

SARVA SHIKSHA ABHIYAN (SSA)



GOVERNMENT OF TAMIL NADU

DISTRICT ELEMENTARY EDUCATION PLAN

CHENNAI DISTRICT

Directorate of Elementary Education

&

Corporation of Chennai

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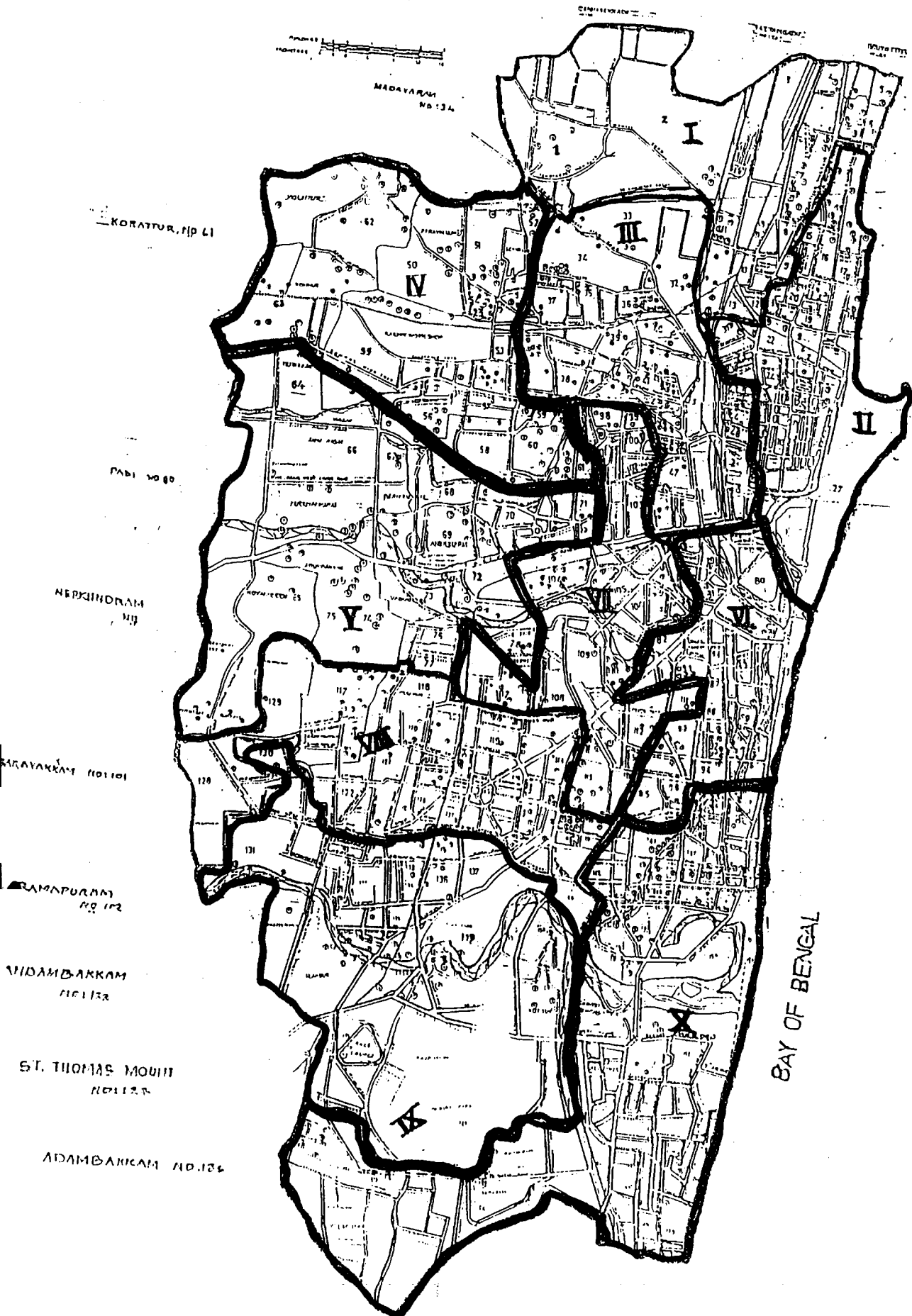
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MADRAS CITY



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- f. Development of Community out reach progress for children (Metric Melas, Cultural programmes , participation in immunization drives, special clean up drives, etc.,
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CHAPTER - I

GENERAL PROFILE

LOCATION OF CHENNAI

The ^City of Chennai, ^the Capital of Tamil-Nadu is situated in the Eastern coast of India in latitude 13 4' North and longitude 80 15' East. It stretches nearly 25.60 km. along the coast, from Thiruvanmiyur in the South to Thiruvottriyur in the North. Its corporate area is 174 sq.km. with a population of 42,16,268 (Male 21,61,605 – Female 20,54,663) as per 2001 census. Chennai City's literacy rate in terms of percentage is 80.14% (Male 84.71%, Female 75.32%). It is the fourth largest ^City in India; it is bounded by Chengar^{Report} M.G.R. District in the South & West, Bay of Bengal in the East and Andhra Pradesh in the North.

HISTORY AND GROWTH OF CHENNAI CITY

The ^City of Chennai has grown from a group of tiny villages of fishermen to its present size after the advent of the British in the 17th Century. Chennai was founded in the year 1639 during the reign of Charles I of England. In the year 1639, the East India Company obtained a small piece of land from one of the local chieftains ^{who} built a fort and named it as Fort St. George, after England's patron saint. In honour of the local Nayak's father, Chennappa, this settlement around the Fort, as distinct from the older settlement of Madraspatnam itself was called Chennappatanam. The name ^{Pattanam} later on was called Madras Pattam by the English, which later became Madras. This was again changed to Chennai in 1997.

Chennai is proud of its various land marks which have been long cherished. The important ones are the War Memorial, Iron Bridge, the Museum, Connemara Library, Santhome Church, Articultural temples in South Chennai and the big mosque at Triplicane. Besides these, the Law College and High Court have celebrated their centenary. The Ripon Building in which the Corporation of Chennai is functioning has also celebrated its tri centenary of its formation. The Marina beach is one of the ~~second~~ longest Beach^{es} in Asia and stretches in all its glorious width from Harbor^s to Elliot's Beach beyond Adyar River for a Distance of 10 kilometers and more. The Indo Saracenic building of University of Madras was inaugurated in 1857 and is one of the oldest University^s in India. The Presidency College established in 1864 on the marina beach road is the first college in the city and has a credit of producing very eminent persons in the field of Education, Science and Politics.

OCCUPATION

Due to rapid urbanisation in this metropolis people are engaged in multifarious Jobs, industries, business profession etc. Chennai has many large scale industries and small scale industries. The main industries of Chennai are: Backingham Weaving Mill, Integral Coach factory - Perambur, Thermal Power Station - Basin Bridge, Standard Motors, Simpson, Tank Factory - Avadi, Fishing and agricultural operations, Private Business Centres making Crores of Investment in lakhs of Business, software Business and Tidal Park is considered as the Asia's Largest Software Centre. The Koyambedu market is the biggest complex in Asia.

Transportation is one of the major advanced sectors in Chennai which is very densely populated district. The MRTS (Mass Rapid Transit Systems) and the local electric train system help in faster commutation of people to the neighbouring suburbs. The road transport is one of the best in India covering all corners of the city. Of recent years the city has also been provided with 9 flyovers and subways to minimize traffic congestion in the city.

This beautiful city also houses 1/3 of its population in slums where the people belonging to economically weaker section dwell. Majority of them are employed in the service sectors catering to the needs of the affluent society.

SLUMS OF CHENNAI CITY

According to Corporation records, in 1932 there were 181 slums in Chennai City. They had increased to 306 slums in 1953. The census of 1961 reveals that there were 348 slums in the city. But, as per the survey of Planning and Investigation Cell of Slum Clearance Board there are 1202 slums in Chennai city.

The slums are scattered throughout the city. Out of 1202 slums, 454 are in North Chennai and 748 are in South Chennai. As Chennai has larger tracts of open space than North Chennai, which is predominantly an industrial area, the number of slums are more in South Chennai. Due to scarcity of land in North Chennai, huts are built mostly on Corporation dumping grounds and even over the drainage and sewage pipe line and are densely populated.

Slums are situated in Government lands, Corporation lands, Housing Board lands, lands of religious institutions and private lands. The average size of a family is five. A major proportion of the people are Tamil speaking. There are also Telugu, Urdu and Hindi speaking people in this city. The entire city is Metropolitan in character. One third of the city's population live in slums and a considerable number of the slum population have been found illiterates.

Chennai Metropolitan Development Authority, ¹⁹⁷⁴ Identified 1417 slums with 2,41,778 families. The survey which covered the metropolitan area by zones, revealed the following socio-economic characteristics of the slum population.

Men are the main breadwinners, with about 35% employed in the service sector. About 60% of these employed were unskilled, more than half had less than a school-leaving certificate. The average monthly income of Rs.650/- matched the average monthly expenditure. About 60% of the families were in debted ^{debted}. These statistics reveal both the pressure on the families to have as many bread winners as possible, as well as absence of tradition of going to school in these families. Children in the age group of 6-17 years are particularly vulnerable. Opportunities for unskilled and child labour are abundant in the city, particularly in the service sector as domestic help.

In Chennai there are ~~various~~ various departments executing programmes for the welfare of children and their contribution to education is worth accounting.

