District scores. They are presented in the form of tables and discussed in detail.

i) Gender-wise ii) Community-wise
iii) Area-wise and iv) Type of management-wise.

i) *Learning Achievement of Boys and Girls at Primary and Upper Primary Level.*

The learning achievement of boys and girls in Std III, V and VII are present in the table-3.6.

Table – 3.6
Percentage of pupils contained in the different levels of attainment in different subjects based on gender with respect to Std III

Level of attainment	Tamil		English		Maths		EVS II		EVSI		Subjects as a whole	
	M	F	M	F	M	F	M	F	M	F	M	F
Below 35 %	17	9	22	19	12	14	7	8	11	11	14	12
Between 35 % and 80 %	76	83	49	50	53	51	50	48	50	52	56	57
Above 80%	7	8	29	31	35	35	43	44	39	37	30	31

(Source: Base line Assessment Study – June 2001)

Table-3.6 reveals that mastery level learning achievement is failing because 80% of students have not attained 80% marks in any subject (Tamil: M7;F8, English: M29;F31, Maths: M35;F35, EVS II: M43;F44, EVS I: M39;F37, Subjects as a whole: M30;F31). At the same the pupils who need remedial teaching are also very less (Tamil: M17;F9, Enghsh: M22;F19, Maths: M12;F14, EVS II: M7;F8, EVS I: M11;F11, Subjects as a whole: M14;F12). What remains encouraging is the percentage of pupils who do not need remedial teaching in all the subjects ((Tamil: M76;F83, Enghsh: M49;F50, Maths: M53;F51, EVS II: M50;F48, EVS I: M50;F52, Subjects as a whole: M56;F57). It tells upon the quality of inservice education given to the primary teachers so far. Yet, efforts should be taken to bring the attainment levels of these pupils to mastery level. Along with them more efforts are needed to bring the attainment level of pupils, who are in need of remedial measures, up to the mastery level.

For this purpose suitable programme like providing extra learning situations, surpervised study, monitorial assistance and peer group teaching learning activities. Learning centres may be created to provide extra learning situation and supervised study. These centers may be manned by educated unemployed, retired teachers and voluntary organizations the list of which is provided in the next page. Suitable remunerations may be give to these personnel. The monitorial assistance and peer group learning activities may be under the direct supervision of the class teachers.

The attainment of boys and girls are almost at the same level (M56;F57). So the above programmes should be extended to all the pupils irrespective of gender.

Table: 3.7
Vth Standard Achievement Level

Level of attainment	Tamil		English		Math's		EVS-II		EVS-		Subject	
	M	F	M	F	M	F	M	F	M	F	M	F
Below 35%	34	23	49	46	18	13	12	10	20	17	27	22
Between 35% and 80%	64	72	44	41	67	62	74	67	65	68	63	62
Above 80%	2	5	7	13	15	25	14	23	15	15	10	16

(Source: Base line Assessment study June – 2001)

Table 3.7 reveals that mastery level learning achievement is failing because 80% of the students have not attained 80% of marks in any subject [Tamil: M2, F5; English: M7,F13; Maths M15, F25; EVSII: M14,F23; EVSI: M15,F15; subjects as a whole: M10,F16] At the same time the pupils who need remedial teaching are much less [Tamil: M34, F23; Enghsh: M49,F46; Maths M18, F13; EVSII: M12,F10; EVSI: M20,F17; subjects as a whole: M27,F22]

What remains encouraging is the percentage of pupils who do not need remedial teaching in all the subjects (Tamil: M64,F72; English: M44,F41; Maths:M67,F62;EVS-II: M74,F67; EVS-I: M65,F68; Subjects as a whole: M63,F62) It tells upon the quality of in service education under the direct supervision of the class teachers. It tells upon the quality of in service education given to the primary teachers so far. Yet, efforts should be

taken to bring the attainment levels of these pupils to mastery level. Along with these more efforts are needed to bring the attainment level of pupils who are in need of remedial measures up to the mastery level.

For this purpose suitable programmes like providing Extra learning situations / supervised study, Monitorial assistance and peer group teaching learning activities. Learning centres may be created to provide extra- learning situation and supervised study centres. These centres may be manned by educated unemployed, retired teachers and voluntary organization. Suitable remuneration may be given to these personnel. The monitorial assistance and peer-group learning activities may be under the direct supervision of the class teacher.

The attainment of both boys and girls are almost at the same level (M63,F62) So, the above programmes should be extended to all the pupils irrespective of gender at primary stage.

Suitable training programme may be designed and imparted to those who man the learning centres and supervised study centres.

Table 3.8
VIIth Standard Achievement Level

Level of attainment	Tamil		English		Maths		EVS-II		EVS-I		Subject as a whole	
	M	F	M	F	M	F	M	F	M	F	M	F
Below 35%	2	1	4	3	7	6	1	1	2	2	3	5
Between 35% and 80%	61	55	68	62	65	60	52	41	73	72	64	57
Above 80%	37	44	28	35	28	34	47	58	25	26	33	38

(Source : Base line Assessment Study – June, 2001)

The table 3.8 shows that the % of non-masters (Tamil, M63, F56; English, M72, F65; Maths M72, F66; EVS-II M53, F42; EVS-I75, F74; Subjects as a whole M67, F62) are more in all subjects than the percentage of master learners (Tamil, M37, F44; English, M28, F35; Maths M28, F34; EVS-II M47, F58; EVS-I M25, F26; Subjects as a whole M33, F38). Hence this situation demands much concern to raise these non-masters up to the level of master learners in all the subjects irrespective of male and Female children taken as a whole (M67, F62). For this purpose, the children are required to be engaged in extra learning situation, supervised study, monitorial assistance and peer group study and this may be manned by retired teachers, educated unemployed youth and voluntary organizations. Suitable remuneration may be given to them. Special incentive may be given to the monitors engaged in monitorial assistance. Relevant training programme may be provided to those who are engaged in supervised study centres and learning centres.

[ii] Community wise Learning achievement at IIIrd, V^{th} and VIIth standards

The percentage of pupils who have attained mastery level and below mastery level based on communities are presented in the table -18

Table 3.9
Percentage of pupils above and below mastery level achievement based on community

Level of attainment	S.C		S.T		M.B.C		B.C		O.C	
	M	F	M	F	M	F	M	F	M	F
Below 35%	27	28	--	--	26	27	27	22	--	33
Between 35% and 80%	59	61	--	--	59	56	59	58	50	38
Above 80%	14	11	--	--	15	17	14	20	50	29

(Source: Base line Assessment study- June 2001)

From the above table –3.9. It is seen that master learners in different communities are much less (SC: M14, F11; MBC: M15, F 17; BC: M14, F20; OC: M50, F 29). The non-masters in the respective communities are SC: M86,F 89;MBC:M85 F 83; BC: M 86, F 80; OC: M50, F 71. A remarkable phenomenon reflected in this table is a very narrow gap in the learning achievement based on community. In order to raise the level of achievement of children in different communities to mastery level, they should be facilitated with extra learning situation, supervised study, peer group teaching learning activities and monitorial assistance. For this purpose, learning centres, supervised study centres manned by retired teachers, educated unemployed youth and NGOs are required to be created.

(iii) Management wise Learning Achievement of pupils studying in primary and upper primary level.

In table-3.10 percentages of pupils who have passed the achievement test from the schools under different types of management are presented.

Table 3.10

Pass Percentage of Pupils of School under Different Type of Management.

Type of Management	Percentage of Pass		As a whole
	Male	Female	
Government	56	57	56.5
Aided Management	78	80	79

(Source: Baseline Assessment study-June 2001)

The percentage of pupils who have passed in aided management school [79%] is found to be higher from the table than that of the Govt. schools [56.5%]. It is also found that both the boys [56%] and girls [57%] are almost equal in the pass percentage as far as Govt. schools are concerned; similarly the pass percentage of boys [78%] and girls [80%] are almost equal as far as the aided management schools are concerned.

But what attracts one is the large difference in pass percentage of pupils taken as a whole between the Govt. schools [56.5%] and Aided management schools [79%] at elementary stage. This situation requires to bridge this management gap. The rational behind the higher pass percentage in aided management schools is the sufficient infrastructure facilities (physical, curricular, and social) and also the better supervision and monitoring aspects. The low pass percentage in Government schools is due to poor infrastructure facilities. It has been reflected in the survey conducted for assessing the need of the physical facilities of the schools both in Government and aided management schools at elementary stages (table -19) Efforts should be taken to improve the infrastructural facilities in the Government schools

iv) Pass Percentage of Pupils Studying in Rural and Urban areas

Table-3.11
Pass Percentage of Pupils Based on Rural and Urban Areas

Nature of Area	Pass Percentage	
	Male	Female
Rural	74	75
Urban	69	74

(Source: Base line Assessment Study - June, 2001)

The above table-3.11 reveals the fact that the difference in pass percentage of pupils at elementary stage between Rural (74.5%) and urban (71.5%) area is very narrow. This is due to quality in service education offered to the teachers despite the poor provision of the physical facilities in rural schools. Yet, a considerable percentage (rural: 25.5% urban:28.5%) is required to be passed. So, equal attention has to be paid both for rural and urban pupils at elementary stage to improve the pass percentage.

3.13.5 An Overview of the Data Analysis of the learning
Achievement at Primary and Upper Primary Level

An overview of the data analysis of the learning achievement of the pupils in primary and upper primary levels reveal the following facts in common:

i) There is no mastery level learning achievement in all the subjects irrespective of the gender both in primary and upper primary levels.

ii) The percentage of non masters are found to be more in English, Maths and Science at primary level and non-masters are more in

English and Mathematics at upper primary levels.

iii) The percentage of non-masters in the regional language is also very high.

3.13.6. Suggested Programmes for Attaining Mastery Level Learning

i) Subject specific in service training is required to be given instead of standard wise in service training.

ii) Learning centres for facilitating extra learning time and supervised study centres are required to be created.

iii) Sufficient human resource for manning these centres is required to be availed by utilising the services of educated unemployed youth, voluntary organisations and retired teachers.

iv) Suitable training programme is required to be designed and imparted to these personnel.

v) Suitable remuneration is to required to be given to these personnel and suitable incentives are required to be given to the pupils engaged in monitorial assistance.

vi) Cluster resource centres are required to be used as learning centres and supervisory study centres.

vii) The community is required to be involved in these out of school learning activities.

viii) The community is also expected to be involved in the regular school activities.

ix) Relevant training is required to be given to them in the school management, supervision, monitoring and evaluation.

x) District specific curriculum and text-book preparation is required to be carried out so as to raise the achievement of pupils to mastery level.

xi) DIET is required to be equipped with good library, laboratories for language, science, psychology and computer; training and conference halls.

CHAPTER IV

OBJECTIVE WISE INTERVENTIONS

4.0 Certain interventions are needed in order to achive the targets of S.S.A and national goal of UEE.

The planning team identified the needs for the improvement of Elementary Education as a result of the interaction with teachers, parents and community members.

Taking into account of the status of education scenario, the key performance indicators viz. Access, Enrolment, Retention and Achievement have been formulated to achieve the objectives of SSA.

The following are the broader strategies for the improvement of key project indicators.

4.1 Access

Broadening the access by way of establishing Schools, Alternative Schools / EGS in all the school less habitations, areas where children do not have access to primary school facility with in a radius of 1 km.

Table4.1

Sl.No	Name of the Block	No of Habitations	No of Existing schools	No of Habitations served by the Existing schools	GAR
1.	Virudhunagar	160	138	160	100%
2.	Aruppukottai	59	87	59	100%
3.	Kariapatti	110	118	110	100%
4.	Narikudi	175	109	175	100%
5.	Rajapalayam	102	164	99	97%
6.	Sattur	122	106	121	99%
7.	Sivakasi	228	120	228	100%
8.	Srivilliputtur	209	126	209	100%
9.	Thruchuli	125	99	125	100%
10.	Vembakkottai	143	111	141	99%
11.	Watrap	80	69	80	100%
TOTAL		1513	1247	1507	99%

Table 4.1 reveals that 99% of the habitations were already covered by the existing schools.

The school mapping exercises have indicated that there are three school less habitations.
They are

1. Ambetkar Nagar
2. Thendral Nagar
3. Nainapuram in Rajapalayam block

Further 3 habitations are identified for opening Alternative school.

They are
1. Mudithalai in Sattur block
2. Valsapuram
3. Poosarinaickenpatty in Vembakkottai block.

These six schools will cover the remaining part of 1%

Table :- 4·2

Block Wise Details of (5 +) Age group Population.

Sl No:	Name of the block	Total Population	Number of Students Enrolled	To be Enrolled	% to be Enrolled
1.	Vridhunagar	25608	24172	1436	5.60
2.	Aruppukottai	24308	24045	263	1.08
3.	Kariapatti	18861	13866	4995	26.48
4.	Narikuddi	13028	11874	1154	8.80
5.	Rajapalayam	40081	38290	1791	4.46
6.	Sattur	15823	13000	2823	17.84
7.	Sivakasi	57333	56514	819	1.42
8.	Srivilli putur	26198	25150	1048	4.00
9.	Thiruchuli	14884	13508	1376	9.24
10.	Vembakottai	19386	17994	1392	7.18
11	Watrap	11042	9264	1778	16.10
	TOTAL	**266552**	**247677**	**18875**	**7.08**

Table :- 4.3 (5 +) Age group Population Details

Age Group	Population	Number of Students Enrolled	To be Enrolled	% to be Enrolled
5 – 14	266552	247677	18875	7.08%

(Source : Household Survey – 2001)

One of the existing Primary School in Aruppukottai at Sempatti is proposed to be upgraded to provide access preferably to girl children who dropped out after completion of 5th standard in their native habitation. Since their parents are reluctant to send them to other habitations for upper Primary Education.

4.2 Enrolment

The household survey and cohort study indicate that the enrolment of this district is 93%

On a discussion with teachers, parents, community representatives, voluntary organisations, the fact found out is that the reason for the non enrolment of the remaining 7% is due to domestic works, Child labour which is in high density in blocks like Virudhunagar, Vembakkottai, Sattur and sivakasi and lack of awareness among parents. The curriculam prevalent in elementary schools at present is not need based and life oriented.

There fore, interventions such as alternative and innovative schools, Education Guarantee Centres, Community mobilisations and need based life oriented curriculum revision are needed.

* Conducting campaigns involving youth, school committee, PTA's and other self help groups sensitizing the community of child labour and child rights and convincing the parents, employers for relieving the child labour from work and joining them in the main stream of education.
* Conduct of long term residential bridge camps for main streaming out of school children.

Conduct of non residential bridge courses ,transitional school and other Back -to-schools programmes at habitation level for main streaming of dropouts and never – enrolled Children, with community participation & ownership.

Opening of ECE centres for the children in the age group 3-5 year and to do away with the problem of over crowding in class 1 with underaged children and as well as relieving the girl children and as well as relieving the girl children from sibling care and help for there continuous education.

Of the remaining to be enrolled 7%, 4% will be enrolled in the year 2002-03.And other 3% will be enrolled in the year 2003-04.

4.3. Retention

The dropout rate of this district is 20% (Table:13)
Interaction with parents and teachers have revealed that the reason for dropout is due to the prevailing the child labour, domestic work and ineffective and unattractive teaching, lack of adequate, frequent supervision and monitoring at elementary stage.

Conducting street plays (role play by Pupils), singing lyrics and shouting slogans are some of the means of creating awareness among the out of school children.

By means of education awareness campaigns, Education Grantee centres are to be created and the dropouts are to be enrolled. Improving of teachers pupil ratio by posting regular teacher and doing away with multigrade teaching are also to be carried out.

Supervision by BRPs and AEEOs increasingly and frequently will be enforced. Inservice training for all teachers will be given to make learning a joyful experience to children.

The dropout rate of this distract is 20%. Of the 20%, 10 % will be done away with in the academic year 2002-03 and other 10% will be done away with in the academic year 2003-04.

4.4 Achievement :

The learning achievement of children indicates that non of the children have attained mastery level in all the subjects.

The achievement level in very poor both in English and Mathematics (63%) standard III, V and VII, So special training programmes are to be conducted for teachers in all the subject with a special emphasis on English, Mathematics' and Science at elementary stage More over the achievement rate is 59% among schedule Caste children. So special effort should be taken to conduct special coaching class for schedule caste student in the evening. The achievement level of standard III children in English is very poor (63%) compared to that of other students. This may be due to the introduction of English as a second language in standard III. Steps should be taken to motivate the practicing teachers to find out innovative techniques by conducting Action Research in co ordination in coordination with DIET faculty members. On a par with Tamil Pandits, English Literature graduates may be

appointed in Elementary schools for the quahtative improvement of English teaching.

4.5 Quality Initiator

- Orientation to teachers for improved class room practices.
- Provision of Grants viz. School Grants, Teachers Grants and Grants to cluster Resource centers.
- Providing TML to the primary as well as middle schools.
- Strengthening, monitoring and supervisors to primary and middle schools.
- Constitution of block and District resource Group for providing an job support to the teachers and for their implementation in quality issues.
- Establishment of block resource center (Like BRCs) along with formation of Block Resource team with block level resource persons (BRP) and supervision of project initiatives.
- Establishment of CRCs one for every 10 to 15 schools for professional Exchange among teachers.
- Strengthening of BRCs by way of providing infrastructure facilities viz., Building, Furniture, Equipments and contingencies on a recurring basis.
- Strengthening of CRCs by providing a contingency grant of Rs. 2500 pre annual, and convening monitoring meetings with teachers for professional exchange.
- Conduct of pupil Achievement survey annually.
- Conducting special coaching classes for Scheduled caste students in the evenings.
- Conduct of Academic Conventions with interested teachers to build teachers momentary for quality concerns & building teacher network.
- Conduct of exposure visits.
- Library facilities at DIET and BRCs.
- Vedio Library facilities at BRCs.
- Action Research programme by the teachers.