CHENNAI CORPORATION – The Urban Local Body:

The Corporation of Chennai is the earliest Municipal Institution in India established in 1688. It is 300 years old and functions in the 88year old 'Ripon Building' – an imposing white structure in the City of Chennai. A charter issued on the 30th December 1887 by the East India Company constituted the 'Town of Fort ' St. George and all the surrounding territories not exceeding the distance of 10 miles from the Fort into a corporation. The 1872 Parliamentary Act gave the Corporation the power to levy municipal taxes in the city and it commenced its administration. The act has been amended and the Madras Municipal act of 1919 provides the basic statutory authority for the administration now.

(i) Administrative set up:

The Commissioner is the head of the Civic Administration. At the central level 5 Deputy Commissioners are in charge of Revenue & Finance, General Administration, Health, Education, Parks & Play Fields, Public works. For administrative purposes it has been divided into 155 division. It was decentralised on 15th September 1988 in to 10 zones comprising of 12-18 divisions each. Each zone is headed by an Assistant Commissioner who is in charge of all services such as conservancy, Roads, storm water drains, street lighting, Public Health and Revenue.

Corporation Council: -

At the policy level the Council governs the Corporation. The Mayor is the head of the council, which is represented by 155 Councilors. There are six Committees such as taxation and finance, health, Education, Park & Play fields, Works, Town planning, Audit and 10 ward Committees. The

resolutions are passed in the Council meetings held every month after being approved by the sub committee.

(ii) Welfare services relating to children under the Local Body:

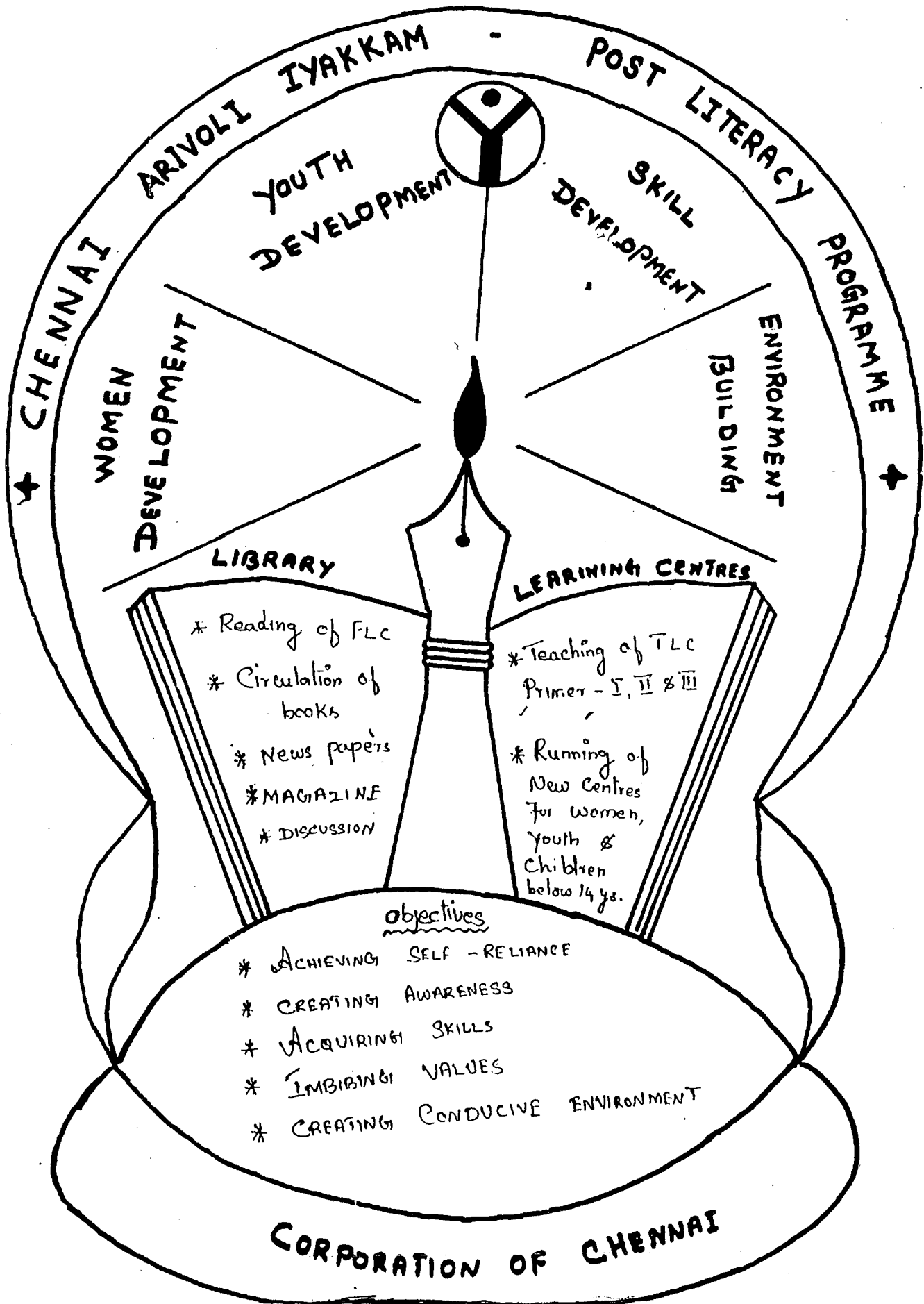
a) Health:

Under the Health department there is a full-fledged Family Welfare department, extending into the city through 102 health post^s. All services of Mother and Child welfare is taken care of. Besides, Information Extension Communication activities on family planning, Small family norm, Girl child incentives, General health are carried out. Muthulakshmi Reddy scheme Incentive is also given. Moovalore Ramamirdham Project which helps young girls to get Rs.10,000/-towards Marriage Assistance is also extended. A Special group of doctors conduct the Health checkup for the children in the Corporation schools at frequent intervals.

b) Swarna Jayanthi Sagayak Rozgar Yojana (SJSRY):

The Corporation is the Nodal agency for the implementation of Swarna Jayanthi Sagayak Rozgar yojana – a Poverty Alleviation programme of Government of India. The Programme seeks to provide gainful employment to the urban unemployed, under employed poor through encouraging self employment ventures. The SJSRY rests on a foundation of community empowerment and aims at establishing and promoting community organizations and structures. Neighbourhood groups, communities and development of Community development societies in the target area ^{are} envisaged. ~~There are~~ ^{The} two major components are Wage Employment Programme and Urban Self employment Programme:

PICTURE . 1 .



The Programme has three distinct parts:

1. Assistance to individual urban poor beneficiaries for setting up gainful self-employment ventures.
2. Assistance to groups of urban poor women for setting up gainful self-employment ventures. This sub-scheme is being called “ The Scheme for Development of Women and Children in the Urban Areas (DWCUA)”. Encouraging Self Help group, credit, societies, Income generation and Childcare activities ^{etc.} is being covered under this component.
3. Training of beneficiaries, potential beneficiaries and other persons associated with the urban employment programme for up ^{graduation} and acquisition of vocational and entrepreneurial skills.

(iii) Literacy Programme (Arivoli)

The Corporation of Chennai has been implementing the Total Literacy Campaign from 1995 onwards and has completed the II phase called the Post Literacy Programme in 1999. 3.12 lakhs illiterates were covered in the first programme and 1.33 lakh Neo-literates were covered in the II programme. 6000 centres have been organised in all slum areas of Chennai city and covered a majority of women as the major target group, 4 primers have been specially designed and used for this literacy programme. Covering problems like Education, health, child labour, self help groups, Aids awareness and alcoholism. Literacy was also imparted by covering special target groups like koyembedu load workers, Porters of Railway station, inmates of Central Jail, Conservancy workers of Corporation of Chennai, mothers of ICDS children and various child labours ^{etc.} and street children. Skill development programmes were imparted to motivate the

learners and volunteers. 22 types of trades were imparted through 15 NGOs, CBOs and Government Institutions.

The literacy programme also converged with other programmes like Enrolment Drive for Corporation schools, work with strengthening of PTAs, child labour elimination, Aids Awareness, Polio Pulse and self help groups. The participation of various Governments and NGOs were a major source of strength to this programme. The PLP has been a model incorporating the literacy aspect with various programmes to improve quality of life

CHENNAI AT A GLANCE

1.	Area	:	174 sq.kms.
2.	Languages	:	Tamil, Telugu, Urudu
3.	Population (2001)	:	Male : 2161605 Female : 2054663 Total : 4216268
4.	Literate (2001)	:	Male : 1670094 Female : 1408910 Total : 3079004
5.	Literacy Rates	:	Male : 84.71% Female : 75.32% All Persons : 80.14%
6.	Sex Ratio (2001)	:	951 per 1000 male (986 State average)
7.	Density of Population Per sq.km.	:	24231
8.	Decennial growth rate of population 1991 – 2001	:	9.76
9.	Birth rate (1999)	:	16.2
10.	Death rate (1999)	:	03.5
11.	Infant Mortality Rates (1999)	:	16

12. Maternal Mortality Rate (1999) : 0.6
13. Couple protection rates (2000) in % : 67.8
14. Percentage of Girls Married : 5.5
below age 18 Years
15. Decadal growth rate (%) : 9.76
16. Juvenile Sex Ratio (0-6 yrs.) : 968
17. Higher (3 & 3+) Order of Birth : 22
18. Administrative Units : Corporation of Chennai
10 circles / Zones
19. Number of Slums (1986) : 1417
as per Literacy survey in 1999 : 1214
20. Slum Population (2001) : 12,14,458
21. Transport : Very good network of Road,
Rail, Air and Sea routes.
22. Communication System : Doordarshan, All India Radio,
Internet, Cable TV's Media and
Telecom facilities available.
23. Weather : The peak of Summer is from April to June.
Northeast monsoon brings the mail[~]rainfall
from October to December.