CHAPTER V

ISSUES, STRATEGIES AND ACTIVITIES

5.0 The important aspects of UEE to be addressed under SSA are follows.

- Access
- Enrolment and Retention
- Quality issues
- Coverage of special groups, out of school children
- Monitoring and Supervision
- Improving school infra-structure facilities

Following are the major issues that emerge as a result of Micro-planning exercises conducted by the habitation of 11 blocks to active involvement of community and teachers for which suitable interventions are planned at habitation level which are analysed at block level as well as district level and thus formulated district Elementary Education plan as follows.

5.1 Access

The main objectives of SSA is that all children are in school education guarantee centre, Alternative school, Back to school camp by 2003. To realize this objective the primary education facilities are to be provided to all the children with in a walking distance of 1 K.m. and most urgent need is to ensure the access and first priority of the district is to ensure access to the children of all the sections by the way of providing new formal primary school, alternative schools based on the norms.

In terms of accessibility, about 99% of the children in the 6-11 age group are served by the existing primary school with in a walking distance of 1 K.m. The six schools in the following table 16 will cover the remaining part of 1%.

Table 5.1
List of new schools and alternative schools

S.No	Name of the New schools/ Alternative schools	Name of the Block	No. of Teachers
1.	Ambetkar Nagar (NS)	Rajapalayam	2
2.	Thendral Nagar (NS)	Rajapalayam	2
3.	Ninapuram (NS)	Rajapalayam	2
4.	Mudithalai (AS)	Sattur	1
5.	Valsapuram (AS)	Vembakkottai	1
6.	Poosarinaikenpatti (AS)	Vembakkottai	1
	Total		9

(Source: School Mapping Exercise – 2001)

After having conducted micro planning and school mapping exercises it is found that majority of the habitations are having primary schools within a radius of one kilometer. Three habitations are identified as school less habitations.

They are: 1. Ambetkar Nagar 2. Thentral Nagar and 3. Nainapuram in Rajapalayam Block. Three habitations are identified for opening Alternative and Innovative schools. They are Mudithalai in Sattur Block and Valsapuram and Poosarinaikenpatti in Vembakkotai Block. These three habitations are not having 300 population.

5.1.1 Community Contribution

During the micro-planning exercise, the community has agreed to provide free land for the opening of new schools and for the construction of school buildings (arround 1000 Sq. yards for each school). The executive agency for the construction of buildings/civil works will be the Village Education Committees (VEC).

5.1.2 Upgradation of primary school to upper primary school

One of the existing schools at Sempatti in Aruppukottai block, two existing schools at Karendal and Udyanampatty in Thiruchuli block are proposed to be upgraded to provide access preferably to girl children who dropped out after completion of Vth standard in their native habitation since

their parents are reluctant to send them to other habitations for upper primary education.

5.1.2.1 Teacher Recruitment

As per norm of the Govt. of Tamilnadu 4 teacher^s are required for the upper primary sections i.e. B.T Head master (1) Tamil Pandit (1) and and secondary grade teachers 2. There fore, 4 teachers are proposed for the upgraded school.

5.1.2.2 Infra-structure

The school in Sempatti has no adequate classrooms to run the upper primary sections. There fore 3 additional classrooms are proposed for the upgraded school.

Table 5.2

No.ofPrimary school to be upgraded	No. of teachers required			No. of additional class rooms
	B.T HMs	Tamil Pandit	Sec. Grade Teachers	
3	3	3	6	6

5.2 Enrolment

The door to door survey conducted by the teachers and the Cohort study indicated that the enrolment is 93% (Table – 3.4). The 7 % of the school age children have to be enrolled in formal schools / Alternate and Innovative Schools. Hence, steps are to be initiated to enroll the remaining 7% school age population in the system. On a discussion with the teachers engaged in household survey, it has been understood that the reason for the non-enrolment of this 7% is domestic works.

It is also understood that there is lack of community involvement in enrolling their children in schools. Non-prescription of the need based life oriented curriculum curtails the interest of the parents to send their children to schools.

5.3 Retention

The dropout ratio of this District is 20% (Table – 3.4) as per cohort study. The reason for this dropout is child labour still prevailing in this district. Steps are to be taken to bring those children in the Education Guarantee Centres by conducting education awareness campaigns in the habitation in which child labour is predominant. Lack of adequate and frequent supervision and monitoring at elementary stage is also found to be a reason for dropouts.

5.4 Provision for additional teachers to the existing primary schools

The teacher pupil ratio in primary and upper primary schools is 1:40. So there is no need for additional recruitment of secondary grade teachers in primary and upper primary schools.

The teacher pupil ratio in high and higher secondary schools is **1:62**. There are **539** teachers are required for high and higher secondary schools.

5.5 Provision of Additional Classrooms

Through the micro-planning exercise, it is observed that most of the primary schools in this district posses one class room which caused much inconvenience both to the teachers and students. As per SSA norms, each classroom for every teacher in primary and upper primary schools, in addition to a room for the Head master in upper primary schools is worked out to create a favourable classroom atmosphere. As per the SSA norms, 389 additional classrooms are proposed to the existing primary and upper primary schools.

Table – 5.3

Total No. of Teacher in primary and Middle school	Total No. of classrooms available	Additional requirement of class rooms
6442	6053	389

5.6 Maintenance and repair of school buildings

During the planning process at the habitation level, core groups have resolved to take up repair works in existing school buildings viz repairing the roofs, black boards, windows and doors, Flooring and white washing. They have further resolved to contribute 50% of the amount towards this purpose. The little effort of maintenance will provide much security to the schools in terms of protection to the children, the equipments and library books.

Table 5.4

No. of Schools proposed for repairs and maintenance	Community Share	Government Share (SSA)
1247	50%	50%

5.7 Mainstreaming of out of school children

The SSA is an effort to universalize elementary education through community ownership. Efforts have to be taken up to bridge social, gender gaps through active participation of the local community, special initiatives will be taken up to see all children in school/EGC's/Als'/Back to school camp/ Bridge course for child labour and other strategies by 2003.

Therefore, the major focus must be on the out of school children who are never enrolled, dropouts, delinquents etc. The planning process reveals that there are 18875 (9080 boys and 9795girls) out of school children in the proposed 11 blocks in the age 5+.

Table 5.5

Out of Children						Total		
Never Enrolled			Drop Outs					
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3239	2808	6047	5841	6987	12828	9080	9795	18875

5.8 Strategies for Mainstreaming

a) Campaign and community mobilization against child labour and educational issues in all the habitations.

1. To involve the community i.e. parents, local youth groups, village education committee, village panchayats for the cause of children's education.
2. To strengthen the existing government schools through VEC's and village panchayats.
3. To enlighten them on the issues of child labour.
4. To improve their commitment towards the children and the school.

Major Inputs

1. Exposure visits for members of VEC's and village panchayats and youth groups.
2. Training of the members of VEC's and village panchayats.
3. Convening meetings, discussions on issues of child labour, dropouts, never enrolled and delinquents and teacher position and accommodations.
4. Mobilising funds for the school through local population.

During the planning process, out of school children were Identified along with nature of work they are involved in. It is proposed to take up campaigns in the habitations to relieve child labours by involving the following groups in the habitations.

- Panchayat president and ward members.
- School Headmasters and teachers.
- VEC members
- NGO's
- PTA

With massive community support several methods of mobilization are to be adopted for creating a visibility for the agenda of protection of child rights. Some of them are as follows.

- Holding of public meetings, rallies, marches etc.
- Organising public function to highlight the child rights.
- Conducting conferences with members of VEC, Village panchayat, women groups, PTA's and NGO's.
- Streets theatre, child to child campaigns and use of children as resource persons.

A conductive atmosphere to discourage child labour at the habitations level will be created. The community will be convinced so as to enable the children to attend full time formal day schools. Necessary assistance will be given to VEC's to take up mobilization in the habitation against child labour and for their mainstreaming.

Table 5.6

Campaigns in the habitations	Orientation to school committee members @ 5 per habitations
1513	7565

b) Conduct of non-residential bridge courses for mainstreaming of out of school children

It is proposed to conduct non-residential bridge courses in the habitations where there are 10 and more out of school children for providing basic education for a period of 3-6 months and mainstreaming them in the near by school depending upon the age and performance. The local volunteer identified by school education development committee for the purpose of mobilization will be conducting these bridge courses for mainstreaming the drop out children. Necessary training and other material support will be provided to the volunteer in addition to provision of TLM and textbooks to the children.

CHAPTER VI

QUALITY ISSUES IN ELEMENTARY EDUCATION

6.1 Special Features of the Present Syllabus in Tamilnadu

The Government of Tamilnadu in Go. No. 848 education, science and technology department dated 28.09.1994 issued orders for the revision of syllabus. A new thrust on MLL and the goal of achieving qualitative improvement and a cent percent enrolment, retention and completion have emerged. As directed in GO. the syllabus is based on the national policy of education – 1986, the report of the Yashpal Committee and the universalization of primary education policy of the state.

The syllabus revision was chiefly based on the MLL approach, which is one of the policy directives, contained in the NPE-1986. The large number of teachers equipped in primary schools can effectively follow the MLL based syllabus and the MLL based text books. Several strategic training interventions have already been taken including organization of special orientation of primary teachers (SOPT) and development programmes on MLL.

6.2 Child Centred Activity Oriented and Multi-grade Teaching Based Syllabus

The syllabus based on MLL approach, is child centred and activity oriented. The content selection and the competency formulation have been done keeping in view of the concerns of MLL as a philosophy and approach, the interests and the need for a large number of activities to facilitate wide ranging sensory development approaches.

6.3 Content Load Reduction

The revised syllabus is based on the recommendations of the Yashpal Committee, which principally advocates reduction of the curriculum burden. The MLL advocates among other things, equity concerns in content selection. As a result of these policy decisions, the syllabus has been such that the curriculum burden on the part of the child in class I and II is reasonably pitched and is detailed in logical progression and sequence, with the material for classes III, IV and V.

6.4 The required teachers orientation on MLL

Since the revised curriculum package envisages to Major emphasis on the MLL approach, it is essential that the vast community of teachers handling classes I to V in the system need to be given adequate awareness, operational competencies and over all orientation on MLL before the received text books are introduced in the system. The nature and extent of teacher orientation and conscientization in this respect will determine in large measure, the success of the revised curriculum.

6.5 Improving Quality of Teaching - Teacher Training

It is proposed to orient all the teachers both in-service and as well as newly recruited. Accordingly a five day training programme will be organized for the regular teacher and a 10 day orientation programme to the freshly recruited teachers as per the financial norms of SSA. The training will be conducted in cascade male viz, training of District Resource Group by State Resource group which in turn train the Block Resource Group (BRC) and the BRC trains the teachers at block level / cluster level.

Table 6.1

Training – Personnel to be covered

No of District Resource Groups	No of Teachers		BRP's @ 6 per Block
	In service	Newly Recruited	
30	6267	175	66

Table 6.2

QUALITY – TRAININGS

Sl.No	Name of the Block	Trainings	
		No of Schools	No of Teachers
1	Virudhunagar	138	6
2	Aruppukottai	87	1
3	Kariapatti	118	21
4	Narikudi	109	41
5	Rajapalayam	164	-
6	Sattur	106	7
7	Sivakasi	120	5
8	Srivilliputtur	126	-
9	Thiruchuli	99	13
10	Vembakottai	111	1
11	Watrap	69	-
12	High & Hr.Sec	168	80
	Total	**1247**	**175**

(Source: DEEO Virudhunagar 1-9-2000)

6.6 Constitution of District Resource Group (DRG) and Block Resource Groups (BRG)

6.6.1 District Resource Group

The DRG will be constituted with persons representing from DIET's, Headmasters, Teachers and Block Resource Persons, Covering all subjects areas of primary and middle schools. These DRG's will be exposed to

various types of new initiatives on the professional enrichment of teachers and improved Class room practices with in and outside the states.

DRG in turn will give orientation to all Block Resource Group (BRG) and visit the schools to monitor the implementation aspects.

6.6.2 Block Resource Groups

Block Resource Groups will be constituted with active and dynamic Headmasters and Teachers of primary and middle schools covering various curricular areas who will be exposed to novel teaching – learning methods in addition to orientation by DRG groups who in turn will provide training and orientation to the regular teachers and freshly recruited teachers.

Table 6.3

TRAINING – BLOCK WISE PERSONNEL TO BE COVERED

Sl.No	Name of the Block	No of Teachers		BRPs @ 6/ Block
		In Service	Newly Recruit	
1	Virudhunagar	695	6	6
2	Aruppukottai	623	1	6
3	Kariapatti	342	21	6
4	Narikudi	269	41	6
5	Rajapalayam	862	-	6
6	Sattur	371	7	6
7	Sivakasi	651	5	6
8	Srivilliputtur	545	-	6
9	Thiruchuli	312	13	6
10	Vembakottai	356	1	6
11	Watrap	350	-	6
12	High & Hr.Sec	891	80	
	Total	**6267**	**175**	**66**

(Source: DEEO, Virudhunagar 1-9-2000)

6.7 SCHOOL SUPPORT – PROFESSIONAL SUPPORT STRUCTURES

a) District Institute of Education and Training (DIET)

National policy of Education 1986 (NPE) laid down a vibrant role for DIET in the quality improvement of elementary education. In practice the role of DIET have been limited to imparting pre-service training programmes and seldom monitor and provide on job support to the elementary education as follows.

> Aademic monitoring of school

> A par of DRG conduct in service training programmes to the Teachers, Headmasters, ECE instructors, Block Resource Groups, monitoring and supervisory staff etc.

> Ike up Research and Evaluation activities.

> Brticipates in the planning processes. i.e., perspective as well as Annual work plan Budgets.

> Gnduct of achievement surveys and appraisal of various initiatives. Therefore it is proposed for strengthening of DIETs by way of providing following support.

- Provision of equipment
- Provision of furniture
- Provision of library books
- Assistance to take academic monitoring of schools - provision of vehicle.
- Contingency grants i.e. stationery, Computer peripherals, travel allowance.

b) Block Resource Centres (BRC)

BRCs are the resource centres proposed to be established at Block level under SSA to cater to the professional requirement of primary school teachers as was done in the case of blocks. Each BRC will be provided with 5 Resource persons for providing continuous job support to the primary teachers and conduct of various inservice training programmes at Block level. AEEO and BRP will be working as a team for the improvement of quality of class room transaction. All BRCs will be provided with a pucca building for conduct of various training programmes and as well as for the functioning of AEEOs from this office. The details of BRCs and BRPs as follows.

BRCs	BRPs
11	66

Table 6.4

Block wise number of BRCs and BRPs

S. No	Name of the Block	No of BRCs	No of BRPs
1	Virudhunagar	1	6
2	Aruppukottai	1	6
3	Kariapatti	1	6
4	Narikudi	1	6
5	Rajapalayam	1	6
6	Sattur	1	6
7	Sivakasi	1	6
8	Srivilliputtur	1	6
9	Thiruchuli	1	6
10	Vembakottai	1	6
11	Watrap	1	6
	Total	**11**	**66**

Inputs

> Provision of Building
> Provision of Equipment
> Provision of Furniture
> Provision of Library books – Video Library
> Provision of Contingency grants
> Provision of capacity building of BRC Staff through orientations exposure visits etc.

Functional Aspects of BRCs ,BRPs

- All the schools in the block will be divided among five BRPs for effective monitoring, supervision.

- Each BRC will maintain the information on various aspects of primary education pertaining to all habitations in the form of registers and records viz., Block profile, School monitoring returns Enrolment and Retention School wise particulars, School wise Furniture, equipment and accommodation details, Block census Register, Habitation, Education Plan Register AEEO and BRP hand book etc.

- In addition to monitoring the schools, the BRP also visits Early Childhood Education centers and meets the school committee members, Several orientation programmes have been planned for BRPs in the field of pedagogy, Girls education, ECEs community mobilization etc. for their capacity building and enable them to take up the monitoring and supervision, effectively for UEE.

c) Cluster Resource Centres

Cluster Resource Centres are sub block structures where in primary teachers meet once in a month for professional exchange and to deliberate on new innovations, ideas TLM and others issues. Each CRC will be provided with Rs. 2000/- as annual grant for procuring necessary stationery and other TLM. These centres are proved to be effective sources of teacher development and teacher motivation and are being served as centres for professional exchange. On an average each block will be having 12 CRCs. The details of CRCs are as follows.

Table 6.5

Block wise list of cluster resource centres

No of Blocks	No of CRCs
11	136

Sl.No	Name of the Block	No of BRCs	No of CRC centres
1	Virudhunagar	1	20
2	Aruppukottai	1	19
3	Kariapatti	1	8
4	Narikudi	1	6
5	Rajapalayam	1	15
6	Sattur	1	12
7	Sivakasi	1	17
8	Srivilliputtur	1	14
9	Thiruchuli	1	7
10	Vembakottai	1	10
11	Watrap	1	8
	Total	**11**	**136**

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 CRC meeting will be discussed and finalized in DRG meetings with in which they can have district – specific, Block specific activities.
- Further it is proposed to have theme-specific activities / trainings workshops at CRC level.
- Greater importance will be given for the development of innovative TLM on various curricular and non curricular areas.
- The Teacher will be encouraged to share their innovative practices and take away the prepared TLM to the schools.

Inputs

- Annual grant for contingency Rs 2500/- per CRC every year.
- Training to the CRC Co-ordinators.
- Monthly teachers meetings at CRC for professional enrichment.

6.8 Quality Teaching – School, Teacher and CRCs Grants

In order to improve school infrastructure facilities and improved class room practices, it is planned to provide annual grants to schools @ 2,000/- 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 the child – centered activity based pedagogy in the class rooms. It is also planned to provide annual grants to the teacher centres @ Rs. 2,000/- per year per teacher center for stationary and TLM to be used in the CRC meetings.

Table 6.6

Particulars of Grants – Cluster Resource Centre

No of Schools	No of Teachers	No of CRCs
1415	6442	136

Sl. No	Name of the Block	No of Schools	No of Teachers		No of CRCs
			In Service	Newly Recruit	
1	Virudhunagar	138	695	6	20
2	Aruppukottai	87	623	1	19
3	Kariapatti	118	342	21	8
4	Narikudi	109	269	41	6
5	Rajapalayam	164	862	--	15
6	Sattur	106	371	7	12
7	Sivakasi	120	651	5	17
8	Srivilliputtur	126	545	--	14
9	Thiruchuli	99	312	13	7
10	Vembakottai	111	356	1	10
11	Watrap	69	350	--	8
12	High & Higher Sec. Schools	168	891	80	
	Total	**1415**	**6267**	**175**	**136**

6.9 Teaching Learning Material to Upper Primary Schools

The upper primary schools were not covered with any sort of assistance towards TLM and other support services. Therefore it is proposed to provide assistance to these upper primary schools towards procurement of TLM through school committee for RS. 40,000/- per school. The procurement will be based on items selected, based on the requirement determined by the teachers and school committees.

Table 6.7

Block wise number of Upper Primary Schools

No of Blocks	No of Upper Primary Schools
11	70

Sl.No	Name of the Block	No of Upper Primary Schools
1	Virudhunagar	15
2	Aruppukottai	12
3	Kariapatti	1
4	Narikudi	--
5	Rajapalayam	15
6	Sattur	6
7	Sivakasi	7
8	Srivilliputtur	5
9	Thiruchuli	1
10	Vembakottai	4
11	Watrap	4
	Total	**70**

6.10 Categorization of School into 'A', 'B' & 'C'

It is planned to categorize 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

❖ Enrollment

❖ High level of Retention

❖ Regular pupil and teacher attendance

- Pupil performance in reading & writing
- Teacher preparation development of TLM and display of Teacher and Pupil work.
- Utilization of OBB equipments, Library Books and A.V Equipments.
- School premises – Clean and Green.
- Innovative activities taken up by Teacher.

The Schools, which possess high incidence of above criteria, may be treated as 'A' grade schools and schools which have potential to change in to 'A' grade schools with little external assistance by way of motivation and guidance may be categorized into 'B'. The remaining schools are proposed to be kept under 'C' category. The categorization of schools has already been taken place. The schools will be monitored and provided facilities based on the type of school to which it belongs.

6.11 Improved School Management – Training to Head Masters

The school Headmasters leadership places a vital role from managing change in classrooms and school as a whole. The Head masters are supposed to play a key role and an initiator for the conduct of various programmes / meetings in school premises viz, with community, school community, youth activists, Parents, Teachers for the improvement of Children Education i.e. UEE. There are plenty of evidence for significant impact of effective school need 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 schools, School development initiatives, community mobilization, home school links, schooling of out of school children etc.

Table 6.8

School Management Training – Headmasters

No of Primary Schools HMs	No of Upper primary School HMs
1044	158

S. No	Name of the Block	No of Primary School HMs	No of Upper Primary School HMs
1	Virudhunagar	108	29
2	Aruppukottai	68	17
3	Kariapatti	95	11
4	Narikudi	101	6
5	Rajapalayam	131	18
6	Sattur	88	17
7	Sivakasi	100	19
8	Srivilliputtur	106	17
9	Thiruchuli	88	8
10	Vembakottai	99	8
11	Watrap	60	8
	Total	1044	158

6.12 Academic Monitoring of Schools by DIET

DIET in the state are mostly concentrating on the pre-service training aspects and there is less participation with respect to field interaction viz, visiting the schools, meeting the teachers, discussions with School Committee members, interacting with pupil etc. It is also found that the interaction between DIET, District Education Officers is not encouraging.

Therefore it is proposed to involve DIET faculty in academic monitoring of the school. In this process, efforts have already been taken in assigning and supporting various aspects of school matters viz. achievement levels of the children, class room transaction, teacher preparation, TLM development, activities and other innovate activities taken by the teachers.

In addition to it, the DIET staff also attends CRC Meeting which are scheduled to be conducted at sub block level once in month and participate in the deliberation of professional exchange. Support from DIET staff shall improve the schools in holistic way and help in exchange of ideas in addition to identification of teachers and schools.

Necessary support in terms of travel allowance (Vehicle), Stationary support etc. will be provided to DIET.

The field interaction will be shared in the district – core group meeting viz. staff of DEEO and DIET. The issues thus emerging will be reviewed and necessary initiatives taken for further movement and improvement.

6.13 Pupil assessment procedures

Assessment in the mode of evaluation at present is testing of children's memory and more stress on this creats tension, fear and anxiety among them. The assignment is not comprehensive enough and it does not reflect the objectives of the subject and its nature.

Therefore it is proposed to change the entire pupil assignment procedures at elementary stage by making assignment 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 there by making the assessment system as an objective and effective one.

In the process of knowledge acquisition and generation, instead of information acquisition, various abilities of the children like thinking, reasoning, imagination, estimation, observation, synthesis and evaluation etc. are focused. The overall development of the individual is emphasized.

Inputs

❖ Workshops for the development of strategies on assessment procedures at elementary stage.

❖ Development of suitable modules and procedures.

❖ Orientation to teachers and other field staff.

❖ Workshop for the development of test items.

❖ Discussion of Pupil assessment procedure in CRC meetings.

CHAPTER VII

COVERAGE OF SPECIAL FOCUS GROUPS

7.1 Girls Education

The planning process taken up as a part of pre-project activities revealed the presence of girls who are out of school. Majority of these girl children are in the age group 7-14 years who are never enrolled and few are dropped out after primary education.

Table 7.1

Girls Education – Main streaming

Sl.No	Name of the Block	No of School Children	No of out of School children	No of out of School girls	Residential Bridge course for girls	Non – Residential Bridge Courses
1	Virudhunagar	24172	1436	768	1	5
2	Aruppukottai	24045	263	118	--	2
3	Kariapatti	13866	4995	2527	4	12
4	Narikudi	11874	1154	702	1	3
5	Rajapalayam	38290	1791	1011	1	4
6	Sattur	13000	2823	1371	4	6
7	Sivakasi	56514	819	415	--	3
8	Srivilliputtur	25150	1048	566	1	3
9	Thiruchuli	13508	1376	692	1	4
10	Vembakottai	17994	1392	774	1	4
11	Watrap	9264	1778	851	1	4
	Total	**247677**	**18875**	**9795**	**15**	**50**

(Source: House hold survey 2001)

Education of girls especially those belonging to the SC, ST and other back ward classes is the primary focus of S.S.A. Following are the strategies proposed for mainstreaming of girls children who are out of school.

76

> Mobilization at the habitation / village / urban / slums level using women groups and other self help groups for sensitizing the community and parents on child rights, for elimination of child labour and for universalization of elementary education.

> Convening meeting of VEC, discussion on issues of girl children who are involved in sibling care, domestic work, wage earner 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 case of children who mainstreamed through alternative types of systems.

> Improved classroom environment to provide equitable learning opportunities (Teacher sensitization through training, toilets to the upper primary schools)

> Developing a forum of women teachers to take up awareness campaigns on girls education especially in low female literacy blocks.

7.2 Early Childhood Care and Education

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

ECCE is an effort for the school readiness of the children in the age group 3-5 and a support service for workingwomen of the disadvantaged sections of the society. Provision of early childhood care and education will strengthen the school going habits of the children.

Table 7.2

No of Blocks	No of Habitations	No of children in age group of 3-5	No of existing Balwadis
11	1513	12084	403

(Source: District Social Welfare Officer, Virudhunagar)

Inputs Under ECCE

Suitable training to ECCE Teachers is required to be given.

7.3 Intervention of Disabled Children

The list of disabled children block wise, name wise has been generated based on the house hold survey conducted as a part of pre – project activities.

Table 7.3

Block wise number of Disabled Children

S. No	Name of the Block	No of Disabled Children
1	Virudhunagar	109
2	Aruppukottai	66
3	Kariapatti	28
4	Narikudi	28
5	Rajapalayam	32
6	Sattur	30
7	Sivakasi	13
8	Srivilliputtur	26
9	Thiruchuli	31
10	Vembakottai	13
11	Watrap	44
	Total	420

In view of guide lines provided under SSA following initiatives have been proposed.

➤ Idetification of children with special educational needs.

➤ Asessment of disability in all the habitations of the blocks through camps.

➤ Minstreaming of Disabled Children into special schools depending upon the type and extent of disability.

➤ Efforts for integrating the disabled with mainstreaming schools.

➤ Developing of TLM and other training material for the teacher and as well as pupil.

➤ Poviding resource support to schools through special resource teachers.

- Convergence with other departments working for the disabled viz.. Health, Disabled welfare, social welfare, women and child welfare, Tribal welfare etc.

- Pbcurement and supply of aids and appliances through various sources of GOTN and GOI.

- Cnduct of trainings and capacity building programmes to the district resource groups on SEN activities.

Inputs

- R. 1200/- per child for integration of disabled children.

CHAPTER VIII

RESEARCH, EVALUATION, SUPERVISION AND MONITORING

8.1 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's abilities in the language, Arithmetic, Creating interesting classrooms, Disabled children's education, networking of teachers. Education of focused groups i.e. SC, ST, girls and minorities.

Further teachers will be encouraged to take up action researches to solve problems faced in their day today professional practice. Necessary training programmes will be conducted to the staff i.e. Teachers BRPs, and DIET staff.

INPUTS

1) Sponsoring research studies / pilot programme to the staff of DIET, NGOs.
2) Conduct of school mapping and micro planning exercises.
3) Provision of travel grant and honorarium for the persons involved in researches and innovations.
4) Small scale classroom researches.

8.2 Evaluation Aspects

After the implementation of SSA in the district, progress related to UEE should be assessed and evaluated. Suitable tools are required to be constructed for the assessment of progress in Access, Enrolment, Retention and Achievement. The evaluation will help to take decisions for further progress in achieving UEE. The decisions taken may be implemented experimentally and the success rates may be found through small studies and action researches.

Regular Evaluation

1. Evaluation of students will be done by continuous and comprehensive manner. It should be based on MLL. Compensatory and remedial teaching should be given to teachers based on assessment. Periodically the parents need to be made aware of their children's achievement and weakness.

2. Annual evaluation should be done by the District Elementary Education Department in the 3rd, 5th, 7th std children at the beginning of academic year by conducting test in the 4th, 6th, and 8th std children of the District.

3. Directorate of Elementary Education should measure the level of achievement in the 3rd, 5th, and 7th std children at the beginning of academic year by conducting test in the 4th, 6th and 8th std children of the District.

4. Evaluation of schools should be based on performance through enrolment completion and MLL achievement level.

5. DIET should conduct an achievement level test in the month of October every year to measure the achievement in 3rd standard and 5th standard.

8.3 SUPERVISING AND MONITORING

Principal and faculty member of DIET should be empowered in academic supervision and monitoring of schools.

1. Strategies for out of school children. Identify the children discontinued up to 8th std from the House hold form.

2. BRC centres should be utilized for conducting Distance Education Programme. DIET should be involved in conducting classes of distance education programme in every centre once in a month.

3. This distance Education programme should be conducted to child labour, street children, children of migrating families. The children of migrating families should be permitted to attend various centres in this place of migration.

4. Incentives like free books, free meals should be supplied to the students who attend the centres.

5. A bridge course should be conducted to these students who attend the Distance Education Programme to attain the main stream.

8.4 Categorization of School into 'A', 'B' & 'C'

It is planned to categorize 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
- Enrollment
- High level of Retention
- Regular pupil and teacher attendance
- Pupil performance in reading & writing
- Teacher preparation development of TLM and display of Teacher and Pupil work.
- Utilization of OBB equipments, Library Books and A.V Equipments.
- School premises – Clean and Green.
- Innovative activities taken up by Teacher.

The Schools, which possess high incidence of above criteria, may be treated as 'A' grade schools and schools which have potential to change in to 'A' grade schools with little external assistance by way of motivation and guidance may be categorized into 'B'. The remaining schools are proposed to be kept under 'C' category. The categorization of schools has already been taken place. The schools will be monitored and provided facilities based on the type of school to which it belongs. The Schools which get the grade 'C' should be given special attention by AEEOs and BRPs and should be given remedial teaching for improving those schools from 'C' grade to 'A' Grade.

CHAPTER IX

IMPROVING SCHOOL INFRASTRUCTURE FACILITIES AND OTHER CIVIL WORKS

9.0   Several initiative have been taken up for providing an atmosphere to the existing school by way of providing minimum required building / classroom and other infrastructure facilities like toilets, storage facilities etc. School and classrooms must be attractive to provide an interesting and stimulating climate to the children.

The planning process taken up as a part of pre-project activities revealed over crowded classrooms in adequate classrooms, running multiple classes. simultaneously in single classrooms / verandah with two teachers etc, Majority of schools do not posses proper space for storage and also security for the available audio visual equipment and other T.L.M.

The expenditure on school buildings and other infrastructure will be a onetime expenditure so that concentration will be focused on other quality aspects in subsequent years.

Execution of Civil Works

Community participation will be the means for undertaking civil works in the improvements of school facilities. The school committees will be given the responsibility of undertaking construction work of new school buildings. Additional classrooms and Block resource centres in addition to repair and maintenance of the school building.

Community Contribution

In addition to execution of civil works, the community agreed for contributing in the following ways as decided in the village educational plan.

Providing land for the construction of new school building (above 1000 square yards per new school) and adequate space for the additional classrooms.

Providing maximum grant of Rs.5000/- for each school towards repair and maintenance of school buildings.

Participation of the community / School community for the quality construction and monitoring for progress.

Support for providing local materials and other cost effective materials (Cash, kind and service).

9.1 Civil Works
a) Building to new schools

As a part of expansion of access for the schooling facilities to all the children in the age group 5-14, it is proposed to open 3 formal primary schools in school less habitations. In addition to provision of two regular teachers per school it is also proposed to provide a building viz., two rooms, verandah to each of the 3 new primary schools. An amount of Rs.3.5 Lakhs is estimated for the construction of new school buildings. The school committee will be the executive agency for the construction of school buildings.

Table 9.1

Building to New Schools

No of New Primary Schools	No of New School Buildings	Implementation Agency
3	3	VEC

S. No	Name of the Block	No of New Buildings	Implementation Agency
1.	Rajapalayam	3	VEC

(Source : School Mapping Exercise – 2001)

9.2 Additional Class Rooms

It is proposed to provide a room for every teacher in primary and upper primary schools as per SSA norms. The planning process i.e. habitation education plans reveals the requirements of minimum 389 additional classrooms in all the blocks. This provides minimum space for each child for interaction and for other learning processes. The school committee will be the executive agency of construction work. An amount of Rs.2 lakhs is estimated for the construction of each additional classroom.

Table 9.2

Additional Classrooms to Existing Schools

No of Addl. Classrooms	Implementation Agency
389	VEC

Sl. No	Name of the Block	No of Addl. Classrooms	Implementation Agency
1	Virudhunagar	20	VEC
2	Aruppukottai	9	VEC
3	Kariapatti	10	VEC
4	Narikudi	50	VEC
5	Rajapalayam	25	VEC
6	Sattur	29	VEC
7	Sivakasi	83	VEC
8	Srivilliputtur	31	VEC
9	Thiruchuli	17	VEC
10	Vembakottai	27	VEC
11	Watrap	11	VEC
12	High & Higher Sec, Schools	77	VEC
	Total	389	

Table 9.3

Construction of HM Rooms in Upper Primary School

Sl. No	Name of the Block	No of HM Rooms
1	Virudhunagar	8
2	Aruppukottai	3
3	Kariapatti	10
4	Narikudi	4
5	Rajapalayam	3
6	Sattur	11
7	Sivakasi	11
8	Srivilliputtur	10
9	Thiruchuli	9
10	Vembakottai	7
11	Watrap	--
	Total	76

Table 9.4

Sl. No	Name of the Block	No of BRC Buildings	Implementation Agency
1	Virudhunagar	1	BEC
2	Aruppukottai	1	BEC
3	Kariapatti	1	BEC
4	Narikudi	1	BEC
5	Rajapalayam	1	BEC
6	Sattur	1	BEC
7	Sivakasi	1	BEC
8	Srivilliputtur	1	BEC
9	Thiruchuli	1	BEC
10	Vembakottai	1	BEC
11	Watrap	1	BEC
	Total	11	

9.4 Maintenance and Repair of School Buildings

The habitation education plans were developed by the active participation of the community, revealed requirement of assistance towards maintenance and repairs of school buildings. This includes:

❖ Flooring

❖ Wall plastering

❖ Roofing

❖ Doors and windows Replacing

❖ White washing & Colour washing

The community has readily agreed for contributing 50% of estimated amount towards maintenance and repairs of school buildings i.e., Rs.5000 per school i.e., in terms of cash / kind / service.