CHAPTER – II

EDUCATIONAL PROFILE

Introduction: -

Education is a must for the progress of any society for it improves the quality of human resource. The purpose of education is simply not to teach but to create in children curiosity to acquire knowledge. When learning opportunities are provided children can acquire a lot of knowledge of their environment. Children are not passive recipient^s but active seekers of knowledge. The National ²policy on ¹education NPE 1986 enunciated many principles and approaches to improve the quality of elementary education adopting child centered approaches. Schools have unprecedented opportunity to improve the lives of the young and to create a living and learning climate.

Over the last decade, consensus has grown about the kinds of changes needed if learning is to occur. More important still, these are ideas being put into practice all over the world, in pilot projects. They are practical proof of the ‘**education revolution**’.

The education revolution is reshaping the edifice of education. Under its aegis, schools must become zones of creativity, safety and stimulation for children, with safe water and decent sanitation, with motivated teachers and relevant curricula, where children are respected and learn to respect others. Schools and other learning environments also need to offer young children in the early primary grades a nurturing experience that eases their transition into systems all too often not designed to do this. The elements of this revolution are already changing schools around the world.

The state of Tamil Nadu has also entered into a tryst with this educational revolution through the massive comprehensive approach through the SSA. The Chennai metropolis with its concern for children is also entering into this proposal venture of providing quality education to children in Chennai.

THE EDUCATIONAL INFRASTRUCTURE

The existing formal educational infrastructure in the city is given below :

- | | | | | |
|----|------------------------------|---|---|--|
| 1. | No. of educational districts | : | 3 | |
| | | | | District Educational Officer
(Chennai North) |
| | | | | District Educational Officer
(Chennai Central) |
| | | | | District Educational Officer
(Chennai South) |
| | | | | District Educational Officer
(Chennai East) |
| 2. | Number of Schools | : | | |
| | | | Primary School | : 321 |
| | | | Middle School | : 202 |
| | | | High Schools | : 123 |
| | | | Higher Secondary School | : 353 |
| | | | District Institute of
Education & Training | : 001 |
| 3. | No. of Monitoring Officers | : | | |
| | | | District Elementary
Educational officer | : 1 |
| | | | Inspector of
Matriculation Schools | : 1 |

4.	No. of Teachers	:	Primary School Teachers	:	5165
			Middle School Teachers	:	3916
			High School & Higher Secondary School Teachers (1749+6298)	:	8047
5.	No. of Students	:	Boys	:	297233
			Girls	:	271918
6.	Student / Teachers Ratio	:	40 : 1		
7.	No. of Colleges	:	28		
			Government	:	08
			Aided	:	20
			Govt. Women	:	04
			Women Aided	:	08
8.	No. of Teacher Training Institution	:	08		
9.	No. of Government Polytechnics	:	03		
10.	Veterinary College	:	01		
11.	Law College	:	01		
12.	Medical College	:	04		
13.	College for Indian System of Medicine	:	01		
14.	College of Nursing	:	01		
15.	No. of Major Circle Libraries	:	02		
16.	No. of Branch Libraries	:	132		

TABLE NO. 1

NO. OF SCHOOLS IN CHENNAI CITY 2000 - 2001

	Primary	Middle	High School	Hr. Sec. School	Total
Government	11	2	9	22	44
Corporation	170	120	39	25	354
Aided	140	80	65	99	384
Unaided	0	0	10	207	217
Total	321	202	123	353	999

TABLE NO. 2

No. of Children in Chennai City 2000 - 2001

	Primary	Middle	High School	Hr. Sec. School	Total
Government	3425	967	3718	29370	37480
Corporation	49289	46602	19734	26115	141740
Aided	61796	52037	26119	99078	239030
Unaided	0	0	4320	1550	5870
Total	114510	99606	53891	156113	424120

SOURCE: CORPN. OF CHENNAI / T.N. GOVT. EDU. DEPT.

TABLE No. 3

ZONE WISE DISTRIBUTION OF SCHOOLS IN CHENNAI

Zone	CORPORATION				GOVERNMENT				GOVT. AIDED				PRIVATE				SP. School	Total
	PS	MS	HS	HSS	PS	MS	HS	HSS	PS	MS	HS	HSS	PS	MS	HS	HSS		
I	15	6	2	2	-	-	1	-	2	10	6	4	-	-	3	12	-	61
II	18	14	10	-	1	-	2	-	30	16	16	26	-	-	1	21	-	155
III	25	18	5	-	-	-	1	3	25	11	6	-	-	-	-	4	-	98
IV	20	11	4	3	4	-	2	1	23	7	10	11	-	-	-	33	-	129
V	16	13	5	5	3	1	1	2	8	1	1	7	-	-	1	34	-	97
VI	18	14	5	3	-	-	-	5	9	9	6	9	-	-	-	17	-	95
VII	10	22	1	4	2	1	-	2	11	4	11	10	-	-	1	20	-	99
VIII	13	6	2	3	1	-	1	4	9	2	1	17	-	-	1	31	-	90
IX	18	6	-	2	-	-	1	3	3	10	-	1	-	-	-	10	-	54
X	17	10	5	3	-	-	-	2	20	12	8	12	-	-	3	32	2	126
	170	120	39	25	11	2	9	22	140	82	65	97			10	214	2	1008

SOURCE : CORPN. OF CHENNAI / T.N. GOVT. EDU. DEPT.

Education under the Corporation of Chennai :-

There are a total of 272 corporation primary and middle school in Chennai, which mainly cater to the economically disadvantaged children of the city. The current total enrolment for classes 1 to 8 stands at 92,562. The corporation schools provide education to over 90% of the children from economically disadvantaged families. For the school year 2000/2001 children were newly 15000 enrolled into primary schools. The current drop out rate for corporation schools is around 30%. But with the recent introduction of joyful learning has come down measurably. The most common age for dropouts is 9/10 years at class 3 and 4.

The secondary grade teacher strength of these schools is 2,653, teachers, with class strengths varying between 20 and about 50 children per teacher. The average student teacher ratio for Chennai is 40 students per teacher.

Achievement in the Urban Metropolis:

The District Institute for Education and Training (DIET) of the Education Department has conducted most teachers training programmes. In 1993 the corporation began using external institutions and resource persons to conduct training. This was undertaken in the effort to bring more activities into the teaching learning process. In April and May of 2000, the Corporation undertook its first massive teacher-training programme covering all teachers of the primary level in three-day sessions on "Joyful Learning". This approach was originally developed in the District of Vellore with support from the Tamil Nadu Science Forum and the Rishi Valley School in Andhra Pradesh. This

PICTURE - 2



JOYFUL LEARNING



PICTURE- 3



PTA MEETINGS



PICTURE . 5



COMMUNITY MEETING



builds on the skills and capacities of school teachers through a “teacher to teacher” training approach.

The focus of the training was on bringing in activities, songs, skits and story telling into the regular teaching process to replace the traditional lecture method. The use of locally available low cost or no cost materials is demonstrated. The training also places much emphasis on motivation and building the self-esteem of teachers. The teachers have been using the new teaching methodology since June 2000 and feedback by the teachers is very positive due to the good response by the children. A newsletter for teachers has also been developed with the aim of improving access to information and sharing thereof amongst the teachers.

Surveys of parents indicate that lack of learning is a reason to pull a child out of school to work. Under “**Joyful Learning**”, milestones are stated within each subject, which are monitored for every child. Colourful charts displayed in the classrooms indicate for each child the milestones ^{to be} attained. Currently the corporation is working on setting up a full-fledged monitoring system, which enable the department, the school, the teacher and the child to track learning achievements.

School health education programmes both in terms of services and inclusion in the curriculum has taken off in Chennai in this year. These initiatives will be strengthened through, private sector participation and expansion of sanitation facilities in all schools. Through more activities in the schools and social mobilisation under the proposed project, the aim of achieving total health and total sanitation will be achieved.

PICTURE - 4



SCHOOL SANITATION



Child labour remains a large problem in Chennai. Surveys conducted by Slum Clearance Board and NGOs working with street children identified approximately 13,400 child labourers and 27,000 street children. In 1997 the Tamil Nadu Slum Clearance Board designed a project to provide education through transit schools for child labourers and street children. These schools are run by NGOs and there are currently 40 transit schools with plans to set up additional 10 transit schools with the financial assistance from UNICEF. So far 3425 children have graduated from these transit schools and have enrolled in regular schools. The transit schools teach the children for 2 to 3 years before putting them back into regular schools. Currently 1050 children are enrolled in the transit schools. Street children and children of migrant labourers such as construction workers still remain largely out of school.

Enforcement of laws regarding the prohibition of employment of children, there is much scope for strengthening monitoring and enforcement in the city. Awareness creation amongst the general public as well as the families also requires more input.

Access to special education for **differentially abled** children from economically backward groups is limited to areas where special schools are run by NGOs. During this year's school enrolment drive, special efforts were made to identify these children and ensure that all those who could be enrolled were enrolled for the current school year.