Table 9.9 5

MAINTENANCE AND REPAIRS OF SCHOOL BUILDINGS

No. of Schools required repair	Community contribution	Implementation Agency
1247	62,35,000	VEC

S.No.	Block Name	No. of schools for Repairing	Community contribution	Implementation Agency
1.	Virudhunagar	138	6,90,000	VEC
2.	Aruppukottai	87	4,35,000	VEC
3.	Kariapatti	118	5,90,000	VEC
4.	Narikudi	109	5,45,000	VEC
5.	Rajapalayam	164	8,20,000	VEC
6.	Sattur	106	5,30,000	VEC
7.	Sivakasi	120	6,00,000	VEC
8.	Srivilliputhur	126	6,30,000	VEC
9.	Thiruchuli	99	4,95,000	VEC
10.	Vembakottai	111	5,55,000	VEC
11.	Watrab	69	3,45,000	VEC
	Total	**1247**	**62,35,000**	

Table 9.6

MAINTENANCE AND OTHER FACILITIES OF SCHOOL

S.No.	Block Name	Drinking Water		Toilets		Electri-fication	Steel Block Post	Two In One	TV
		Bore-well	Tab Conne-ction	Teac-hers	Stud-ends				
1.	Virudhunagar	5	48	120	178	23	31	55	15
2.	Aruppukottai	12	16	57	243	15	22	5	5
3.	Kariapatti	14	25	179	378	80	63	44	8
4.	Narikudi	76	--	173	279	61	82	27	6
5.	Rajapalayam	11	19	101	241	36	39	46	4
6.	Sattur	8	30	114	216	70	58	11	12
7.	Sivakasi	33	40	162	241	30	41	53	10
8.	Srivilliputhur	16	61	188	529	32	67	84	13
9.	Thiruchuli	14	18	114	179	26	43	22	8
10.	Vembakottai	20	27	121	297	29	37	21	7
11.	Watrab	10	8	54	150	13	19	17	-
12	High and Higher Sec. Schools	15	-	18	-	-	-	-	-
	Total	234	292	1401	2931	415	502	385	88

CHAPTER X

IMPLEMENTATION ARRANGEMENTS

10.1 Organisation Responsible for Implementing of the Programme

The activities under SSA will be implemented by the Directorate of Elementary education of the Tamilnadu through the District elementary education officer of Virudhunagar. This is a well structured formation of core groups. They have definite powers, functions and responsibilities.

10.2 Executing Agencies at Various Levels

Habitation level : School committees (VEC)

Block level : Block Education Committee, Block level resource centre.

District level : DIET, District Education Committees.

State level : SCERT.

10.2.1. Habitation Level

Habitation level management structures viz., school education development committees have been formulated for all the schools through community participation. The members of the school education development committees look after the school matters and monitor the children's education through their active participation and support.

Following are the functions of various committees at habitation levels with reference to execute project components.

Village Education Committees (VECs)

VEC takes a leading role in executing all types of civil works at habitation level. The VECs shall identify and provide free land to new schools and invite other contribution in cash, and kind from the community.

> ➢ Participation in the preparation of habitation educational plan
> ➢ VEC members prepare village social map to record unenrolled and dropped out children and other resources.
> ➢ Takes responsibilities for mobilizing community and parents to sensitize them on the issues of child labour, and their educational issues and also supports the school for improving the infrastructure facilities by contributing in terms of cash, kind, service.
> ➢ Manage the school education fund for school development.
> ➢ Ensure enrolment and retention of all children.
> ➢ Arrange for the services of local persons as teachers or instructors, where there is a felt need, on voluntary basis or on payment of fixed, honorarium, meeting the cost from school education fund and as well as assistance from government.
> ➢ Ensure excellence in the overall performance of the school and the children.
> ➢ Ensure effective use of educational equipment supplied to the school under various central state schemes.
> ➢ Monitor the ECE centres in the other alternative educational facilities in the habitation for Main streaming the out of school children.

Table 10.1

Block Wise List of Community Organisations

Sl.No	Name of the Block	No of VECs
1	Virudhunagar	138
2	Aruppukottai	87
3	Kariapatti	118
4	Narikudi	109
5	Rajapalayam	164
6	Sattur	106
7	Sivakasi	120
8	Srivilliputtur	126
9	Thiruchuli	99
10	Vembakottai	111
11	Watrap	69
	Total	**1247**

10.2.2 Block level

Block is a viable basic unit and an immediate sub level to monitor and support all the primary and the upper primary schools under its jurisdiction.

(A) Block resource Centres

BRC is an alternative structure proposed at block level to look after in service training requirement of primary school and upper primary school teachers and other functionaries at block level in addition to training. BRCs are responsible for monitoring and supervision of schools and providing job support to the teachers. Each BRC will be provided with 6 resource persons in the cadre of 1 supervisor and 5 in the cadre of teacher educators.

- BRPs regularly visit the school and monitor the attendance of pupils and as well as the teachers in addition to providing professionals support to schools.

- Guide and monitor the utilization of AV equipment and other teaching learning material.

- Monitor all types of works of SSA viz., grants utilization awareness campaigns, CRC meeting etc., and its impact.

The training programmes proposed at BRC are

      A) In service teacher training and

      B) Induction and recurrent training to newly recruited teacher.

      C) Training of ECE works.

      D) Training to SC members on community mobilization and for their participation in school matters.

      E) Conducts meeting with habitation wise youth members.

(B) Block Education Committee (BEC)

Block committees have been formed in all the blocks in the state 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 spirits. Assistant Elementary Educational Officer is the convener for the Block Education Committee.

The BEC shall monitor the functioning of the school and take necessary corrective steps wherever necessary.

Under take annual evaluation of the performance of the schools and its facilities and provide for academic supervision and inspection of schools.

Prepare Block Education Plan and monitor the UEE interventions.

10.2.3 District Level

a) District Education Committee

District Education Committee is represented with parents, HMs, Educationists NGOs and DEEO.

The committee shall have to undertake annual evaluation of the performance of the schools and prepare annual budget and operate district education fund. It reviews all the initiatives of UEE and monitors the progress in achieving the UEE on scheduled time.

b) District Institutes of Education and Training

DIET is a premier institute at district level which provides all the types of professional support to the teachers, supervisors and resource person at block level and play a vital role for the enhancement of quality of elementary education.

The role of DIET in the light of UEE (SSA) interventions is as follows.

- Academic resource centre in the field of elementary education, alternative education, pre-primary/ECE etc.

- Training of BRPs in the key areas of pedagogy, community mobilisation planning, multi-grade teaching, child-centred pedagogy.

- Development of district specific training strategies.

- Conduct process as well as impact evaluation of UEE (SSA) intervention.

- The faculty members of DIET will be the sum of the core team members of District Resource groups.

- Take up academic monitoring of schools.

10.2.4 State level

The state level institution like SCERT plays a vital role in the capacity building activities of the various personnel associated with UEE (SSA) interventions.

SCERT

❖ Conduct workshops, seminars, training programmes for district level resource personnel, DIET faculty, BRPs and building their capacities in the areas of gender, problems of focused groups. Community mobilisation, teacher motivation and school effectiveness.

❖ Innovation for quality improvement, designing of TLM, developing training packages.

❖ Carrying out surveys and other assessment studies.

❖ Taking up research projects based on the requirements of the UEE.

❖ Documenting the progress made in primary education as a result of UEE and other interventions.

10.3 Participation Arrangements

To ensure participation of the stakeholders including parents, teachers and community at large the project has carefully designed arrangements for implementations. Many of the interventions should be implemented through organizatioñ headed and managed by the parents of the school going children. A number of training and contact programmes have been made to ensure regular community participation. The Headmaster would be involved in almost all crucial interventions. Net working with NGO has been envisaged as a major implementation tool.

As mentioned in the previous chapters, the local level institutes, community management structures viz., Habitation education committees, mother teacher association, school committees etc., play a lead role in the planning monitoring and in the implementation of various school improvement programmes as follows.

Planning:

❖ Village Education committees conduct survey for habitation level information and prepare a list of all the children name-wise who are in school and out of school in the age group of 5-14 years.

❖ School committees participate and prepare habitation educational plan.

❖ Mother teacher association identifies location, instructor and ayah for starting ECE centres.

❖ These committees identify major resources for support of elementary education activities in the habitations.

Implementation

❖ School committees take a lead role in executing all types of civil works at habitation level. The VEC shall identify free land and invite other contribution in cash, kind from the community.

❖ School committee members take responsibility of specific unenrolled dropped out children for schooling.

❖ Mother teacher association takes the responsibility of running the centre by providing accommodation, teaching learning materials along with identification of local educated youth as instructor and ayah and provide monthly salaries to them from SSA funds.

Monitoring

❖ School education development committees shall monitor the utilization of school and the teachers grants and progress of civil works and its quality.

❖ School committee monitors the efforts for releasing child labour from the work and main streaming them through various types of bridge courses.

❖ Monitor the regular attendance and retention of the children who are already in the school and also mainstreamed from child labour.

❖ School committee monitors the attendance of the pupil and teachers from time to time.

❖ Mother teachers association shall monitor and supervise the functioning of ECE centres.

❖ School Committees monitor the utilization of teaching learning equipment supplied to schools. School committees also mobilise community support to provide necessary site and accommodation for alternative schools in school less habitation which are not viable to start a formal primary schools.

❖ Further, these committees mobilise public support for enhancing school infrastructure facilities like building requirements, drinking water, toilets, school gardens etc.,

❖ Training to VEC members for developing awareness on school related issues, along with preparation of participatory village education plans.

❖ Conduct of model VEC meetings.

❖ Inter district and interstate tours of VEC members for observing good practices.

❖ VEC members from each habitation construction activity will be given training on day to day construction techniques and other cost effective techniques.

❖ Training to the members of mother teacher association on monitoring and supervision of ECE centres.

❖ The project management will operate and facilitate at the state/district level. At the habitation the project will be solely run by the parents and members of the community. This ensures commitment of the management to the goal of UEE. At the state and district levels project management will consists 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 common objects and goal will be set up with scope to contribute to spheres which may not be directly with them. Main areas will be teachers education, MIS, civil works wing, gender, disadvantaged groups and general management. Organization will be a learnt one and with missionary zeal.

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

❖ For achieving the project goals the management will co-operate with the other convergent goal, departments, NGOs and other resource institutions. This will ensure sustainability of many components the initiatives of the project also.

❖ Following will constitute policy and working strategies of the management.

❖ State project office is already established and working at the state level for DPEP. In SPO where people meet frequently in small manageable groups, discuss milestones, recall successes and analyse failures to perform and

achieve UEE objectives. The existing staffing pattern in SPO will be adequate to look after the interventions of SSA in the project districts.

10.4 District Project Office

District Project Office (DPO) will be established in the district at district headquarters. The District Elementary Educational officer will be the ex-officio. District Programme Co-ordinator (DPC) of district SSA. DPC will be assisted by additional programme co-ordinator who will be appointed by the Department of Education, Government of Tamil Nadu. He/She shall have the powers and responsibilities to carry out the various initiatives for UEE in consultation with District Elementary Educational Officer under the chairman ship of the Principal, DIET.

Table 10.2

MANAGEMENT STRUCTURE OF DISTRICT PROJECT OFFICE

Sl. No	Name of the Post	No of Post	In the Cadre of
1	District Programme Co-ordinator	1	District Elementary Education officer
2	Assistant District Programme Co-ordinator	1	High School Head Master
3	Finance & Accounts Officer	1	Inspector of Local fund Audit
4	Statistical Officer	1	Statistical Officer
5	Research & Evaluation Officer	1	PG Assistant
6	Community Mobilization	1	BT Assistant
7	Women Development Officer	1	BT Assistant
8	Academic Officer – Monitoring	1	BT Assistant
9	Superintendent	1	Superintendent
10	Assistant	2	Assistant
11	Civil Works Engineer	1	Retired AE
12	Civil works Assistant Engineer	2	Diploma Holder
13	Civil Draftsman	1	Draftsman
14	Consultant – Formal education	1	Retired
15	Consultant – Non-Formal education	1	Retired
16	Consultant – Girl's education	1	Retired
17	MIS – Data Entry Operator	1	Computer Qualified
18	Typist	1	English/Tamil typing Higher
19	Office Assistant	1	X Qualified

Functional aspects of DPO

❖ Development of annual work plan and budget in decentralized participatory mode.

❖ DPO is responsible for the implementation of all activities as per AWP & B and submits progress from time to time as desired by SPO/GOI.

❖ Publication of reports, news letters etc.

Input

The DPO office will be supported with required furniture, equipment, salaries vehicles and other MIS equipment along with stationery and other contingencies.

10.6 Flow of fund

❖ The process of fund will be from SPO to DPO

❖ Funds flow from SPO to District Programme Co-ordinator / District Educational officer by committee Accounts payee cheque or Accounts payee DD as per AWP & B provision.

❖ All funds from DPO to executing agencies like village education committees, DIETs, BRCs, CRCs will be through Accounts payee cheques 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

1. Pre audit by AAO if DPO for all expenditure
2. Statutory audit every year by the auditor appointed by executive committee.
3. Annual Audit by Charted Account General

General

Expenditure payment will be sanctioned by

1. Competent authority
2. Subject to budget provision
3. Within approved work plan
4. In accordance with rules / procedure

Bank Transaction will be made by:

1. Authorised signatory / signatories
2. With delegated competence
3. Based on competent sanction

In all financial Transactions

1. Prudent
2. Cost Effectiveness
3. Transparency will be maintained

CHAPTER – XI

MANAGEMENT INFORMATION SYSTEM (MIS)

11.1   The MIS is an important component of planning and implementation of Sarva Siksha Abiyan programmes.

Following programmes should be put into action.

1. Basic information on schools like infrastructure facilities, TLM, furniture, equipment etc., of the schools of primary etc., of the schools of primary and upper primary.

2. Total children in the age group of 5 – 14 name wise.

3. Name wise particulars of children those who are in school and out of school.

4. Teachers information.

5. Pupil achievement in various school subjects for primary and upper primary schools.

6. School pupil Ratio, Classroom pupil ratio, teacher pupil ratio.

7. Progress in terms of SSA objectives quantitative data and analysis.

8. Updation of available database (house hold survey) as a result of initiatives of SSA.

11.2 Objectives of MIS

1. To create comprehensive database at primary education level in the district and review the status every year.

2. To monitor enrolment and retention.

3. To monitor performance in respect of students and achievement with special reference to girls and social group.

4. To monitor the implementation of all programme and schemes under SSA.

11.3 Inputs Under SSA

1. Provision of computers and peripherals

2. Provision of data entry operators and programmer.

3. Training to MIS staff.

4. Printing of data, collecting formats collection of data, analysis, output.

5. Networking with districts and provision of Internet facilities.

CHAPTER - XII

SARVA SHIKSHA ABHIYAN

BUDGET SUMMARY INTERVENTION WISE

(Amount in Lakhs)

Sl.No	INTERVENTION	ANNUAL BUDGET 2001-02	TENA YEARS BUDGET 2001-02 TO 2010-11
1	PROJECT MANAGEMENT	15.840	277.520
2	PLANNING MANAGEMENT	1.430	14.300
3	RESEARCH, EVALUATION MONITORING & SUPERVISION	26.290	406.540
4	COMMUNITY MOBILIZATION AND PARTICIPATION	2.310	105.680
5	ACCESS	0.901	6.580
6	CIVIL WORKS	439.200	3054.460
7	QUALITY IMPROVEMENT	194.900	5823.080
8	EDUCATION OF SPECIAL FOCUS GROUP	11.393	579.127
9	DISTANCE EDUCATION	7.665	49.470
	TOTAL	**699.929**	**10316.757**

SARVA SHIKSHA ABHIYAN

TOTAL BUDGET ABSTRACT

(2001- 02 TO 2010 – 11)

Sl. No.	CATEGORY	AMOUNT IN LAKHS	PERCENTAGE
1	CIVIL WORKS	3054.460	29.60%
2	MANAGEMENT	277.520	2.70%
3	QUALITY IMPROVEENT	6984.777	67.70%
	TOTAL	**10316.757**	**100.00%**

ANNUAL PLAN 2001-2002

Sl. No.	CATEGORY	AMOUNT IN LAKHS	PERCENTAGE
1	CIVIL WORKS	439.200	62.74%
2	MANAGEMENT	15.840	2.26%
3	QUALITY IMPROVEENT	244.889	35.00%
	TOTAL	**699.929**	**100.00%**

IMPLEMENTATION SCHEDULE PROPOSED BUDGET FOR 10 YEARS – VIDUDHUNAGAR DISTRICT, TAMIL NADU

S.No	Item	Major Head	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	20008-2009	2009-2010	2010-2011	Total
1	PROJECT MANAGEMENT	PMT	15.840	25.520	26.070	26.960	27.900	28.880	29.910	30.990	32.130	33.320	277.520
2	PLANNING MANAGEMENT	PLM	1.430	1.430	1.430	1.430	1.430	1.430	1.430	1.430	1.430	1.430	14.300
3	RESEARCH, EVALUATION MONITORING & SUPERVISION	REM	26.290	42.250	42.250	42.250	42.250	42.250	42.250	42.250	42.250	42.250	406.540
4	COMMUNITY MOBILIZATION AND PARTICIPATION	CMP	2.310	18.520	18.520	18.520	18.520	6.710	6.710	5.290	5.290	5.290	105.680
5	ACCESS	ASS	0.901	0.631	0.631	0.631	0.631	0.631	0.631	0.631	0.631	0.631	6.580
6	CIVIL WORKS	CWS	439.200	1362.700	969.410	40.450	40.450	40.450	40.450	40.450	40.450	40.450	3054.460
7	QUALITY IMPROVEMENT	QIP	194.900	628.240	621.890	623.270	623.490	624.350	625.260	626.210	627.210	628.260	5823.080
8	EDUCATION OF SPECIAL FOCUS GROUP	EFG	11.393	63.286	63.056	63.056	63.056	63.056	63.056	63.056	63.056	63.056	579.127
9	DISTANCE EDUCATION	DSE	7.665	14.665	7.665	7.685	1.965	1.965	1.965	1.965	1.965	1.965	49.476
	TOTAL		699.929	2157.242	1750.922	824.252	819.692	809.722	811.662	812.272	814.412	816.652	10316.757

103

INTERVENTION : 1. PROJECT MANAGEMENT

<div align="right">(Amount in Lakhs)</div>

S.No	Item	Major Head	Minor Head	Unit Cost	2001-02 P	2001-02 F	2002-03 P	2002-03 F	2003-04 P	2003-04 F	2004-05 P	2004-05 F	2005-06 P	2005-06 F	2006-07 P	2006-07 F	2007-08 P	2007-08 F	2008-09 P	2008-09 F	2009-10 P	2009-10 F	2010-11 P	2010-11 F	Total P	Total F
i	Furniture for DPO	PMT	FU	2.00	1	1.5	1	0.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	2.00
ii	Equipment for DPO		EQ	3.00	-	3.00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		3.00
iii	Hire Charges for Vehicles		VH	0.080		0.48		0.96		0.96		0.96		0.96		0.96		0.96		0.96		0.96		0.96		9.12
iv	Salaries for DPO Staffs		SA	-	20	7.58	20	17.00	20	17.85	20	18.74	20	19.68	20	20.66	20	21.69	20	22.77	20	23.91	20	25.10		24.98
v	DPO Consumables		CO	-	1	1.0	1	2.0	1	2.0	1	2.0	1	2.0	1	2.0	1	2.0	1	2.0	1	2.0	1	2.0	1	19.00
vi	Water, Electricity, Telephone etc		CO	0.15	6	0.90	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		17.10
vii	Rent for DPO		CO	0.05	6	0.30	12	0.6	12	0.6	12	0.6	12	0.6	12	0.6	12	0.6	12	0.6	12	0.6	12			5.70
viii	TA & DA		CO	0.10	6	0.60	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		11.40
ix	Equipment maintenance & operation at DPO		OP	-	-	-	-	-	-	0.20	-	0.20	-	0.20		0.20		0.20		0.20		0.20		0.20		1.60
x	Consultants		LC	0.04	2	0.48	2	0.96	2	0.96	2	0.96	2	0.96	2	0.96	2	0.96	2	0.96	2	0.96	2	0.96	2	9.12
xi	Documentation of DPO		RS	0.50	-	-	-	0.50		0.50		0.50		0.50		0.50		0.50		0.50		0.50		0.50		4.50
	TOTAL					15.84		25.52		26.07		26.96		27.90		28.88		29.91		30.99		32.13		33.32		277.52

INTERVENTION : 2. PLANNING & MANAGEMENT

(Amount in Lakhs)

Item	Major Head	Minor Head	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Total	
				P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F
Institutional Planning Exercise	PLM	TC	0.0007	1100	0.77	1100	0.77	1100	0.77	1100	0.77	1100	0.77	1100	0.77	1100	0.77	1100	0.77	1100	0.77	1100	0.77	1100	7.70
Exposure Visits		TC	0.020	33	0.66	33	0.66	33	0.66	33	0.66	33	0.66	33	0.66	33	0.66	33	0.66	33	0.66	33	0.66	33	6.60
TOTAL					1.43		1.43		1.43		1.43		1.43		1.43		1.43		1.43		1.43		1.43		14.30

(1)

(Amount in Lakhs)

S. No	Item	Minor Head	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		20008-09		2009-10		2010-11		Total	
				P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F
i	Action Research	RS	0.050			300	15.00	300	15.00	300	15.00	300	15.00	300	15.00	300	15.00	300	15.00	300	15.00	300	15.00	300	135.00
ii	Orientation on Research-Evaluation	RS	0.001			300	0.30	300	0.30	300	0.30	300	0.30	300	0.30	300	0.30	300	0.30	300	0.30	300	0.30	300	2.70
iii	Conduct of Pupil Achievement Survey	RS	0.020	1250	25.00	1250	25.00	1250	25.00	1250	25.00	1250	25.00	1250	25.00	1250	25.00	1250	25.00	1250	25.00	1250	25.00	1250	250.00
iV	Academic monitoring of schools by DIET	IN	0.002	15	0.03	15	0.03	15	0.03	15	0.03	15	0.03	15	0.03	15	0.03	15	0.03	15	0.03	15	0.03	15	0.30
V	Academic monitoring of schools by BRC (20 days)	IN	0.001	66	0.16	66	1.32	66	1.32	66	1.32	66	1.32	66	1.32	66	1.32	66	1.32	66	1.32	66	1.32	66	12.54
Vi	Small scale classroom based research	RS	0.020	30	0.60	30	0.60	30	0.60	30	0.60	30	0.60	30	0.60	30	0.60	30	0.60	30	0.60	30	0.60	30	6.00
	TOTAL				26.29		42.25		42.25		42.25		42.25		42.25		42.25		42.25		42.25		42.25		406.54

INTERVENTION : 4. COMMUNITY MOBILIZATION AND PARTICIPATION (Major Head – CMP) (Amount in Lakhs)

S.No	Item	Minor Head	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Total	
				P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F
1	Orientation of VEC members	TC	0.0003	-	-	8750	2.62	8750	2.62	8750	2.62	8750	2.62	8750	2.62	8750	2.62	4000	1.20	4000	1.20	4000	1.20	-	19.32
2	Training Programme on Awareness campaign in habitation of child labour (2 days)	AC	0.006	-	-	1250	7.50	1250	7.50	1250	7.50	1250	7.50											1250	30.00
3	Maa Beti Mela (Habitation Level)	AC	0.003	-	-	1250	3.75	1250	3.75	1250	3.75	1250	3.75	1250	3.75	1250	3.75	1250	3.75	1250	3.75	1250	3.75	1250	33.75
4	Awareness rally to eradicate female infantcide	AC	0.005	-	-	400	2.0	400	2.0	400	2.0	400	2.0											400	8.0
5	Block level melas for VECs/Trs Parents	AC	0.020	-	-	17	0.34	17	0.34	17	0.34	17	0.34	17	0.34	17	0.34	17	0.34	17	0.34	17	0.34	17	3.06
6	Community mobilisation at Panchayat level	AC	0.005	462	2.31	462	2.31	462	2.31	462	2.31	462	2.31											462	11.55
	TOTAL				2.31		18.52		18.52		18.52		18.50		6.71		6.71		5.29		5.29		5.29		105.68

113

INTERVENTION : 5. ACCESS AND ALTERNATIVE SCHOOLING   (Major Head – ASS)   (Amount in Lakhs)

S.No	Item	Minor Head	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Total	
				P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F
i	Rent for Alternative Schools	CO	0.007	3	0.25	3	0.25	3	0.25	3	0.25	3	0.25	3	0.25	3	0.25	3	0.25	3	0.25	3	0.25	3	2.50
Ii	Honorarium for Alternative school instructors	HO	0.010	3	0.18	3	0.36	3	0.36	3	0.36	3	0.36	3	0.36	3	0.36	3	0.36	3	0.36	3	0.36	3	3.42
iii	Induction training for Alternative school Instructors	TC	0.0007	3	0.021	3	0.021	3	0.021	3	0.021	3	0.021	3	0.021	3	0.021	3	0.021	3	0.021	3	0.021	3	0.21
iv	Furniture for new schools	FU	0.100	3	0.30																			3	0 30
v	Furniture for Alternative Schools	FU	0.050	3	0.15																			3	0.15
	TOTAL				0.901		0.631		0.631		0.631		0.631		0.631		0.631		0.631		0.631		0.631		6.58

Sl. No	Intervention	Minor Head	Unit Cost	2001 – 02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Total In Lakhs	
				P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F
1.	New Buildings	CW	3.50	3	10.5	-	-	-	-															3	10.50
2.	Addl. Classrooms	CW	2.00	-	-	200	400.00	189	378.00															389	778.00
3.	H.M Room	CW	1.75	25	43.75	25	43.75	26	45.50															76	133.00
4.	B.R.C Buildings	CW	6.00	5	30.00	6	36.0	-	-															11	66.00
5	Bore well with Hand pumps	CW	0.20	80	16.00	80	16.0	74	14.80															234	46.80
6	Tap Connection	CW	0.10	100	10.00	100	10.0	92	9.20															292	29.20
7	Toilet for teachers	CW	0.25	300	75.0	700	175.0	401	100.25															1401	350.25
8	Toilet for students	CW	0.40	500	200.00	1500	600.00	931	372.40															2931	1172.40
9	Electrification	CW	0.05	150	7.5	150	7.5	115	5.75															415	20.75
10	Steel Flag Post	CW	0.03	200	6.0	200	6.0	102	3.06															502	15.06
11	Maintenance of School Buildings	CW	0.05	890	40.45	890	40.45	890	40.45	890	40.45	890	40.45	890	40.45	890	40.45	890	40.45	890	40.45	890	40.45	890	404.50
12	Training Hall for DIET	CW	8.00	-	-	1	8.00																	1	8.00
13	Dormitory - Male	CW	5.00	-	-	1	5.00																	1	5.00
14	Dormitory – Female	CW	5.00	-	-	1	5.00																	1	5.00
15	Dining Hall	CW	5.00	-	-	1	5.00																	1	500
16	Staff Room	CW	5.00	-	-	1	5.00																	1	5.00
	TOTAL				439.20		1362.70		969.41		40.45		40.45		40.45		40.45		40.45		40.45		40.45		3054.46

INTERVENTION : 7. QUALITY IMPROVEMENT (2001-02 to 2005-06) (Amount in Lakhs)

S.No	Item	Major Head	Minor Head	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06	
					P	F	P	F	P	F	P	F	P	F
1	Teachers training in multi level activity based teaching (12 days)	QIP	TC	0.0084	6442	54.11	6442	54.11	6442	54.11	6442	54.11	6442	54.11
2.	Training for BRPs (40 days)		TC	0.0007	66	1.84	66	1.84	66	1.84	66	1.84	66	1.84
3.	LM Grant for formal school teachers		TLM	0.0005	6442	32.21	6442	32.21		32.21		32.21		32.21
4.	Contingency Grant for CRC		TLM	0.025	136	3.40	136	3.40	136	3.40	136	3.40	136	3.40
5.	Contingency Grant for BRC		TLM	0.120	11	1.32	11	1.32	11	1.32	11	1.32	11	1.32
6.	Furniture for BRC		FU	1.00	11	11.00								
7.	Furniture for CRC		FU	0.10	136	1.36								
8.	TLE Grant for new schools		TLM	0.10	3	0.30								
9.	TLE Grant for upper primary schools		TLM	0.50	73	36.50								
10.	Furniture for DIET		FU	-	1	1.00	1							
11.	Equipment for DIET		EQ	1.00	1	1.00								
12.	Exposure visits to DRCS & BRCS		AC	0.02			30	0.60			30	0.60		
13.	Academic Review meeting 1 @ month		WS	0.0007	202	0.84	202	1.41	202	1.41	202	1.41	202	1.41
14.	Library books for DIET		BL	0.25	1	0.25	1	0.25	1	0.25	1	0.25	1	0.257
15.	Library books for BRCs		BL	0.15	11	1.65	11	1.65	11	1.65	11	1.65	11	1.65
16.	Printing of modules		TLM	0.0002	-	3.53	-	3.53	-	3.53	-	3.53	-	3.53
17.	CRC Co-ordinator training		TC	0.0007	136	0.57	136	0.95	136	0.95	136	0.95	136	0.95
18.	TLM Melas		WS	0.05	11	0.55	11	0.55	11	0.55	11	0.55	11	0.55
19.	Block Level TLM Workshop equipment maintenance		WS	0.007	600	0.42	600	0.42	600	0.42	600	0.42	600	0.42
20.	Contingency for DIET		IN	0.15	1	0.15	1	0.15	1	0.15	1	0.15	1	0.15
21.	Salaries for New School Teachers		SA	0.06	6	2.16	6	4.32	6	4.53	6	4.75	6	4.98
22.	Salaries for Upgraded school Trs		SA	-	12	5.40	12	10.80	12	11.34	12	11.90	12	12.49
23.	Text book for Girls		TLM	0.001	-	-	13132	13.13	13132	13.13	13132	13.13	13132	13.13
24.	Salaries for BRPs		SA	-	66	34.32	66	68.64	66	68.64	66	68.64	66	68.64
25.	Salaries for BRCS Non teaching staff		SA	-	33	1.02	33	2.04	33	2.04	33	2.04	33	2.04
26.	Computer System for BRCS		ER	0.50			11	5.50						
27.	Salaries for Sec. Gr. Teachers in High School (additional)		SA	0.06	-	-	539	420.42	539	420.42	539	420.42	539	420.42
	TOTAL					**194.90**		**628.24**		**621.89**		**623.27**		**623.49**

INTERVENTION: 7. QUALITY IMPROVEMENT (2006 –07 to 2010 – 11)   (Amount in Lakhs)

S.No	Item	Minor Head	2006-07		2007-08		2008-09		2009-10		2010-11		Total	
			P	F	P	F	P	F	P	F	P	F	P	F
1.	Teachers training in multi level activity based teaching	TC	6442	54.11	6442	54.11	6442	54.11	6442	54.11	6442	54.11	-	541.10
2.	Training for BRPS	TC	66	1.84	66	1.84	66	1.84	66	1.84	66	1.84	66	18.40
3.	LM Grant for formal school teachers	TLM	-	32.21	-	32.21	-	32.21	-	32.21	-	32.21	-	322.10
4.	Contingency Grant for CRC	TLM	136	3.40	136	3.40	136	3.40	136	3.40	136	3.40	136	34.00
5.	Contingency Grant for BRC	TLM	11	1.32	11	1.32	11	1.32	11	1.32	11	1.32	11	13.20
6.	Furniture for BRC	FU											11	11.00
7.	Furniture for CRC	FU											136	1.36
8.	TLE Grant for New Schools	TLM											3	0.30
9.	TLE Grant for upper primary schools	TLM											73	36.50
10.	Furniture for DIET	FU											1	2.00
11.	Equipment for DIET	EQ											1	1.00
12.	Exposure visits to DRCS & BRCS	AC											30	1.20
13.	Academic Review meetint 1 @ month	WS	202	1.41	202	1.41	202	1.41	202	1.41	202	1.41	202	13.53
14.	Library books for DIET	BL	1	0.25	1	0.25	1	0.25	1	0.25	1	0.25	1	2.50
15.	Library books for BRCS	BL	11	1.65	11	1.65	11	1.65	11	1.65	11	1.65	11	16.50
16.	Printing of modules	TLM	-	3.53	-	3.53	-	3.53	-	3.53	-	3.53	-	35.30
17.	CRC Co-ordinator training	TC	136	0.95	136	0.95	136	0.95	136	0.95	136	0.95	136	9.12
18.	TLM Melas	WS	11	0.55	11	0.55	11	0.55	11	0.55	11	0.55	11	5.50
19.	Block Level TLM workshop equipment maintenance	WS	600	0.42	600	0.42	600	0.42	600	0.42	600	0.42	600	4.20
20.	Operation of DIET	IN	1	0.15	1	0.15	1	0.15	1	0.15	1	0.15	1	1.50
21.	Salaries for New School Teachers	SA	6	5.22	6	5.48	6	5.75	6	6.03	6	6.33	3	49.55
22.	Salaries for Upgraded School Trs	SA	12	13.11	12	13.76	12	14.44	12	15.16	12	15.91	12	124.31
23.	Text book for Girls	TLM	13132	13.13	13132	13.13	13132	13.13	13132	13.13	13132	13.13	13132	118.17
24.	Salaries for BRPs	SA	66	68.64	66	68.64	66	68.64	66	68.64	66	68.64	66	652.08
25.	Salaries for BRCS Non teaching staff	SA	33	2.04	33	2.04	33	2.04	33	2.04	33	2.04	33	19.38
26.	Computer System for BRCS	EQ											11	5.50
27.	Salaries for Sec. Gr. Teachers in High school	SA	539	420.42	539	420.42	539	420.42	539	420.42	539	420.42	539	3783.78
	TOTAL			**624.35**		**625.26**		**626.21**		**627.21**		**628.26**		**5823.08**

S.No	Item	Minor Head	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2008-09		2007-08		2009-10		2010-11		Total	
				P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F
1.	Printing of Modules for Girls Education for Bridge Courses	TLM	0.0002			65	0.013	65	0.013	65	0.013	65	0.013	65	0.013	65	0.013	65	0.013	65	0.013	65	0.013	65	0.117
2.	Play Material for ECE	TLM	0.003	410	1.23	410	1.23	410	1.23	410	1.23	410	1.23	410	1.23	410	1.23	410	1.23	410	1.23	410	1.23	410	12.30
3.	Trainings for Mothers Associat-ion Members	TC	0.003	1247	0.38	1247	0.38	1247	0.38	1247	0.38	1247	0.38	1247	0.38	1247	0.38	1247	0.38	1247	0.38	1247	0.38	1248	3.80
4.	Training for BRPS and Child Offices	TC	0.0007	40	0.028	40	0.028	40	0.028	40	0.028	40	0.028	40	0.028	40	0.028	40	0.028	40	0.028	40	0.028	40	0.28
5.	Training for ECE-Volunteers and Printing Modules	TLM	0.0008	410	3.28	410	3.28	410	3.28	410	3.28	410	3.28	410	3.28	410	3.28	410	3.28	410	3.28	410	3.28	410	32.80
6.	TLM on Special Education	TLM	0.01	11	0.11	11	0.11	11	0.11	11	0.11	11	0.11	11	0.11	11	0.11	11	0.11	11	0.11	11	0.11	11	1.10
7.	IED Training of BRPS	TC	0.003	66	0.20	66	0.20	66	0.20	66	0.20	66	0.20	66	0.20	66	0.20	66	0.20	66	0.20	66	0.20	66	2.00
8.	IED Assessment Camp	AC	0.10	11	0.10	11	1.10	11	1.10	11	1.10	11	1.10	11	1.10	11	1.10	11	1.10	11	1.10	11	1.10	11	11.00
9.	Honorarium for Experts (5)	HO	0.025	1	.025	1	0.025	1	0.025	1	0.025	1	0.025	1	0.025	1	0.025	1	0.025	1	0.025	1	0.025	1	0.250
10	Equipment for Disabled Children	EQ	0.12	420	5.04	420	5.04	420	5.04	420	5.04	420	5.04	420	5.04	420	5.04	420	5.04	420	5.04	420	5.04	420	50.40
11	Residential Bridge Courses for Girls	AC	2.90	-	-	15	43.50	15	43.50	15	43.50	15	43.50	15	43.50	15	43.50	15	43.50	15	43.50	15	43.50	15	391.50
12	Induction training for Bridge Courses Vol	TC	0.0007	-	-	65	0.23																		0.23
13	TLM Grants for RBC	TLM	0.01	-	-	65	0.65	65	0.65	65	0.65	65	0.65	65	0.65	65	0.65	65	0.65	65	0.65	65	0.65	65	5.85
14	Non Residential Courses for Girls	AC	0.15	-	-	50	7.50	50	7.50	50	7.50	50	7.50	50	7.50	50	7.50	50	7.50	50	7.50	50	7.50	50	67.50
	TOTAL				11.393		63.286		63.056		63.286		63.056		63.286		63.056		63.286		63.056		63.056		579.127