Chennai's parents show a high demand for education. This can be evinced from the large number of private schools that have sprung up catering also to lower income families. At the same time there is much disillusionment about the parents about learning achievement in their children. The "Joyful Learning" campaign in the schools has ~~it~~ also spread its message as well as

TABLE No: 4

Details of In - service Training Programmes Conducted by the DIET, Triplicane, Chennai - 5

S.N	Name of the Course	1992 - 92		1992 - 93		1993 - 94		1994 - 95		1995 - 96		1996 - 97		1997 - 98		1998 - 99		1999 - 00		2000 - 2001	
		No. of Course	No. of Participants	No. of Course	No. of Participants	No. of Course	No. of Participants	No. of Course	No. of Participants	No. of Course	No. of Participants	No. of Course	No. of Participants	No. of Course	No. of Participants	No. of Course	No. of Participants	No. of Course	No. of Participants	No. of Course	No. of Participants
1	Comprehensive Course	12	460	3	152	9	352	8	299	7	350	7	350								
2	Theme Specific course	17	329	20	397	22	445	26	520	22	680	20	600								
3	Workshop course	10	98	15	128	30	302	26	264	40	1600	44	1760								
4	Training for I std Teachers													8	1168						
	Training for II Std													7	625						
	Training for IV Std													5	666	1	129			3	464
5	Aids Education													2	100					2	121
6	Voluntary Service in Transit School													2	100	2	199				
7	SOPT													11	1297						
8	Non - formal															3	519				2
9	VI Std. R.P													5	311	1	34				
10	Booster Trg. III Std																			5	732
11	Resource Person Trg																			3	205
12	Headmasters Trg																			2	54

SOURCE : DIET

learning outcomes into the communities. Already first initiatives of working with PTAs in this regard have been undertaken and have proven to be very successful in eliciting parental support.

The Total Literacy Campaign is also being brought into this campaign, as they have been very successful partners in the school enrolment drives and strengthening of PTA and motivation of illiterate parents towards education of their siblings. Greater efforts are required to make available quality education to everyone. The amount of rapport created by the Literacy workers with the Schools, H.M's, PTA's, Communities and NGO's has been an added advantage for the education of children also.

Other Government Departments providing supporting systems to the education of the children in Chennai:

(I) District Institutes of Education and Training (DIET)

Universalisation of Elementary Education and Eradication of adult illiteracy have been two of the most important and basic goals of educational development in India since Independence.

In May Parliament adopted a new National Policy on Education (NEP) and in August, 1986 approved a detailed programme of Action . The goal was on Universalisation of Elementary Education and reduction of illiteracy . DIET have an important pace –setting role to play.

a) Functions of DIET are:

1. Training (both of induction level as well as continuing varieties)
2. Resource support (extension /guidance , development of materials, aids, evaluation tools, etc. and
3. Action research.

b) Target

- (1) Girls and women
- (2) Scheduled Castes and Scheduled Tribes,
- (3) Minorities
- (4) The Handicapped

Other educationally disadvantaged group example working Children, slum dwellers, inhabitants of hilly, desert and other inaccessible areas, etc.

c) Seven branches of DIET are mentioned below

- 1) Pre-service, 2) In-service, 3) Planning and Management
- 4) Educational Technology, 5) Curriculum and Material Development,
- 6) District Resource Unit, 7) Work Experience

For the welfare of the elementary education, DIET does its best service with *the help* of the seven branches mentioned above.

(II) Social Welfare Department

The Social Welfare Department deals with the welfare schemes for the down trodden, poorest and economically weaker section. Main thrust of programmes are on women and child welfare.

The Scheme of Integrated Child Development Services (ICDS) was initiated in 1975. It was the result of the recognition that physical, mental and social development that takes place in early childhood is crucial for subsequent development, and that services provided in early childhood are very important for the development of the child. It has also been realized that all basic essential services for the proper development of the child, viz. nutrition, health and education, should be provided simultaneously to children and mothers and right in their own village or ward. It was first started in 20 blocks and four slums on an experimental basis. The

TABLE No. 5

DETAILS OF NOON MEALS

CORPPORATION SCHOOLS

Zone	No.of Centres	No.of Teachers	No.of Ayyahs	No.of Cook/Helpers	Total
I	27	28	37	34	99
II	37	37	37	38	112
III	48	48	54	52	154
IV	27	27	29	28	84
V	28	28	38	38	104
VI	38	38	38	38	114
VII	38	38	42	39	119
VIII	22	22	23	23	68
IX	24	24	32	32	88
X	30	30	30	30	90
Total	319	320	360	352	1032
Adi Dravider welfare schools	No.of Centres	No.of Organisers	No.of Cooks	No.of Helpers	
	11	11	14	14	50

DETAILS OF BALWADI

GOVTENMENT AIDED SCHOOLS

Zone	No.of Centres	No.of Teachers	No.of Ayyahs	No.of Cook/ Helpers	Total
I	35	33	36	36	140
II	35	35	35	35	140
III	31	31	31	31	124
IV	63	63	66	69	261
V	33	33	36	36	138
VI	17	17	22	22	78
VII	19	19	22	22	82
VIII	46	46	47	47	186
IX	31	31	36	36	134
X	41	41	43	43	168
Total	351	349	374	377	1451

SOURCE: ICDS SOCIAL WELFARE DEPT.

TABLE NO : 6

INTERGRATED CHILD DEVELOPMENT SCHEME IN CHENNAI CITY

Projects	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Total
No.of Centres	86	75	75	92	82	80	86	86	83	95	79	103	1022
No.of Supervisors	3	3	3	3	3	4	3	3	3	3	3	1	35
No.of ANM's	4	4	4	4	4	4	4	4	4	4	6	6	52
Anganwadi Workers	86	73	75	92	79	76	86	86	79	95	78	100	1005
Helper I	84	55	72	92	72	63	77	78	75	94	69	79	910
Helper II	58	60	59	63	71	66	75	82	77	78	64	59	812
Children 0 - 6 years	5599	5261	6359	6411	5364	5142	5383	5528	4957	7081	6129	10395	73609
Children 3- 6 years	5706	4796	5822	6255	5558	4955	5447	5050	4682	7923	5949	9938	72081

SOURCE: ICDS SOCIAL WELFARE DEPT.

Programme has since been expanded to include 1,136 ICDS projects by the end of the Sixth Five year Plan.

Objectives of ICDS:

The objectives of the Integrated Child Development Services Programme are:

1. To improve the nutritional and health status of children in the ~~are~~ ^{age} group of 0 to 6 years.
2. To lay the foundations for proper psychological, physical and social development of the child;
3. To reduce the incidence of mortality, morbidity, malnutrition and school drop-out;
4. To achieve effective coordination of policy and implementation amongst the various departments to promote child development, and
5. To enhance the capability of the mother to look after the normal health and nutritional needs of the child through proper nutrition and health education.

Efforts are also made to include other related schemes in the ICDS Project areas, such as Safe Drinking Water Supply Scheme, Sanitation Programme, Adult Literacy Programme, etc.,

Types of Beneficiaries are Expectant and nursing mothers and other women ^{of} 15 to 45 years. The types of services provided are :-

- 1) Health Check up
- 2) Immunization of expectant mothers against tetanus
- 3) Referral Services
- 4) Supplementary Nutrition
- 5) Nutrition and Health Education
- 6) Immunization
- 7) Non –formal ~~pre-school~~ education.

TABLE - 7

DISTRIBUTION OF CHILD LABOURERS YEAR 1996

Zone No.	No. of Child Labourers		
	Male	Female	Total
I	1424 62.90%	840 37.10%	2264 17.3%
II	864 67.13%	423 32.87%	1287 10%
III	1282 61.69%	796 38.31%	2078 16%
IV	550 58.02%	398 41.98%	948 7.2%
V	585 53.28%	513 46.72%	1098 8.4%
VI	689 67.68%	329 32.32%	1018 7.7%
VII	316 67.68%	177 35.90%	493 3.7%
VIII	752 58.57%	532 41.43%	1284 10%
IX	602 54.43%	504 45.57%	1106 8.4%
X	809 54.63%	672 45.37%	1481 11.3%
Total	7873 ✓ 60.30%	5184 ✓ 39.70%	13057 100%

SOURCE : TNSCB

Chennai district, comprises of 1/3 of slums and hence all 12 projects functioning are urban ICDS projects. A totally 1022 centers are functioning in these 12 child development projects. These 1022 centers are functioning in Corporation, Slum Clearance Board Tenements and MUDP buildings on a rental basis. Some of the centers are clubbed together and function in one building. These buildings were constructed around 82-83 and hence need repairs and some need demolition and reconstruction.

(III) Tamil Nadu Slum Clearance Board

Tamil Nadu Slum Clearance Board is a State Government body constituted in 1970 to improve slum areas so that these areas may not become a source of danger to the health, safety and well being of these residences and the public. It was the first of its kind to be started in India before other states. In Chennai city the slum population constitute nearly 34% of its total population. Chennai city has the highest no. of slums and ranks second in the country in respect of density of slums, There are nearly 1500 slums in Chennai.

Tamil Nadu Slum Clearance Board's developmental schemes include Clearance, Slum improvement, Sites and services, Accelerated slum improvement Scheme, Shelter for Shelterless, Pavement Dwellers Rehabilitation scheme, Housing upgradation scheme and various Community Development programmes. Employment training programmes, Community participation in planning work, Health and sanitation programmes, Child Labour Elimination Project, ^{and} Other community based programmes.

These NGOs/CBOs have been contributing to the slum population through its Socio -Economic programmes such as Training Programmes, Health & Sanitation, Women empowerment, child labour, Non Formal Education and literacy programme etc.

As the urban poor are in the informal economy and unorganized labour force it was essential to strengthen educational support in the slum areas. Child Labour Elimination Project is being implemented by Tamil slum Clearance Board since January'97 in Chennai city. This project has the following components, Situational Analysis, Training and Orientation Programmes for the Officials and field level functionaries of Government Organisation, Transit schools for the Child Labourers withdrawn from labour, Income Generation Programmes of Child labourers without family support. A combination of non-formal and formal syllabus is taught after which the child is certified to join the mainstream of Corporation/Government schools

Under Transit School the Child Labourers who are withdrawn from labourers are admitted in one year full time Corporation / Government schools specially designed for these children under this project. These schools are run by Non Government Organisations in city. These schools are spread all over the city.

(IV) AN ACCOUNT OF NGOS IN CHENNAI CITY

There are around 200 NGOs in Chennai city rendering their services in various welfare programmes especially in the slum areas. These NGO's have been focusing on health, environment^{al}/education, sanitation, women and child welfare, community organisation and development through various

programmes in the various ^{slum} areas. They have established good rapport with the slum communities especially with women and youth. Number of community based organisation and youth associations are involved in conducting night schools and adult educational classes~~d~~ in their locality.

During the last decade after the National Education Policy, there has been a lot of thrust for child development programmes specially on education, eradication of child labour/street children and for children with special needs. Hence a lot of NGOs in the city have been serving towards this objective. A lot of initiative and models have proved successful. Among ^e these, some of the major ones are in co-ordination with the Government departments through the implementation of the Transit schools, the alternative schools, ~~and~~ non-formal education centers and disabled centers.

CHAPTER III

PLANNING PROCESS

The ^{is} Achievement of Universalisation of Elementary Education depends on the quality and the extent of community participation in planning, implementation and monitoring of its various aspects. Until and unless community owns the educational aspects of the children, the UEE cannot be realised in its true spirit. Decentralization without participation i.e., involvement of PRI and other local groups in the process of providing basic education to all the children will however remain an elusive goal.

The pre-project activities in the metropolis have been started on the basis of extensive community planning and participation of grass root level persons. A core group was formed under the Education Department, Corporation of Chennai with important members like, Deputy Commissioner, Education, Corporation of Chennai, Education Officer, Corporation of Chennai, District Elementary Education Officer, Principal^{is} DIET, The Project Co-ordinator Arivoli Iyakkam, Faculties of the DIET, ^E AEOs, Supervisors of Corporation of Chennai, Deputy Programme Co-ordinators (Professional Social Workers) Arivoli Iyakam, Head Masters, Teachers, PTA Members and NGOs.

A divisional level group comprising of selected H.M's, supervisors, Arivoli Iyakkam Staff and NGO's was formed to plan at the divisional level. Series of high, middle level and grass root level meetings were held to discuss and plan for UEE. Similarly at the school level also the committee was formed by involving PTA's and all problems ^{where} ~~was~~ discussed at the school level, which ^{as is} ~~was~~ carried over to the SSA planning.

SSA Enumerations survey Details Chennai district

Age wise Distribution of children in Chennai

Table No.8

No .	Age	Children				Total	
		M		F			
1.	0-5	110475	31	98471	30	208946	31
2.	6-12	161045	45	148333	45	309378	45
3.	13-16	83678	24	81902	25	165580	24
	Total	355198		328706		683904	
		52%		48%		100%	

Table No.9
Enrollement status

No.	Attending school	Total	Percentage
1.	Currently enrolled	532325	77.83
2.	Drop out	20911	3.05
3.	Never enrolled	131501	19.22
	Total	205737 684	100.00

Table No.10
Extent of disabled

No.	Disabled	Total	Percentage
1.	Eye sight	1940	0.28
2.	Hearing	1585	0.24
3.	Mental	1052	0.15
4.	Physical	<u>885</u> 5462	0.13
5.	N.A	678442	99.20
	Total	683904	100.00

Table No.11

Reason for Dropouts (6-16 yrs)

Reason	10 Zones	%
Child labour	2958	.70
Domestic work	3130	.70
Failed	1815	.40
Girl child	8130	1.80
Lack of finance	4108	.90
Not applicables	420102	93.00
Not interested ⁱⁿ sight studies	6525	1.40
School not near by	1180	.30
Others	3551	.80
Total	451499	100%

House Hold Survey:-

The first process of UEE was the Development of Data Base, conduct of household survey. Citywide house hold survey with the primary data collected from the enumerated blocks of the census department in the corporation of Chennai was organised. An intensive door-to-door survey of all the Slums and other areas of the city was organised. The survey schedule was utilised to collect the information from the age group of 0-16 years was conducted in all the slum areas and other localities. The information pertained to children's education like enrolment, institution of the study, dropouts details, child labours, reasons for out of school children, nature of handicapped if any and social status in addition to enlisting 'children's back ground. Persons were identified from Government departments, Corporation Schools, Arivoli Iyakkam department, ICDS, other Volunteers from youth groups, Students, NGOs and CBOs to enumerate and organise this mass survey.

Adequate orientation training programme have been organised in each of the 10 Zonal Offices during February, March and April 2001 for the enumerators and all the data have been computerised.

The Major Findings

A total of 7,06,357 families have been enumerated, out of which the total child population was 7,83,904 which constituted 51% male and 48% female. There were 1,85,389 children in the age group of 0-5 years, 5,19,851 in the age group of 6-12 years and 7,79,54 in the age group 13-16 years. The assesment showed that out of the children in the age group of

(S-14)
16-590 (S-14) 5,03261
16 years i.e., school going age were ~~5,32,325~~ who have been enrolled. The rest of the children were either not enrolled or dropouts. While assessing the reason for drop outs it was inferred that 1.35% were involved in working outside the home. 40% were failed students and 1.80% (8130) were girl children who not gone to school since they had to look after the siblings. The rest of the children had not gone to school either due to poverty or lack of interest in studies. However it is seen the number of children enrolled was 77.83 % which comprises all children in the age group of 3-16 years. This showed that there was more awareness of education in the urban surrounding.

As far as the extent of disability in children was concerned it was found that there were 5,462 disabled children who are affected due to eyesight, hearing problem mental and physical problems.

1. ANALYSIS OF THE ACHIEVEMENT TESTS

As a pre-requisite for the SSA plan process, Cohort studies, base line assessment survey have also been conducted in all the Government, Corporation and Aided School. ^C Covering all the ^P primary, ^M middle, High and Higher Secondary School Children.

The achievement tests were conducted as per the guidelines and instructions from the Directorate of Elementary Education. Four schools of various categories viz. (Government, Corporation, Aided) in each of the 10 zones were selected and all the children of std III, std. V & Std VII of the above schools were given the achievement test² and the test ^{papers} pages were

TABLE No. 12

Achievement Tests District Average and Zonal Average

Zonal Average Zone	III Std					V Std					VII Std				
	Tamil	English	Maths	Science	History & Geography	Tamil	English	Maths	Science	History & Geography	Tamil	English	Maths	Science	History & Geography
I	22	36	43	44	42	38	33	42	40	38	45	43	42	47	47
II	21	28	36	37	36	33	24	34	33	30	39	38	42	39	40
III	27	37	40	39	36	52	51	46	46	48	44	39	37	37	37
IV	18	28	34	38	32	26	19	28	21	24	20	16	18	18	16
V	18	28	26	33	24	48	33	33	30	29	35	37	34	34	34
VI	23	25	37	35	33	29	30	35	32	32	36	39	34	38	34
VII	25	31	37	34	36	30	36	37	37	36	42	42	38	44	39
VIII	12	15	14	22	22	34	22	26	26	26	28	26	25	32	24
IX	13	29	31	30	27	34	30	35	39	30	38	36	31	37	29
X	25	26	40	37	33	46	42	37	33	39	34	43	29	30	35
Total	204	283	338	312	321	370	320	353	337	332	361	359	330	356	335
District Average	20	28	34	35	32	37	32	35	34	33	36	36	33	36	34

SOURCE : DIET

evaluated by the teachers. After the evaluation process was completed, the results were tabulated (I) Zone wise, (ii) Class wise (III) Subject wise (IV) Community wise and (V) Achievement category wise.

a. General inference:

All the children in the identified schools in all the zones who appeared in the achievement tests have done well and above 90% of them have passed. In general the ^{sample} children of Corporation schools have done better than that of aided schools. There is no specific achievement variation among the various communities, and also gender category.

V Std performance of children who appeared in achievement test set high percentage in Tamil next to English. Coming to other subjects like Maths, Science and EVSS was moderate. Students of VII std were found to do well in all the subjects. But Maths needed to be improved. Overall achievement test results showed that English and Maths Subject needed more attention than other subjects. In general it was found that girls had a better performance rate than boys and similarly the most Backward Classes and other communities and OBCs performed ^{better} than the children from SC community.

b. Cohort observation:

As per Cohort study (1995-2000) the city showed a completion rate of 54%, repetition rate of 16% and 31% drop out rate.

TABLE NO: 13

COHORT STUDY (1995-2000) DISTRICT CHENNAI ALL TYPE OF MANAGEMENT - ZONE WISE

S	Particulars	SC			ST			OBC			MBC			Other			Total		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
A	Enrolment in Ist Std (95-96)	9855	9683	19538	250	287	537	6025	6620	12645	3579	3544	7123	711	907	1618	20420	20749	41169
B	Records is issued I-V Std	1906	1861	3767	56	79	135	1061	1138	2199	732	472	1204	152	338	490	3905	3452	7357
C	Continuing Education (A-B)	7949	7822	15771	194	208	402	4964	5482	10446	2847	3072	5919	559	569	1128	16515	17297	33812
D	Promoted in V Std (2000)	3902	4107	8007	95	109	204	2781	3328	6109	1574	1840	3434	327	374	701	8734	9763	18497
E	Dropouts	2792	2476	5268	58	63	121	1541	1414	2955	856	824	1680	135	144	279	5413	5021	10432
F	Repeaters (C-D+E))	1255	1239	2496	41	36	77	642	740	1382	417	408	805	97	51	148	2368	2586	4954
G	Completion Rates	49	52	51	48	52	51	56	61	58	55	60	58	58	66	62	53	56	54
H	Dropouts Rates	35	32	33	30	31	30	31	26	29	30	27	29	25	25	25	33	29	31
I	Repetition Rate	16	16	16	22	17	19	13	13	13	15	13	13	17	9	13	14	15	15

SOURCE : AEO, SUPERVISORS OF CORPN. OF CHENNAI.