INTERVENTION : 9. DISTANCE EDUCATION (Major Head – DSE) (Amount in Lakhs)

S.No	Item	Minor Head	Unit Cost	2001-02 P	F	2002-03 P	F	2003-04 P	F	2004-05 P	F	2005-06 P	F	2006-07 P	F	2007-08 P	F	2008-09 P	F	2009-10 P	F	2010-11 P	F	Total P	F
I	Television Cost For Upper Primary	TLM	0.150	22	3.30	22	3.30	22	3.30	22	3.30													88	13.20
ii	Two in one Cost	TLM	0.025	96	2.40	96	2.40	96	2.40	97	2.42													385	9.62
iii	Workshop on Distance Education for Primary Teachers	WS	0.0014	-	-	5000	7.00																	5000	7.00
iv	Time Table for Radio TV lesson Programme	TLM	0.0002	1300	0.26	1300	0.26	1300	0.26	1300	0.26	1300	0.26	1300	0.26	1300	0.26	1300	0.26	1300	0.26	1300	0.26	1300	2.60
V	Procurement of Cassettes (10)	TLM	0.0005	11	0.055	11	0.055	11	0.055	11	0.055	11	0.055	11	0.055	11	0.055	11	0.055	11	0.055	11	0.055	11	0.55
vi	Video Libraries at BRC a) Video Cassettes	BL	0.10	11	1.10	11	1.10	11	1.10	11	1.10	11	1.10	11	1.10	11	1.10	11	1.10	11	1.10	11	1.10	11	11.00
	b) Audio Cassettes	BL	0.05	11	0.55	11	0.55	11	0.55	11	0.55	11	0.55	11	0.55	11	0.55	11	0.55	11	0.55	11	0.55	11	5.50
	TOTAL				7.665		14.665		7.665		7.685		1.965		1.965		1.965		1.965		1.965		1.965		49.47

ACCOUNT CODE WISE PROPOSED BUDGET FOR 10 YEARS – VIRUDHUNAGAR DISTRICT, TAMILNADU   (Amount In Lakhs)

Sl.No	Items	Minor Code	2001-2002 Financial	2002-2003 Financial	2003-2004 Financial	2004-2005 Financial	2005-2006 Financial	2006-2007 Financial	2007-2008 Financial	2008-2009 Financial	2009-2010 Financial	2010-2011 Financial	Total Financial
1	Civil Works	CW	439.200	1362.700	969.410	40.450	40.450	40.450	40.450	40.450	40.450	40.450	3054.460
2	Furniture	FU	15.310	1.500	-	-	-	-	-	-	-	-	16.810
3	Equipments	EQ	9.040	10.540	5.040	5.040	5.040	5.040	5.040	5.040	5.040	5.040	59.900
4	Vehicles	VH	0.480	0.960	0.960	0.960	0.960	0.960	0.960	0.960	0.960	0.960	9.120
5	Books & Library	BL	3.550	3.550	3.550	3.550	3.550	3.550	3.550	3.550	3.550	3.550	35.550
6	Training Costs TA & DA	TC	58.579	61.809	61.579	61.579	61.579	61.579	61.579	60.159	60.159	60.159	608.760
7	Awareness Campaign	AC	3.410	68.600	68.000	68.600	68.00	56.190	56.190	56.190	56.190	56.190	557.560
8	Workshops & Seminars	WS	1.810	9.380	2.380	2.380	2.380	2.380	2.380	2.380	2.380	2.380	30.230
9	Salaries	SA	50.480	523.220	524.820	526.490	528.250	530.090	532.030	534.060	536.200	538.440	4824.080
10	Consumables	CO	3.050	5.850	5.850	5.850	5.850	5.850	5.850	5.850	5.850	5.850	55.700
11	Teaching Learning Materials	TLM	87.895	64.888	64.888	64.908	59.188	59.188	59.188	59.188	59.188	59.188	637.707
12	Research Studies	RS	25.600	41.400	41.400	41.400	41.400	41.400	41.400	41.400	41.400	41.400	398.200
13	Equipment Operation & Maintenance	OP	-	-	0.200	0.200	0.200	0.200	0.200	0.200	0.200	0.200	1.600
14	Local Consumables	LC	0.480	0.960	0.960	0.960	0.960	0.960	0.960	0.960	0.960	0.960	9.120
15	Innovations	IN	0.840	1.500	1.500	1.500	1.500	1.500	1.500	1.500	1.500	1.500	14.340
16	Honorarium	HO	0.205	0.385	0.385	0.385	0.385	0.385	0.385	0.385	0.385	0.385	3.670
	TOTAL		699.929	2157.242	1750.922	824.252	819.692	809.722	811.662	812.272	814.412	816.652	10316.57

120

SARVA SHIKSHA ABHIYAN (SSA)

ACCOUNT CODE WISE PROPOSED BUDGET FOR 10 YEARS – VIRUDHUNAGAR DISTRICT
INTERVENTION NAME : I. CIVIL WORKS – CWS

(Amount in Lakhs)

Sl. No	ITEM	Minor Code	Unit Cost	2001-2002 P	2001-2002 F	2002-2003 P	2002-2003 F	2003-2004 P	2003-2004 F	2004-2005 P	2004-2005 F	2005-2006 P	2005-2006 F	2006-2007 P	2006-2007 F	2007-2008 P	2007-2008 F	2008-2009 P	2008-2009 F	2009-2010 P	2009-2010 F	2010-2011 P	2010-2011 F	Total P	Total F
1	New Building	CW	3.50	3	10.5																			3	10.50
2	Addl Class Rooms	CW	2.00			200	400.00	189	378.00															389	778.00
3	H.M. Rooms	CW	1.75	25	43.75	25	43.75	26	45.50															76	133.00
4	BRC Buildings	CW	6.00	5	30.0	6	36.0																	11	66.0
5	Bore Well with Hand Pump	CW	0.20	80	16.00	80	16.00	74	14.80															234	46.80
6	Tap Connection	CW	0.10	100	10.00	100	10.00	92	9.20															292	29.20
7	Toilets for Teachers	CW	0.25	300	75.00	700	175.00	401	100.25															1401	350.25
8	Toilets for Students	CW	0.40	500	200.00	1500	600.00	931	372.40															2931	1172.40
9	Electrification	CW	0.05	150	7.50	150	7.50	115	5.75															415	20.75
10	Steel Flag Post	CW	0.03	200	6.00	200	6.00	102	3.06															502	15.06
11	Maintenance of School Building	CW	0.05	890	40.45	890	40.45	890	40.45	890	40.45	890	40.45	890	40.45	890	40.45	890	40.45	890	40.45	890	40.45	890	404.50
12	Training Hall for DIET	CW	8.00	-	-	1	8.00																	1	8.00
13	Dormitory – Male	CW	5.00	-	-	1	5.00																	1	5.00
14	Dormitory - Female	CW	5.00	-	-	1	5.00																	1	5.00
15	Dining Hall	CW	5.00	-	-	1	5.00																	1	5.00
16	Staff Room	CW	5.00	-	-	1	5.00																	1	5.00
	TOTAL				439.20		1362.70		969.41		40.45		40.45		40.45		40.45		40.45		40.45		40.45		3054.46

INTERVENTION NAME : 2. FURNITURE – FU

(Amount in Lakhs)

Sl No	ITEM	Minor Code	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Total	
				P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F
1	Furniture for DPO	FU	2.00	1	1.50	1	0.50																	1	2.00
2	Furniture for New Schools	FU	0.10	3	0.30																			3	0.30
3	Furniture for ALS	FU	0.050	3	0.15																			3	0.15
4	Furniture for BRC	FU	1.00	11	11.00																			11	11.00
5	Furniture for CRC	FU	0.10	136	1.36																			136	1.36
6	Furniture for DIET	FU	-	1	1.00	1	1.00																	1	2.00
	TOTAL				15.31		1.50																		16.81

122

INTERVENTION NAME : 3.EQUIPMENTS -EQ

(Amount in Lakhs)

Sl No	ITEM	Minor Code	Unit Cost	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		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
1	Equipments for DPO	EQ	3.00	3	3.00																				3.00
2	Equipments for DIET	EQ	1.00	1	1.00																			1	1.00
3	Computer Systems for BRC	EQ	0.50	-	-	11	5.50																	11	5.50
4	Equipments for disabled Children	EQ	0.012	420	5.04	420	5.04	420	5.04	420	5.04	420	5.04	420	5.04	420	5.04	420	5.04	420	5.04	420	5.04	420	50.40
	Total				9.04		10.54		5.04		5.04		5.04		5.04		5.04		5.04		5.04		5.04		59.90

INTERVENTION NAME : 4. VEHICLES - VII

Sl No	ITEM	Minor Code	Unit Cost	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		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
1	Hire Charges for Vehicles (for DPO)	VH	0.080		0.48		0.96		0.96		0.96		0.96		0.96		0.96		0.96		0.96		0.96		9.12

INTERVENTION NAME : 5. BOOKS AND LIBRARIES

Sl No	ITEM	Minor Code	Unit Cost	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		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
1	Library Books for DIET	BL	0.25	1	0.25	1	0.25	1	0.25	1	0.25	1	0.25	1	0.25	1	0.25	1	0.25	1	0.25	1	0.25	1	2.50
2	Library Books for BRCs	BL	0.15	11	1.65	11	1.65	11	1.65	11	1.65	11	1.65	11	1.65	11	1.65	11	1.65	11	1.65	11	1.65	11	16.50
3	Video Cassettes	BL	0.110	11	1.10	11	1.10	11	1.10	11	1.10	11	1.10	11	1.10	11	1.10	11	1.10	11	1.10	11	1.10	11	11.00
4	Audio Cassettes	BL	0.05	11	0.55	11	0.55	11	0.55	11	0.55	11	0.55	11	0.55	11	0.55	11	0.55	11	0.55	11	0.55	11	5.50
	TOTAL				3.55		3.55		3.55		3.55		3.55		3.55		3.55		3.55		3.55		3.55		35.50

124

Sl No	ITEM	Minor Code	Unit Cost	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		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
1	Institutional Planning Exercise	TC	0.0007	1100	0.77	1100	0.77	1100	0.77	1100	0.77	1100	0.77	1100	0.77	1100	0.77	1100	0.77	1100	0.77	1100	0.77	1100	7.70
2	Exposure Visits	TC	0.02	33	0.66	33	0.66	33	0.66	33	0.66	33	0.66	33	0.66	33	0.66	33	0.66	33	0.66	33	0.66	33	6.60
3	Orientation of VEC Members	TC	0.0003	-	-	8750	2.62	8750	2.62	8750	2.62	8750	2.62	8750	2.62	8750	2.62	4000	1.20	4000	1.20	4000	1.20	8750	19.32
4	Induction Training for ALS instructors	TC	0.0007	3	0.021	3	0.021	3	0.021	3	0.021	3	0.021	3	0.021	3	0.021	3	0.021	3	0.021	3	0.021	3	0.21
5	Induction training for Bridge Course volunteers	TC	0.0007			65	0.23																	65	0.23
6	Teacher Training in multi level activity based teaching (12 Days)	TC	0.0084	6442	54.11	6442	54.11	6442	54.11	6442	54.11	6442	54.11	6442	54.11	6442	54.11	6442	54.11	6442	54.11	6442	54.11	6442	541.10
7	Training for BRPs (40 Days)	TC	0.0007	66	1.84	66	1.84	66	1.84	66	1.84	66	1.84	66	1.84	66	1.84	66	1.84	66	1.84	66	1.84	66	18.40
8	Training for CRC co-ordinators	TC	0.0007	136	0.57	136	0.95	136	0.95	136	0.95	136	0.95	136	0.95	136	0.95	136	0.95	136	0.95	136	0.95	136	9.12
9	Training for Mothers' Association members	TC	0.0003	1247	0.38	1247	0.38	1247	0.38	1247	0.38	1247	0.38	1247	0.38	1247	0.38	1247	0.38	1247	0.38	1247	0.38	1247	3.80
10	Training of BRPs & Child Officers	TC	0.0007	40	0.028	40	0.028	40	0.028	40	0.028	40	0.028	40	0.028	40	0.028	40	0.028	40	0.028	40	0.028	40	0.28
11	IED Training for BRPs	TC	0.0003	66	0.20	66	0.20	66	0.20	66	0.20	66	0.20	66	0.20	66	0.20	66	0.20	66	0.20	66	0.20	66	2.00
	TOTAL				58.579		61.809		61.579		61.579		61.579		61.579		61.579		60.159		60.159		60.159		608.76

INTERVENTION NAME : 7. AWARENESS CAMPAIGN

Sl No	ITEM	Minor Code	Unit Cost	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		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
1	Training Programme on Awareness in Habitation of Child Labour (2 Days)	AC	0.006	-	-	1250	7.5	1250	7.5	1250	7.5	1250	7.5											1250	30.00
2	Maa-Beti Mela	AC	0.003			1250	3.75	1250	3.75	1250	3.75	1250	3.75	1250	3.75	1250	3.75	1250	3.75	1250	3.75	1250	3.75	1250	33.75
3	Awareness Rally to eradicate to female infanticide	AC	0.005	-	-	400	2.00	400	2.00	400	2.00	400	2.00											400	8.00
4	Block level Melas	AC	0.02			17	0.34	17	0.34	17	0.34	17	0.34	17	0.34	17	0.34	17	0.34	17	0.34	17	0.34	17	3.06
5	Community mobilization at Panchayat level	AC	0.005	462	2.31	462	2.31	462	2.31	462	2.31	462	2.31											462	11.55
6	Non-Residential Bridge Courses for girls	AC	0.15	-	-	50	7.50	50	7.50	50	7.50	50	7.50	50	7.50	50	7.50	50	7.50	50	7.50	50	7.50	50	67.50
7	Residential Bridge courses	AC	2.90			15	43.50	15	43.50	15	43.50	15	43.50	15	43.50	15	43.50	15	43.50	15	43.50	15	43.50	15	391.50
8	Exposure Visits to BRCs & DRCs	AC	0.02			30	0.60			30	0.60													30	1.20
9	IED Assesment Camp	AC	0.10	11	1.10	11	1.10	11	1.10	11	1.10	11	1.10	11	1.10	11	1.10	11	1.10	11	1.10	11	1.10	11	11.00
	TOTAL				3.41		68.60		68.00		68.60		68.00		56.19		56.19		56.19		56.19		56.19		557.56

INTERVENTION : 8 WORKSHOP & SEMINARS

(Amount in Lakhs)

Sl No	ITEM	Minor Code	Unit Cost	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		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
1	Academic Review Meeting	WS	0.0007	202	0.84	202	1.41	202	1.41	202	1.41	202	1.41	202	1.41	202	1.41	202	1.41	202	1.41	202	1.41	202	13.53
2	TLM – Melas	WS	0.005	11	0.55	11	0.55	11	0.55	11	0.55	11	0.55	11	0.55	11	0.55	11	0.55	11	0.55	11	0.55	11	5.50
3	Work shop on TLM	WS	0.007	600	0.42	600	0.42	600	0.42	600	0.42	600	0.42	600	0.42	600	0.42	600	0.42	600	0.42	600	0.42	600	4.20
4	Work shop on distance Education	WS	0.0014	-	-	5000	7.00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	--	-	5000	7.00
	TOTAL				1.81		9.38		2.38		2.38		2.38		2.38		2.38		2.38		2.38		2.38		30.23

127

INTERVENTION NAME: 9. SALARIES

(Amount in Lakhs)

Sl. No	INTERVENSION	Minor Code	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Total	
				P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F
1	Salaries for DPO Staff	SA		20	7.58	20	17.00	20	17.85	20	18.74	20	19.68	20	20.66	20	21.69	20	22.77	20	23.91	20	25.10	20	194.98
2	Salaries for New school Teachers	SA	0.06	6	2.16	6	4.32	6	4.53	6	4.75	6	4.98	6	5.22	6	5.48	6	5.75	6	6.03	6	6.33	6	49.55
3	Salaries for Upgraded schoolTeachers			12	5.40	12	10.80	12	11.34	12	11.90	12	12.49	12	13.11	12	13.76	12	14.44	12	15.16	12	15.91	12	124.31
4	Salaries for BRPs	SA		66	34.32	66	68.64	66	68.64	66	68.64	66	68.64	66	68.64	66	68.64	66	68.64	66	68.64	66	68.64	66	652.08
5	Salaries for BRCs Non teaching Staff	SA		33	1.02	33	2.04	33	2.04	33	2.04	33	2.04	33	2.04	33	2.04	33	2.04	33	2.04	33	2.04	33	19.38
6	Salaries for Sec grade teachers in High schools	SA		--	--	539	420.42	539	420.42	539	420.42	539	420.42	539	420.42	539	420.42	539	420.42	539	420.42	539	420.42	539	3783.78
	Total				50.48		523.22		524.82		526.49		528.25		530.09		532.03		534.060		536.20		538.44		4824.08