(i) Drop Out

31% dropout rate is due to the nature of migrating population in the city. Besides, for the past three years the Mass Rapid Transit System (MRTS) and rehabilitation schemes of the government have dislocated residents of the slums to various directions. Thus this has affected the children's education.

However a lot of private studies are being encouraged to admit these ^{pupils} people in the eligible classes and hence most of the Dropouts, except working children are continuing ^{their} studies.

c. Completion

Though 54% is not encouraging for a city the percentage shows that inspite of all odds in the urban area the children have shown qualitative improvement. The credit would go to the teachers, initiation of new methods of teaching and infrastructure development in schools

New schemes of free distribution of books to all primary school children and free noon meals and uniforms have served as good incentives. These steps have been useful to improve the rate of completion.

c. Repetition:

15% repetition rate is due to the fact that there is a lot of disinterest in children to go to school due to various reasons. In spite of all joyful learning methods the social problem^s like poverty, child employment, attraction ^{towards} to media, delinquent behaviour and poor cultural environment of the urban slums have

been blocks for the child ^{to attend} go to the school. Hence, based on the study results, the plan of action for SSA has been prepared meticulously to suggest Child ^{friendly} ~~Fridley~~ methods to attract the child and retain him/her in the school.

2. Joyful Learning: -

Primary Education has been in the area of innovations targeting at motivating and working with out of school children to enter school. The UNICEF's past co-operation with the Government of TamilNadu in primary Education has supported in up grading quality of school environment for increasing retention rates of children. The class programme as in Vellore became a pace -setting education programme in the city. The quality of learning in primary schools in Chennai was upgraded by orienting all primary school teachers in inculcating the joy of learning in children through child friendly teaching/learning methods. This became popular as "KATRALIL INIMAI" (Joyful Learning) ~~another significant~~.

3. School Improvement Programme

In 1996 the school improvement scheme, a joint collaboration of the Corporation of Chennai, UNICEF, Round Table No.1, British Airways and Rotary Club was initiated ~~in~~ ⁱⁿ ten Corporation Schools (One in each Zone) of Chennai. In phase I the main objective was to improve the quality of education provided to children attending these schools and to help create and sustain a supportive environment for education.

Phase II initiated in 1998 supported building of teacher training capacities within the Corporation Schools. A team comprising 18 master teachers and 8 supervisors has been prepared who in turn trained all teachers in 10 Zones by ^{the of} ~~end~~ January 2000. The training module was organised on

building teacher competencies in child and classroom facilitative skills involving elements of contextual, conceptual, transactional and classroom management competencies. It also concentrated in reinforcing a culture of teacher responsiveness towards change in school environment and teacher-child relationships. In January 2000 a consultant, assessed the effectiveness of these areas.

4. Building facilitative Skills:

Another project of building facilitative skills and attitudes was organised during December 1998 to August 1999. It was another UNICEF initiative collaboration with Erehwon India. It was basically an intensive training programme for teachers and self -assessment and evaluation programmes. This was done through a number of meetings through school visits, teacher interactions to understand the true perspective.

The object also was to train teachers and supervisors as Master Trainers and their roles as facilitators in the Joyful learning process. The lessons from these programmes were useful to prepare the interventions in the proposal ☺

4. Strengthening of PTA:

A special initiative was organised during 2000-2001 under UNICEF support for child friendly school initiative in 200 primary and middle schools of the Corporation of Chennai. The object was ^{the} formation of new PTA, strengthening of existing ones, capacity building for PTA members, HMs, and teachers, community mobilisation and awareness of school improvement. This model was very successful. Contact with 14,226

parents, mothers highlighted cross section assessment of all the problems in the 200 corporation schools in 10 zones. The active participation of woman community leaders and youth was a special feature. Grass root level suggestions given during this class wise, school wise meetings formed the basis for systematic planning for the quality improvement assignment and plan action of the SSA.

5 School Sanitation Programme:

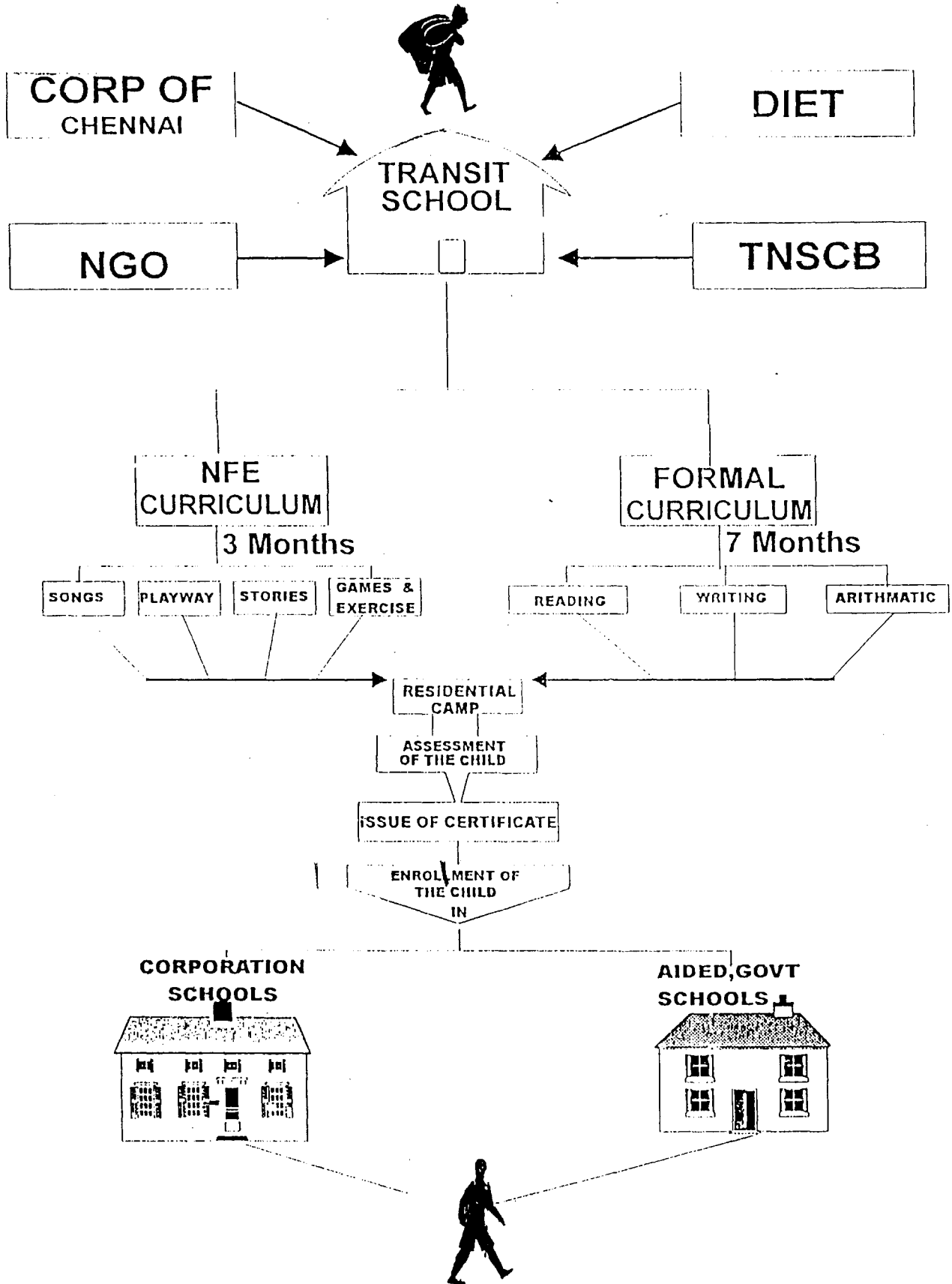
Yet another initiative with UNICEF support aim at assessing the school sanitation and environment needs in the various schools besides training all the teachers in proper health and hygiene to be adopted both through individual and environment development in the schools. This programme was an eye-opener on the existing facilities.

6. Literacy Programme:

A special mention must be made about the literacy campaign and Arivoli Iyakkam in Corporation of Chennai. The grass root level functioning of 155 animators, 3500 slum level convenors and 10 social workers who worked in close contacts with the Education Department school teachers, HMs, parents and communities helped in the understanding of the problems at the slum level. Community meetings, school meetings, guidance to teachers and PTA members and help in close house visits and follow up of dropouts children by advising parents by the Project Staff, ^{will} where all new approaches which have not been adopted before in the Education system. Hence this approach and support laid a foundation for both literacy and school improvement programme. This experience has also helped in formulation of a plan for project-management in the SSA.

PICTURE. 6

TRANSIT SCHOOL - The Process



Child Labour Elimination Project (CLEP) –TNSCB:

Again in partnership with the TNSCB, the UNICEF had supported education of working children in the slums of Chennai city through the Transit schools. The intervention involved mobilization of community and upgrading teacher competencies towards building child friendly environment, class room quality in the Corporation schools and to receive children from Transit school. The out come was to ensure retention of the children freed from child labour by making the learning process meaningful.

From 1996 a total number of 4675 Children have gone through the transit school through 188 centres. Around 20 to 30 NGO's were involved and a majority have been placed into the main stream of Corporation schools. The drop out rate is only 11%. Hence this model was very successful one and has laid a precedent for the future programme in SSA.

As per the survey conducted by the Slum Clearance Board in the house holds of Chennai city during 1996, there were 13057 child labourers out of which 60.30% were Boys and 39.70% were girls. Zone I seemed to be comprising of 17.3% of child labourers and Zone-III 16%. These two zones are over populated and close to the Industrial sectors i.e Royapuram and Vyasarpadi respectively. As per the SSA enumeration survey there are around 8000 and more child labourers in the City and hence the plan need to cover all those children.