129

INTERVENTION NAME: 10. CONSUMABLE

(Amount in Lakhs)

Sl No	INTERVENSION	Minor Code	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Total	
				P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F
1	DPO Consumables	CO	-	1	1.00	1	2.00	1	2.00	1	2.00	1	2.00	1	2.00	1	2.00	1	2.00	1	2.00	1	2.00	1	19.00
2	Water. Electricity. Telephone etc	CO	0.15	6	0.90	12	1.80	12	1.80	12	1.80	12	1.80	12	1.80	12	1.80	12	1.80	12	1.80	12	1.80	12	17.10
3	Rent for DPO	CO	0.05	6	0.30	12	0.60	12	0.60	12	0.60	12	0.60	12	0.60	12	0.60	12	0.60	12	0.60	12	0.60	12	5.70
4	TA & DA	CO	0.10	6	0.60	12	1.20	6	1.20	6	1.20	6	1.20	6	1.20	6	1.20	6	1.20	6	1.20	6	1.20	6	11.40
5	Rent for Alternative schools	CO	0.007	3	0.25	3	0.25	35	0.25	3	0.25	3	0.25	3	0.25	3	0.25	3	0.25	3	0.25	3	0.25	3	2.50
	Total				3.05		5.85		5.85		5.85		5.85		5.85		5.85		5.85		5.85		5.85		55.70

129

(Amount in Lakhs)

Sl. No	ITEM	Unit Cost	2001-2002 P	2001-2002 F	2002-2003 P	2002-2003 F	2003-2004 P	2003-2004 F	2004-2005 P	2004-2005 F	2005-2006 P	2005-2006 F	2006-2007 P	2006-2007 F	2007-2008 P	2007-2008 F	2008-2009 P	2008-2009 F	2009-2010 P	2009-2010 F	2010-2011 P	2010-2011 F	Total P	Total F
1	TLM Grant for residential bridge Courses	0.01	-	-	65	0.65	65	0.65	65	0.65	65	0.65	65	0.65	65	0.65	65	0.65	65	0.65	65	0.65	65	5.85
2	TLM Grant for formal school teachers	0.005	6442	32.21	6442	32.21	6442	32.21	6442	32.21	6442	32.21	6442	32.21	6442	32.21	6442	32.21	6442	32.21	6442	32.21	6442	322.10
3	Contingency grant for CRC	0.025	136	3.40	136	3.40	136	3.40	136	3.40	136	3.40	136	3.40	136	3.40	136	3.40	136	3.40	136	3.40	136	34.00
4	Contingency grant for BRC	0.120	11	1.32	11	1.32	11	1.32	11	1.32	11	1.32	11	1.32	11	1.32	11	1.32	11	1.32	11	1.32	11	13.20
5	TLE grant for new schools	0.10	3	0.30																			3	0.30
6	TLE grant for upper primary schools	0.50	73	36.50																			73	36.50
7	Printing of modules	0.0002		3.53		3.53		3.53		3.53		3.53		3.53		3.53		3.53		3.53		3.53		35.30
8	Text book for girls	0.001	-	-	13132	13.13	13132	13.13	13132	13.13	13132	13.13	13132	13.13	13132	13.13	13132	13.13	13132	13.13	13132	13.13	13132	118.17
9	Printing modules for girls education	0.0002	-	-	65	0.013	65	0.013	65	0.013	65	0.013	65	0.013	65	0.013	65	0.013	65	0.013	65	0.013	65	0.117
10	Play materials for ECCE	0.003	410	1.23	410	1.23	410	1.23	410	1.23	410	1.23	410	1.23	410	1.23	410	1.23	410	1.23	410	1.23	410	12.30
11	Printing modules for ECCE	0.0008	410	3.28	410	3.28	410	3.28	410	3.28	410	3.28	410	3.28	410	3.28	410	3.28	410	3.28	410	3.28	410	32.80
12	TLM on special education	0.010	11	0.11	11	0.11	11	0.11	11	0.11	11	0.11	11	0.11	11	0.11	11	0.11	11	0.11	11	0.11	11	1.10
13	Television for Upper Primary	0.15	22	3.30	22	3.30	22	3.30	22	3.30													88	13.20
14	Two in one	0.025	96	2.40	96	2.40	96	2.40	97	2.42													385	9.62
15	Time Table for Radio, TV lesson	0.0002	1300	0.26	1300	0.26	1300	0.26	1300	0.26	1300	0.26	1300	0.26	1300	0.26	1300	0.26	1300	0.26	1300	0.26	1300	2.60
16	Procurement of Cassettes	0.0005	110	0.055	110	0.055	110	0.055	110	0.055	110	0.055	110	0.055	110	0.055	110	0.055	110	0.055	110	0.055	110	0.55
	TOTAL			87.895		64.888		64.888		64.908		59.188		59.188		59.188		59.188		59.188		59.188		637.707

INTERVENTION : 12. RESEARCH STUDIES

(Amount in Lakhs)

Sl No	ITEM	Minor Code	Unit Cost	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		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
1	Action Research	RS	0.050	-	-	300	15.00	300	15.00	300	15.00	300	15.00	300	15.00	300	15.00	300	15.00	300	15.00	300	15.00	300	135.00
2	Orientation on Research Evaluation	RS	0.001	-	-	300	0.30	300	0.30	300	0.30	300	0.30	300	0.30	300	0.30	300	0.30	300	0.30	300	0.30	300	2.70
3	Conduct of people Achievement survey	RS	0.026	1250	25.00	1250	25.00	1250	25.00	1250	25.00	1250	25.00	1250	25.00	1250	25.00	1250	25.00	1250	25.00	1250	25.00	1250	250.00
4	Small Scale classroom Based research	RS	0.020	30	0.60	30	0.60	30	0.60	30	0.60	30	0.60	30	0.60	30	0.60	30	0.60	30	0.60	30	0.60	30	6.00
5	Documentation at DPO	RS	0.50	-	-	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	4.50
	TOTAL				25.60		41.40		41.40		41.40		41.40		41.40		41.40		41.40		41.40		41.40		398.20

SARVA SHIKSHA ABHIYAN (SSA)

ACCOUNT CODE WISE PROPOSED BUDGET FOR 10 YEARS – VIRUDHUNAGAR DISTRICT

INTERVENTION NAME :13. EQUIPMENT OPERATION & MAINTENANCE

(Amount in Lakhs)

Sl No	ITEM	Minor Code	Unit Cost	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		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
1	Equipment operation & maintenance at DPO	OP	-						0.20		0.20		0.20	1	0.20		0.20		0.20	1	0.20		0.20	1	1.60

INTERVENTION NAME :14. LOCAL CONSULTANTS.

Sl No	ITEM	Minor Code	Unit Cost	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		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
1	Consultants	LC	0.04	2	0.48	2	0.96	2	0.96	2	0.96	2	0.96	2	0.96	2	0.96	2	0.96	2	0.96	2	0.96	2	9.12

INTERVENTION NAME :15. INNOVATIONS

(Amount in Lakhs)

Sl No	ITEM	Minor Code	Unit Cost	2001-2002 P	F	2002-2003 P	F	2003-2004 P	F	2004-2005 P	F	2005-2006 P	F	2006-2007 P	F	2007-2008 P	F	2008-2009 P	F	2009-2010 P	F	2010-2011 P	F	Total P	F
1	Academic Monitoring of Schools by DIET	IN	0.002	15	0.03	15	0.03	15	0.03	15	0.03	15	0.03	15	0.03	15	0.03	15	0.03	15	0.03	15	0.03	15	0.30
2	Academic Monitoring of Schools by BRC	IN	0.001	66	0.66	66	1.32	66	1.32	66	1.32	66	1.32	66	1.32	66	1.32	66	1.32	66	1.32	66	1.32	66	12.54
3	Contingency for DIET	IN	0.15	1	0.15	1	0.15	1	0.15	1	0.15	1	0.15	1	0.15	1	0.15	1	0.15	1	0.15	1	0.15	1	1.50
	TOTAL				0.84		1.50		1.50		1.50		1.50		1.50		1.50		1.50		1.50		1.50		14.34

INTERVENTION NAME :16. HONORARIUM

Sl No	ITEM	Minor Code	Unit Cost	2001-2002 P	F	2002-2003 P	F	2003-2004 P	F	2004-2005 P	F	2005-2006 P	F	2006-2007 P	F	2007-2008 P	F	2008-2009 P	F	2009-2010 P	F	2010-2011 P	F	Total P	F
1	Honorarium of ALs Instructors	HO	0.010	3	0.180	3	0.360	3	0.360	3	0.360	3	0.360	3	0.360	3	0.360	3	0.360	3	0.360	3	0.360	3	3.42
2	Honorarium for experts	HO	0.025	1	0.025	1	0.025	1	0.025	1	0.025	1	0.025	1	0.025	1	0.025	1	0.025	1	0.025	1	0.025	1	0.25
	TOTAL				0.205		0.385		0.385		0.385		0.385		0.385		0.385		0.385		0.385		0.385		3.670

SARVA SHIKSHA ABIYAN (SSA)
PROPOSED BUDGET FOR 10 YEARS – VIRUDHUNAGAR DISTRICT, TAMIL NADU
IMPLEMENTATION SCHEDULE FOR 10 YEARS

S.No.	Item	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
	1. PROJECT MANAGEMENT (PMT)										
1	Furniture for DPO	✓	✓								
2	Equipment for DPO	✓	✓								
3	Hire Charges for Vehicles	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Salaries for DPO	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	DPO Consumables	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Water, Electricity, Telephone etc	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Rent for DPO	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	TA & DA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	Equipment maintenance & operation at DPO		✓	✓	✓	✓	✓	✓	✓	✓	✓
10	Consultants	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	Documentation of DBO		✓	✓	✓	✓	✓	✓	✓	✓	✓
	2. PLANNING & MANAGEMENT (PLM)										
12	Institutional Planning Excercise	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	Exposure Visits	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3. RESEARCH, EVALUATION, MONITORING AND SUPERVISION (REM)										
14	Action Research		✓	✓	✓	✓	✓	✓	✓	✓	✓
15	Orientation on Research Evaluation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
16	Conduct of Pupil Achievement Survey	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
17	Academic monitoring of schools by DIET	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
18	Academic monitoring of schools by BRC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
19	Smaller scale classroom based research	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4. COMMUNITY MOBILIZATION AND PARTICIPATION (CMP)										
20	Orientation of VEC members	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
21	Training Programme on Awareness campaign in habitation of child labour	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

134

S.No.	Item	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
22	Maa Beti Mela (Habitation Level)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
23	Awareness rally to eradicate female infanticide	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
24	Block level melas for VECs/Trs Parents		✓	✓	✓	✓	✓	✓	✓	✓	✓
25	Community mobilisation at Panchayat level	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5. ACCESS (AAS)										
26	Rent for Alternative Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
27	Honorarium for Alternative school instructors	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
28	Induction training for Alternative school Instructors	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
29	Furniture for new schools	✓									
30	Furniture for Alternative Schools	✓									
	6. CIVIL WORKS (CWS)										
31	New Buildings	✓									
32	Addl. Classrooms		✓	✓							
33	H.M. Room	✓	✓	✓							
34	B.R.C. Buildings	✓	✓								
35	Bore well with Hand pumps	✓	✓	✓							
36	Tap Connection	✓	✓	✓							
37	Toilet for teachers	✓	✓	✓							
38	Toilet for students	✓	✓	✓							
39	Electrification	✓	✓	✓							
40	Steel Flag Post	✓	✓	✓							
41	Maintenance of School Buildings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
42	Training Hall for DIET		✓								
43	Dormitory - Male		✓								
44	Dormitory – Female		✓								
45	Dining Hall		✓								
46	Staff Room		✓								
	7. QUALITY IMPROVEMENT (QIP)										
47	Teachers training in multi level activity based teaching	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
48	Training for BRPs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
49	LM Grant for formal school teachers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
50	Contingency Grant for CRC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
51	Contingency Grant for BRC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
52	Furniture for BRC	✓									
53	Furniture for CRC	✓									

S.No	Item	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
54	TLE Grant for new schools	✓									
55	TLE Grant for upper primary schools	✓									
56	Furniture for DIET	✓	✓								
57	Equipment for DIET	✓									
58	Exposure visits to DRCS & BRCS			✓		✓					
59	Academic Review meeting 1 @ month	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
60	Library books for DIET	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
61	Library books for BRCs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
62	Printing of modules	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
63	CRC Co-ordinator training	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
64	TLM Melas	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
65	Block Level TLM Workshop equipment maintenance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
66	Contingency for DIET	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
67	Salaries for new school teachers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
68	Salaries for upper primary teachers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
69	Text book for Girls		✓	✓	✓	✓	✓	✓	✓	✓	✓
70	Salaries for BRPs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
71	Salaries for BRPCS Non teaching staff	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
72	Computer System for BRCs		✓								
73	Salaries for Sec.Gr. Teachers in High School		✓	✓	✓	✓	✓	✓	✓	✓	✓
	8. EDUCATION OF FOCUSED GROUP (EFG)										
74	Printing of Modules for Girls Education		✓	✓	✓	✓	✓	✓	✓	✓	✓
75	Play Material for ECE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
76	Trainings for Mothers Association Members	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
77	Training for BRPS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
78	Printing Modules	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
79	TML on Special Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
80	IED Training of BRPS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
81	IED Assessment Camp	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
82	Honorarium for Experts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
83	Aids for Disabled Children	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
84	Residential bridge courses		✓	✓	✓	✓	✓	✓	✓	✓	✓
85	Induction Training for Bridge Course Volunteers		✓	✓	✓	✓	✓	✓	✓	✓	✓
86	TLM grants for Residential Bridge Course Centre		✓	✓	✓	✓	✓	✓	✓	✓	✓

S.No.	Item	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
87	Non –Residential Bridge Courses		✓	✓	✓	✓	✓	✓	✓	✓	✓
	9. DISTANCE EDUCATION (DSE)										
88	Television Cost For Upper Primary	✓	✓	✓	✓	✓	✓	✓	✓	✓	
89	Two in one Cost	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
90	Workshop on Distance Education for Primary Teachers		✓	✓	✓	✓	✓	✓	✓	✓	✓
91	Time Table for Radio TV lesson Programme	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
92	Procurement of Cassettes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
93	Vedio Libraries at BRC a) Video Cassettes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
94	b) Audio Cassettes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

CHAPTER XIV

ANNUAL WORK PLAN AND BUDGET FOR 2001-2002

Intervention wise activities

Following activities are proposed based on requirements refected through Habitation Education plans. The discussion and the ratonal behind the proposed activities have already been discussed in the perspective plan under various major interventions. The budget pages are annexed separately to this.

Project Management

> Furniture for DPO.

> Equipment for DPO.

> Hire charges for vehicles for DPO.

> Salary for DPO staff.

> DPO consumables.

> Water, Electricity, Telephone etc.

> Rent for DPO.

> TA & DA to the DPO staff and for other review meetings.

> Equipment maintenance and operation at DPO.

> Consultants to DPO.

Planning & Management

> Planning process, Campaigns and habitation level conventions.

> Exposure visits to District, Block and Habitation planning teams.

Research, Evaluation, Monitoring and Supervision

- Action Research programmes by the practitioners..
- Orientation on Research / Project Evaluation.
- Conduct of pupil Achievement survey every year.
- Academic monitoring of school by DIET staff.
- Attendance monitoring and Academic supervision by BRPs.
- Small scale classsroom based researches

Community Mobilization and Participation

- Orientation to Village Committee members.
- Maa-Beti Melass at habitation / Clusters.
- Block level mellas for school Committee / Teachers / Parents.
- Community Mobilization, Campaigns at Habitation Level.

Access & Alternative Schooling

- Main Streamimg of out of school children through Residential Bridge Courses;.
- Induction traiming to AS Voluntary teacher / Bridge course Volunteers.
- Induction trainimg to newly recruited teachers.
- Recurrent trainiing of alternative schooling volunteers on multi level activity baised teaching.
- Training of BRPs in AS teachers induction.
- Opening of 3 New Primary school's.
- Upgradation of 3 Primary school's to Middle school's.

- TLM grants for Residential Bridge Courses.
- Conduct of back school programmes for mainstreaming of out of school children at habitation level.

Civil Works

- Construction of Additional classrooms.
- Building for building less schools (Two rooms with Verandah).
- Construction of building to Block Resource Centres.
- Construction of building to new schools (Two rooms with Verandah).
- Maintenance of school buildings.

Qualty Improvement

- Teachers training in multi level / activity based teaching.
- Training for BRPs in methods & BRGs.
- Constitution of District Resource Group and Block Resource Groups.
- Grants to Schools, Teachers and Teacher centres.
- Strengthening of DIET viz, providing furniture, computer, equipment, library books etc.
- Strengthening of BRC viz, providing furniture, equipment, library books, video library, computer and other contingencies.
- Exposure visit to DRGs and BRGs.
- Conduct of Academic review meetings @ one per month.
- Repairs and maintenance of schools.
- Orientation to CRC Coordinators.

- Holding Academic conventions and developing teacher networking for the Improved professional practice.
- Conduct of TLM Melas.
- Block level TLM workshops.
- Documentation at DPO,
- Supply of TLM for middle schools.