7. Inter Sectoral convergence:

The city of Chennai has several Government department organisation private Sectors and NGOs involved in various programmes related to the overall development of children. Inter sectoral convergence in the SSA will be the core concept of implementation. New initiatives and implementation of special focus groups programmes like alternative schools, for child labourers, Child labourers in Private sectors, domestic workers and disabled are being organised by NGO's and concerned specialised. Converged activities with the department of Social Welfare (Anganwadies) Health (Dispensaries and health posts of the Corporation) Labour Department for promoting community convergence and safeguarding basic rights of children, TNSCB for implementation of the Child labour elimination project and Social Defence will be co-ordinated for better ^{implementation} of the programme. The programme supporting families through SJSRY programmes by formation of self-help groups, credit societies, etc will also be implemented.

Joint sectoral training of front line functionaries, training of field functionaries and NGOs will also be organised.

CHAPTER – IV

PEDAGOGY AND SCHOOL IMPROVEMENT

The Corporation of Chennai is planning to implement a comprehensive education strategy over the next three years, which will ensure that all children in the 3 to 14 age groups are attending school facilities on a sustained basis and that the learning achievements are measurably improved. One of the aims of the project is to ensure that all funding for education and educational facilities comes under one umbrella and has one objective – promotion of quality education for all.

The strategy has 10 distinctive elements, which complement each other to ensure that all children of the weaker sections of society of Chennai can attend school and can perform to the fullest of their potential. The strategy also places great emphasis on monitoring and evaluation, outcome and impact studies and other forms of documentation. The 10 elements mentioned abide by the norms of the Sarva Shiksha Abhiyan and have been categorised into four major heads namely, Improvement of Quality of Education, Community mobilisation and participation, Education for Children with special needs and project management.

Various interventions have been dealt with in these two chapters. This Chapter deals with indicators of access, retention, enrolment and community participation.

I. ACCESS

Chennai being a metropolis, the availability of schools and distances is not a problem. The Schools are all situated near the slums or within those areas from

were the children come from. Hence the proposal has no provision under access for inclusion of schools.

II. ENROLMENT AND RETENTION

With regard to these indicators various programme^s have been dealt with elaborately to improve the quality of schools, teaching and leaning methods. etc.

1. IMPROVING QUALITY ISSUES IN EDUCATION - IMPROVING LEARNER ACHIEVEMENT LEVELS

- a) Enhance Zonal Education Supervisors and HM's capacities to provide a conducive teaching/learning environment

Objective:

Develop supervisory and management skills in HMs and Zonal Education Supervisors

Background:

“Joyful learning” is a holistic approach, which requires new and more challenging responsibilities for HMs and the zonal supervisors, as they become leaders in charge for quality education. It will require skills of working as a team, motivating teachers, coordinating with other departments as well as increased interaction with the community and parents.

Approach:

Additional training programmes for HMs and Zonal Education Officers to improve school management, supervisory skills, motivation skills and communication skills will be offered. The management consultant who developed similar programmes for the Social Welfare Department will

design and conduct these training sessions. Development of joint planning and review sessions, interdepartmental coordination, community outreach and monitoring and evaluation skills will also be developed.

b) Development of resource persons at city and zonal level for all subjects

Objective:

To expose corporation schoolteachers to a variety of concepts, activities and networks to ensure that teachers are kept abreast of developments and can translate new knowledge and skills into classroom interactions on a regular and long-term basis. Also, to develop a positive environment towards teacher on the job learning by developing networks for corporation schoolteachers and linking them up with existing networks of teachers.

Background:

Past experiences of innovative teacher training programmes have shown that there has to be a strong support system to keep motivation levels and innovation skills high. The training of teachers conducted in April and May 2000 showed that there were a large number of very talented and motivated teachers and headmasters who were keen to participate in the training as trainers as their contribution to bringing “Joyful Learning” to the schools. These skills need to be nurtured and developed. Chennai has a large number of good resource persons and groups, such as the Tamil Nadu Science Forum, the Ramanujam Museum of Mathematics and The Banyan who have all been successfully involved with the Corporation schools. Establishing and maintaining linkages to such organizations has

in the past depended on the leadership within the office of the Deputy Commissioner of Education rather than on the teachers. Active participation of corporation school teachers in academic teachers' fora for interaction on subject and teaching related issues as well as access to new ideas and innovations will keep challenges for teachers alive.

Approach:

Linkages with the existing resource persons and organizations will be strengthened and new linkages with resource persons/organizations developed. These resource persons will then work together with the master trainers and teachers of the corporation schools with a goal of developing groups of excellence and innovation amongst the teachers. Teams of resource persons will be formed in all zones for all the subjects who will provide training, attend school and evaluation circle (cluster) meetings and also visit schools to provide on the spot support to the teachers. While developing subject specific resource groups, the focus will remain on providing a holistic approach to education. This will be achieved through regular interactions and sharing of information and materials as well as intensive interactions at the zonal and school levels with teachers.

SCIENCE:

With the support of the Tamil Nadu Science Forum, a series of training sessions will be conducted throughout the first year of the project to develop skills in the areas of science of the first to eight standard. Target group for the training will be resource persons as well as interested teachers. Each of the formed school clusters should have at least one teacher who is being trained. For sustainability, each zone will have a

science group, which will meet on a monthly basis to discuss teaching methods, new projects and exchange ideas. As the Tamil Nadu Science Forum already has a large number of members amongst the teaching staff of corporation schools, it is a strong partner to collaborate with. All schools will also become subscribers to their monthly student science magazine. At least two science kits developed by the Forum will also be provided to each school.

SOCIAL SCIENCE:

In this field linkages will be established with other schools that in the past have been associated with corporation schools for joint discussions and sharing of teaching approaches.

MATHEMATICS:

The Ramanujam Museum of Mathematics and its founder Prof. P.K. Srinivasan have long been pivotal in promoting innovative methods of teaching mathematics with great success in many schools of Chennai. The training of teachers, which was initially started in 1997, will be taken up again and for each zone, a group of 24 teachers will be trained (3 per class level for classes 1 to 8). These teachers in turn will support other teachers in introducing innovative methods of teaching mathematics to their colleagues. Special books and kits designed for classroom use will be provided to all schools.

For all interested schools, lifetime membership with the Association of Mathematics Teachers of India will be provided. The membership allows teachers' interaction with other teachers, access to news through a newsletter for teachers and a journal for students. The

association also conducts talent competitions, workshops and seminars for teachers, exposure programmes for talented students, and honour enterprising and pioneering teachers in the field of mathematics. The Association also publishes a magazine for children and organizes events for children. A subscription to this magazine will also be provided to all corporation schools.

TAMIL LANGUAGE:

Tamil language skills of children, especially in regards to reading and writing need to be enhanced. For this purpose, special lessons with the support of external resource persons will be designed with a focus on developing creative writing skills. Availability of libraries and the introduction of regular book reading is also aimed at enhancing language skills. A Tamil resource group will also provide support in developing skills for poetry recital, play enactment and public reading of stories as extra-curricular activities. Existing linkages to Tamil language institutions for competitions in recital and plays will be extended to the primary classes.

ENGLISH LANGUAGE:

The key problem faced in the current approach ⁱⁿ ~~to~~ teaching English, is the lack of development of verbal skills. Special training sessions with the Institute of English Language will be arranged to train selected teachers on “Teaching English as a Foreign Language”. The focus will be on developing verbal skills, and as of class 6, creative writing skills. Linkages will also be established with the special initiative of the Rotarians on teaching English as a second language. The school

libraries will also be equipped with Basic English language books for this purpose.

HEALTH EDUCATION:

The total school health programme has already been taken up in all corporation/Government schools. This programme, which has been developed five years ago, has a strong focus on skills development and on influencing health and hygiene behaviour. Here already a strong resource group has been developed amongst the teachers.

PHYSICAL EDUCATION/CREATIVE CRAFTS:

Review of existing skills and design of training for additional skills will be conducted by a group of physical education teachers. Resource persons from other schools and training institutions will be identified to assist in designing a training programme.

As joyful learning is expanded to classes 6 to 8, the subject resource teams will be expanded if necessary to include more resource persons.

c) Set up teacher resource centres at the zonal offices

Objective:

To provide resources to the teachers to use during the monthly meetings for review and lesson planning.

Background:

All corporation primary schools have been grouped in clusters of five schools. These clusters meet every month to discuss class wise the

progress achieved during the previous month and to plan the lessons for the next month. These meetings enable teachers from different schools to come together and meet and discuss how they are using the “joyful learning” approach. The meetings are also meant to provide a forum for discussion of problems and the search for solutions.

Approach:

To facilitate the lesson planning process, each zone will be equipped with a library of CD Room, resource books, video and audiotapes, a stencil machine, art equipment, basic wood working tools, and a computer with printer, scanner, and disk writer and a TV with a VCR. An Internet connection will also be provided to facilitate access to information and also to link up with others for sharing of information. These resource centres will be located in the proposed zonal education offices in each zone. These centres can be utilized by all resource persons and interested teachers and will be managed by zonal education supervisors.

Detailed plans on how the evaluation circles (school clusters) will work and the monitoring of their functioning will be developed. These circles play a crucial role in supporting individual schools and teachers in their endeavor to promote joyful learning. As joyful learning is expanded to classes 6 to 8 separate evaluation circles for these classes will be set up, again covering five schools in each evaluation circle.

d) Continued Teacher training on child and group centered learning methods as the key approach to learning.