Education Of Focused Groups

a) Girls Education

- Community Mobilization and Conventions on Gender issues.
- Printing of Modules.
- Training for Mother's Association members

b) Early Childhood Education

- Convergence with Anganwadi centers and functioning these centers in school premises during school hours.
- Induction training of ECE instructors.
- Training of BRPs and other groups on ECE.
- Convergence workshop for ECE.
- Play and learn material for ECE.
- Equipments for disabled children.

c) Childhood With Special Educational Needs (SEN)

> Provision of TLM of IED schools.

> Provision of Resource staff at DPO for assisting IED schools.

> Conduct of assessment camps at Block level.

d) Distance Education

> Maintenance of TV and VCPs.

> Distance Education (Workshop and Seminar's)

> Procurement of cassettes and maintenance of Video Libraries at BRC.

CHAPTER - XIV

SARVA SHIKSHA ABHIYAN

ANNUAL WORK PLAN FOR 2001 – 2002

VIRUDHUNAGAR DISTRICT, TAMIL NADU

Sl.No	INTERVENTION	Major Head	Amount in Lakhs
1	PROJECT MANAGEMENT	PMT	15.840
2	PLANNING MANAGEMENT	PLM	1.430
3	RESEARCH, EVALUATION MONITORING & SUPERVISION	REM	26.290
4	COMMUNITY MOBILIZATION AND PARTICIPATION	CMP	2.310
5	ACCESS	ASS	0.901
6	CIVIL WORKS	CWS	439.200
7	QUALITY IMPROVEMENT	QIT	194.900
8	EDUCATION OF SPECIAL FOCUS GROUP	EFG	11.393
9	DISTANCE EDUCATION	DSE	7.665
	TOTAL		699.925

S.No.	Item	Minor Head	Unit Cost	2001-2002		2001 - 02											
				Physical	Financial	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
	1. PROJECT MANAGEMENT (PMT)																
1	Furniture for DPO	FU	2.000	1	1.500							✓					
2	Equipment for DPO	EQ	3.000		3.000							✓					
3	Hire Charges for Vehicles	VH	0.080	3	0.480							✓	✓	✓	✓	✓	✓
4	Salaries for DPO	SA	-	20	7.580							✓	✓	✓	✓	✓	✓
5	DPO Consumables	CO	-	1	1.000							✓	✓	✓	✓	✓	✓
6	Water, Electricity, Telephone etc	CO	0.150	6	0.900							✓	✓	✓	✓	✓	✓
7	Rent for DPO	CO	0.050	6	0.300							✓	✓	✓	✓	✓	✓
8	TA & DA	CO	0.100	6	0.600							✓	✓	✓	✓	✓	✓
9	Equipment maintenance & operation at DPO	OP	-	-	-							✓	✓	✓	✓	✓	✓
10	Consultants	LC	0.040		0.480							✓	✓	✓	✓	✓	✓
11	Documentation of DPO	RS	0.500	-	-												
	TOTAL				**15.840**												
	2. PLANNING & MANAGEMENT (PLM)																
12	Institutional Planning Exercise	TC	0.0007	1100	0.770									✓			
13	Exposure Visits	TC	0.020	33	0.660								✓				
	TOTAL				**1.430**												
	3. RESEARCH, EVALUATION, MONITORING AND SUPERVISION (REM)																
14	Action Research	RS	0.050	-	-												
15	Orientation on Research Evaluation	RS	0.001	-	-												
16	Conduct of Pupil Achievement Survey	RS	0.020	1250	25.000												✓
17	Academic monitoring of schools by DIET	IN	0.002	15	0.030							✓	✓	✓	✓	✓	✓
18	Academic monitoring of schools by BRC	IN	0.001	66	0.660							✓	✓	✓	✓	✓	✓
19	Small scale classroom based research	RS	0.020	30	0.600											✓	✓
	TOTAL				**26.290**												

S.No.	Item	Minor Head	Unit Cost	2001-2002		2001 - 02											
				Physical	Financial	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
	4. COMMUNITY MOBILIZATION AND PARTICIPATION (CMP)																
20	Orientation of VEC members	TC	0.0003	-	-												
21	Training Programme on Awareness campaign in habitation of child labour	AC	0.010	-	-												
22	Maa Beti Mela (Habitation Level)	AC	300	-	-												
23	Awareness rally to eradicate female infanticide	AC	-	-	-												
24	Block level melas for VECs/Trs Parents	AC	0.020	-	-												
25	Community mobilisation at Panchayat level	AC	0.005	462	2.310								✓	✓			
	TOTAL				2.310												
	5. ACCESS (ASS)																
26	Rent for Alternative Schools	CO	0.007	3	0.250							✓	✓	✓	✓	✓	✓
27	Honorarium for Alternative school instructors	HO	0.010	3	0.180							✓	✓	✓	✓	✓	✓
28	Induction training for Alternative school Instructors	TC	0.0007	3	0.021									✓			
29	Furniture for new schools	FU	0.100	3	0.300										✓	✓	
30	Furniture for Alternative Schools	FU	0.050	3	0.150										✓	✓	
	TOTAL				0.901												
	6. CIVIL WORKS (CWS)																
31	New Buildings	CW	3.500	3	10.500									✓	✓	✓	
32	Addl. Classrooms	CW	2.000	-	-												
33	H.M. Room	CW	1.750	25	43.750									✓	✓	✓	
34	B.R.C. Buildings	CW	6.000	5	30.000									✓	✓	✓	
35	Bore well with Hand pumps	CW	0.200	80	16.000									✓	✓	✓	✓
36	Tap Connection	CW	0.100	100	10.000									✓	✓	✓	✓
37	Toilet for teachers	CW	0.250	300	75.000									✓	✓	✓	✓
38	Toilet for students	CW	0.400	500	200.000									✓	✓	✓	✓
39	Electrification	CW	0.050	150	7.500									✓	✓	✓	✓
40	Street Flag Post	CW	0.030	200	6.000									✓	✓	✓	✓
41	Maintenance of School Buildings	CW	0.050	809	40.450							✓	✓	✓	✓	✓	✓
42	Training Hall for DIET	CW	8.000	-	-												
43	Dormitory – Male	CW	5.000	-	-												

S.No.	Item	Minor Head	Unit Cost	2001-2002		2001 - 02											
				Physical	Financial	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
44	Dormitory - Female	CW	5.000	-	-												
45	Dining Hall	CW	5.000	-	-												
46	Staff Room	CW	5.000	-	-												
	TOTAL				439.200												
	7. QUALITY IMPROVEMENT (QIP)																
47	Teachers training in multi level activity based teaching	TC	0.0084	6442	54.110							✓	✓	✓	✓	✓	✓
48	Training for BRPs	TC	0.0007	66	1.840							✓	✓	✓	✓	✓	✓
49	LM Grant for formal school teachers	TLM	0.0005	6442	32.210							✓					
50	Contingency Grant for CRC	TLM	0.025	136	3.400							✓					
51	Contingency Grant for BRC	TLM	0.120	11	1.320							✓					
52	Furniture for BRC	FU	1.000	11	11.000									✓			
53	Furniture for CRC	FU	0.100	136	1.360									✓			
54	TLE Grant for new schools	TLM	0.100	3	0.300								✓				
55	TLE Grant for upper primary schools	TLM	0.500	73	36.500								✓				
56	Furniture for DIET	FU	-	1	1.000										✓		
57	Equipment for DIET	EQ	1.000	1	1.000										✓		
58	Exposure visits to DRCS & BRCS	AC	0.020	-	-												
59	Academic Review meeting per month	WS	0.0007	202	0.840							✓	✓	✓	✓	✓	✓
60	Library books for DIET	BL	0.250	1	0.250										✓		
61	Library books for BRCs	BL	0.150	11	1.650										✓		
62	Printing of modules	TLM	0.0002	-	3.530							✓	✓	✓	✓	✓	✓
63	CRC Co-ordinator training	TC	0.0007	136	0.570							✓	✓	✓	✓	✓	✓
64	TLM Melas	WS	0.050	11	0.550										✓	✓	
65	Block Level TLM Workshop equipment maintenance	WS	0.007	600	0.420										✓		
66	Salaries for new school teachers	SA	0.060	6	2.160							✓	✓	✓	✓	✓	✓
67	Salaries for upper primary teachers	SA	-	12	5.400							✓	✓	✓	✓	✓	✓
68	Contingency for DIET	IN	0.150	1	0.150							✓	✓	✓	✓	✓	✓
69	Text book for Girls	TLM	0.001	-	-												
70	Salaries for BRPs	SA	-	66	34.320							✓	✓	✓	✓	✓	✓
71	Salaries for BRCs Non teaching staff	SA	-	33	1.020							✓	✓	✓	✓	✓	✓
72	Computer System for BRCs	ER	0.500														
73	Salaries for Sec.Gr. Teachers in High School	SA	0.060	-	-												

S.No.	Item	Minor Head	Unit Cost	2001-2002		Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
				Physical	Financial												
	TOTAL				194.90												
	8. EDUCATION OF FOCUSED GROUP (EFG)																
74	Printing of Modules for Girls Education	TLM	0.002														
75	Play Material for ECE	TLM	0.003	410	1.230								✓				
76	Trainings for Mothers Association Members	TC	0.003	1247	0.380							✓	✓	✓	✓	✓	✓
77	Training for BRPS	TC	0.0007	40	0.028											✓	
78	Printing Modules	TLM	0.0008	410	3.280								✓				
79	TLM on Special Education	TLM	0.100	11	0.110											✓	
80	IED Training of BRPS	TC	0.003	66	0.200										✓		
81	IED Assessment Camp	AC	0.100	11	1.100								✓				
82	Honorarium for Experts	HO	0.025	1	0.025										✓		
83	Equipment for Disabled Children	EQ	0.120	420	5.040							✓					
84	Residential bridge courses	AC	2.900	-	-								✓	✓	✓		
85	Induction Training for Bridge Course Volunteers	TC	0.0007	-	-							✓					
86	TLM grants for Residential Bridge Course Centre	TLM	0.010	-	-									✓			
87	Non –Residential Bridge courses	AC	0.150														
	TOTAL				11.393												
	9. DISTANCE EDUCATION (DSE)																
88	Television Cost For Upper Primary	TLM	0.150	22	3.300								✓				
89	Two in one Cost	TLM	0.025	96	2.400								✓				
90	Workshop on Distance Education for Primary Teachers	WS	0.0014	-	-										✓		
91	Time Table for Radio TV lesson Programme	TLM	0.0002	1300	0.260									✓			
92	Procurement of Cassettes	TLM	0.0005	11	0.055									✓	✓		
93	Video Libraries at BRC a) Video Cassettes	BL	0.100	11	1.100									✓	✓		
94	b) Audio Cassettes	BL	0.050	11	0.550									✓	✓		
	TOTAL				7.665												
	GRAND TOTAL				699.925												

CHAPTER XVI

PROCUREMENT PROCEDURES IN SSA

16.1 A basic understanding of the procurement procedures in SSA necessary for carrying out appraisal functions. With this in mind an attempt is made in the following paragraphs to bring out the highlights of the proposed procurement procedures. This is not intended to be a comprehensive treatise on procurement.

16.2 The funds required for the implementation of SSA is on a 85:15 sharing arrangement during the IX Plan, 72:25 during the X Plan and 50:50 thereafter between the Central Government and the State Governments. At present no external funding is available for the implementation of the programme. Adherence to the proposed procurement procedure is necessary for project operations.

16.3 Procurement activities would broadly encompass (i) Civil works, (ii) Equipment, computers, furniture, books, vehicles, educational equipment and materials and (iii) consultancies. The following points shall be borne in mind by the project authorities:

1. Specific budget allocation should be made available in the AWP for meeting the expenditure on procurement in the relevant financial year.

2. A procurement plan should be drawn up well before commencement of the financial year. Guidelines for preparation of the plan are given below:

    a) Preparation of a procurement plan is an essential requirement.

    b) The procurement plan covering civil works, equipment, goods, vehicles and consultancy services shall be prepared on a firm basis for first year of the project, and on a tentative basis for the subsequent years.

    c) Procurement plan shall be prepared every year and sent to the Bureau for approval.

    d) The procurement schedule shall be sent to the Bureau atleast in the month of April every year instead of rushing it at the end of the year.

    e) The procurement schedule shall be prepared contract wise.

f) The method of procurement shall be based on the value of the contract.

g) The limit applicable to the particular procurement procedure shall be strictly adhered to.

h) In case the procurement activity could not be completed in a year as per the plan and the same is to be carried over to the next year, a reference to this effect should be made to the Bureau stating the reasons for not procuring the items in the particular year. It should also be mentioned to the Bureau that except for the carry forward of the procurement, all other procurement remain unchanged.

3. The bulk requirement of stores for the State Society office and district level offices should be assessed at the beginning of the financial year and action for procurement should be initiated in accordance with the purchase procedure applicable as per the guidelines. Purchase of equipment would be in economic lots keeping in view the annual requirement and the phasing of project activities. Purchase of vehicles would be over the life of the project while purchase of furniture and educational materials would be in accordance with the phasing of the project.

4. Miscellaneous items of stores not covered by bulk requirement may be purchased according to the actual requirement at different points of time during the financial year provided the value of stores so purchased is small and expenditure is met from within the sanctioned budget.

5. Purchases must be made to the best advantage of the project authorities after comparison of competitive prices.

16.4 Within the general requirements, the specific procurement provisions are summarized below:

1.	Civil Works	1. National Competitive Bidding (NCB) – estimated to cost more than Rs. 6 lakh.
2.	Equipment, computer and its accessories, furniture, books etc.	National Competitive Bidding (NCB) (without any financial limit).
3.	Equipment, computer and its accessories, furniture, books, teaching and learning equipment / materials , school facility improvement , hiring of vehicles, operation and maintenance of equipment, consumable materials etc.	National Shopping – each contract estimated to cost less than Rs. 25 lakhs at a time.
4.	Goods including books, teaching materials, school facility improvement, hiring of vehicles and operation and maintenance of equipment and vehicles.	Direct contraction – each contract estimated to cost Rs. 10 lakhs or less at a time.

16.5 The methods of procurement prescribed above are further elaborated as under:

16.5.1 National Competitive Bidding (NCB)

- An NCB is an open tender inviting quotations / bids at the national level.
- Standard bidding documents to be used.
- The sequence of activities are:

1. Finalise the item to be purchased, the quantity required and the specifications required. The specifications should be such that they are not too specific to suit just one supplier. They should be drawn up in general terms. Qualifications may also be prescribed for the bidders – size, annual financial turn over experience, after sales service etc.

2. Prepare the tender documents which are to be sold to bidders / suppliers. These are to be based on the standard bidding documents.

3. Issue notice (Invitation for Bid) in papers having wide circulation. It must be in major local papers and at least one national paper.

4. Bidding documents should be available for sale from the day indicated in the advertisement till the closing day. The period between the beginning and closing of sale of bidding documents is to be 30 to 60 days. The closing date of sale of documents should be till one day before opening of bids.

5. Bids may be received till the closing day.

6. Bid security at the rate of 2% of the estimated cost accompany the bid in the form prescribed.

7. The bids will be opened and read out on the last day receiving bids. This must be done in the presence of the representatives of the bidders. Minutes of bid opening must be prepared.

8. The bids are to be evaluated and the lowest substan j responsive bid meeting the specifications must be selected. Evaluation report analyzing the bids responsiveness to commercial and technical aspects should be prepared in the prescribed format.

9. The contract is then to be awarded to the agency determined to be lowest substantially responsive bidder and performance of the contract (material supplied, work done etc.) by the agency to be closely monitored.

10. The NCB contracts exceeding the cost Rs. 6 lakhs for civil works and Rs. 25 lakhs for goods should be sent to the national mission for prior-review and approval.

11. No price preference to any bidders.

12. No negotiations.

13. Retention money amounting to 5% of the value of contract for civil works must be retained for each contract. Of this half should be retained till completion of whole work an half till the end of defect liability period.

16.5.2 Community Construction (Civil Works

- SSA framework envisages participation of the community in all civil work activities mandatory in order to ensure a sense of ownership and a departure from contractor driven approaches.

- School Management Committees / Village Education Committees / Gram Panchayat Committee on Education will have to carry out the civil work activities through a transparent system of account keeping.
- The contract agreement in the prescribed format will have to be entered into with the community for this purpose.
- The details of stage payments to be made, the format of certificate to be issued at each stage by the Supervising Engineer confirming that the works up to the stage indicated have been executed in accordance with the approved plans and technical specifications are incorporated in the agreement.

16.5.3 National Shopping

- National shopping is for small purchases.
- Clear specifications of the articles to be procured should be drawn up.
- It is to be done after securing quotations from at least three suppliers and selecting the lowest among them, meeting the required specifications.

- Requires no formal bidding document.
- To be used particularly for materials which are available off-the-shelf or for which the specifications are standard. DGS & D rate contract acceptable, as an alternative to three quotations.

16.5.4 Direct Contracting

- Direct contracting without competition (single source) is for small purchases of goods including books, teaching materials, school facility improvement, hiring of vehicles and operation and maintenance of equipment and vehicles.

16.6 MAINTENACE OF RECORDS

16.6.1   Proper records have to be maintained so that they may be easily available for review by any Supervision Mission of National Level Mission or by the State Level Mission.

16.6.2 A proper storage and retrieval system will have to be kept for each procurement made under the project. These should be normally available at the district level. For each item procured, a separate file

should be maintained which contains all details concerning the item being procured, i.e.

- Details of the tender issued.
- The tender documents.
- The bids received from different suppliers / quotations from suppliers.
- The comparative statement.
- The bid evaluation report.
- Copy of letter issued to the selected vendor.
- Agreements entered into with the vendor.
- Guarantees obtained from the vendor.
- Copy of order placed.
- Copy of delivery challan.
- Invoices etc.