Objective:

To develop teaching skills that enable teachers to focus on the individual child making his/her comprehension the central criteria of lesson planning.

Background:

Completion of the lesson plan has in the past been the focus of teaching. In addition overly large classrooms and the lecture method have prevented most teachers from monitoring the comprehension levels of children during the lessons. Exams were the only means to assess whether a child had understood the lessons. *or not.*

Approach:

Teachers have to develop the skill of working with children. The current “joyful learning” approach has already done much towards this. Under the project, specific teacher training sessions will be designed to strengthen the teachers’ skills of observing children, encouraging participation, and interacting with children. The resource groups will develop lists of activities, which could be undertaken. Also, during the lesson planning activities in the evaluation circles, teachers will learn to specify activities, which are teacher led, group work and individual work.

Teacher interaction at the city level as well as ~~excursions~~ ^{visits} to schools with special innovative initiatives in South India will be undertaken by the teachers to help broaden horizons and strengthen skills in joyful learning.

e) Development and Provision of Resource Materials, Science Kits

Objective:

To provide inputs necessary to promote learning in all corporation schools

Background:

Most schools do not have sufficient equipment to use in classroom work. The situation is further aggravated by the fact, that many teachers do not know how to use the equipment or are afraid of being made responsible in case something breaks or is damaged. Thus most children cannot benefit from hands on learning processes. Also, while nearly all schools have libraries, the number of books is neither sufficient nor appropriate to foster a good reading habit.

Approach:

Each corporation school will have the number of library books increased from the current 248 books to at least 500 books for the primary and 500 books for the middle schools. The libraries will have an extensive collection of picture books for young children as well as popular literature for pleasure reading for the older children. The libraries will also have 5 different children's magazines and in the middle schools one daily newspaper and two weekly magazines. The books will be predominantly in Tamil; English books will also be available for children from the fourth standard onwards. Where there are Telegu and Urdu sections, children's books in Telegu and Urdu will also be available. Each library will also

have reference books for children. Library hour will be introduced in each school and two to four teachers will be oriented on library management.

The Tamil Nadu Science Forum has developed a science kit for corporation schools. The Ramanujam Museum for schools has developed a mathematics kit. Two to four kits will be provided to all schools. Provisions will also be made to ensure that sufficient funds for replacement of damaged or used parts are available. Various publishing houses have developed kits for language education, for health, for environmental education, for crafts, etc. The concerned resource persons will review the available materials, and those identified most suitable for corporation schools will be selected. Further, basic materials such as chart papers, gum, paints, etc. will be provided to all classrooms at a regular basis to encourage material development by the teachers and children.

The subject specific training programmes will also include the utilization of materials, kits, library books, etc. as integral parts of lesson planning.

f) Extension of teacher training on child centered activities

Objective:

To include child centered training strategy in all Corporation/Government Middle schools.

Background:

Four years ago, the Government of Tamil Nadu introduced the Compulsory Elementary Education Bill with the objective of making education up to class eight compulsory throughout the state. Further, the state is committed to ensuring that there is no child labour in the under 14 age group and this can be achieved only if efforts are undertaken to ensure that all children are in school up to the eight standard.

Approach:

Based on the experience to teacher training at the primary level, a detailed teacher-training programme will be drawn up for classes 6 to 8. A teacher's guidebook will be prepared and based on the curriculum, detailed teaching plans will be drawn up. External resource persons will be brought into the process to support the resource persons in this process. The challenge will be to develop innovative teaching approaches, which will promote self-learning, active participation and project work to replace the current system of rote learning.

g) Implementation and continuous improvement of achievement/milestone based evaluation systems

Objective:

All schools in Chennai will have a learning based performance assessment system in place

Background:

Already an achievement/milestone based evaluation system is being developed and tested in all Corporation schools. This system has to be expanded up to class 8 and further refined.

Approach:

The zonal resource teams along with the resource persons will further improve upon the evaluation system based on the feedback collected by the schools. Assessment tools will be expanded and additional milestones included where considered necessary.

- h) Develop and implement special teacher training programmes on socially relevant issues for children with special needs**

Objective:

The creation of a harmonious schools where all children work and play together and learn to respect each other irrespective of caste or religious background.

Background:

Caste and religion are becoming dividing factors in the lives of many people. Children suffer under this differentiation most. The school provides the critical platform for teaching children tolerance and mutual respect.

Approach:

With the support of local human rights NGOs and other resource persons, special teacher training programmes will be designed to create awareness ^{among} in teachers. The training will focus on encouraging reflection by the teachers and ~~their~~ identifying their own behaviour patterns as well as finding solutions. After this training is completed, the NGO, resource persons, and selected teachers will design lessons for classroom teaching. They will also review the existing curriculum to identify lessons where tolerance and respect can be taken up with the children. Special activities centering on special holidays/festivals will also be developed.

- i) **Develop a pre-service training programme for all newly recruited ^{teachers} HMs and ^{promoted} teachers.**

Objective:

To ensure that all newly recruited teachers and HMs are aware of joyful learning and have developed skills to practice this new approach ⁱⁿ to teaching

Background:

The training the teachers had received ~~was~~ more likely to have been the kind, which promoted lecture teaching. Hence, there will be a large gap between the skills available and the skills required.

Approach:

All newly recruited teachers will undergo a ten-day intensive training programme conducted by the resource team. They will then be placed in their schools for one week to work with an already trained teacher. After that week of hands on experience, a three-day review will be conducted by the resource team to discuss with the trainees their experiences with “joyful learning” and address problems faced. The newly posted HMs will also be oriented.

j) Develop the school newsletter

Objective:

To provide a forum for teachers to share their experiences and ideas, to share news and new ideas and strengthen “joyful learning”

Background:

The first newsletter for ^ccorporation schools was published this year (2002) and has been well accepted by all teachers. There are a number of television programmes ^won schools, but most of these are conducted with the students and teachers of private schools. Joyful learning has not been taken up under these televised programmes as yet. As they have a good coverage and potential for using both in classroom teaching as well as in teacher training activities, linkages need to be established to these programmes

Approach:

For the newsletter, the editorial board that includes teachers, education department officials and resource persons will be formalized. Working modalities will be put on paper, a computer with scanner and all relevant software will be provided to facilitate the production of the newsletter. Over the next two years, the publishing of the newsletter will be funded by the project, but efforts will also be taken to identify sponsors and to introduce a subscription fee. If the newsletter is found to be popular and creates a high demand for sharing of information, the number of annual editions will be increased to 6 per annum. Existing linkages to school television programmes will be strengthened^{ed} and special programmes on “joyful learning” will be developed. These will be shot in corporation schools showing the actual classroom conditions and the teachers at work. A series of scripts will be developed by a group of resource persons covering lessons in classes 1 to 8. Teacher training sessions on “joyful learning” will also be shot for television viewing. The usage of television programmes in classroom activities will be included wherever found necessary during the lesson planning activities. Community support will be sought for buying or hiring a television for individual schools, which currently do not have a television.

Quality Teaching – School, Teacher and Teacher Center^{de} Grants

In order to improve school infrastructure facilities and improved classroom practices, It is planned to provide annual grants to schools @ Rs.2000/- per year per school to improve school

infrastructure facilities and annual teacher grants @ Rs500/- 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 classrooms. It is also planned to provide annual grants to the teacher centres @ Rs.2000/- per year per teacher center^{re} for stationery and to be used in the TC meetings.

Similarly, there is a need to appoint 200 middle school teachers i.e., 161 Corporation and 39 Government school teachers in the cadre of B.T Assistant who will teach only the concerned subject of specialization. The present mode of all teachers teaching all subjects does not justify the proper education to children.

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 committees (Community participation) @ Rs.50,000/- per school. The procurement will be based on items selected based on the requirement to be determined by the teachers and school committees.

2. Child Friendly School Initiatives: -

- a. Provision of support to schools for making classrooms more attractive and stimulating.**

Objective:

To provide more colorful and stimulating classrooms

Background:

Most classrooms are drab and unattractive, with little to stimulate the children or to make them feel proud of their classroom.

Approach:

To paint colorful pictures on the walls depicting animals, numbers, fruit, stories of walls. Also blackboards will be painted along the walls for the children to work and draw on.

- b. Develop (revival of) socially useful & productive work (SUPW)**

Objective:

To promote/revive crafts and practical skills

Background:

There are many practical skills, which children need for daily life, which are not taught to them either at home or at school. The production of candles, soap, the skill of basic sewing, darning, or basket weaving have practical values for children and are fun activities when taken up

together. Also the funds raised can be used on fund the purchase of other materials for crafts education.

Approach:

In consultation with NGOs, schoolteachers, crafts people, various activities, which can be taken up for crafts, will be identified. Also, existing facilities/skills will be reviewed and assessed for revival. Each school will take up two or three activities, which generate income. Teachers will be trained; if possible local resource persons from the community identified to conduct/support the lessons.

c. Provision of libraries for all primary schools

Objective:

To promote reading and ensure that all children sustain the skill of reading.

Background:

Reading skills are developed most effectively through reading for pleasure. Currently most ^ccorporation school children from lower income families do not have access to any reading material beyond their textbooks. While these have improved very much over the past few years, they are not sufficient to promote reading.

Approach:

A list of good story and reference books will be compiled with a minimum of 500 ~~hundred~~ titles. For larger schools, selected popular books will be available in 3 or 4 copies. The books will be mainly in

Tamil and selected books will be available in English for children from the fourth standard onwards. Library hour will be introduced in all schools to enable the children to select a book and read it on their own or in groups (in the case of very large schools). As of class four, children will be permitted to borrow books and take them home to read. Story telling will also be given greater importance, as the teachers will also have a greater selection of books to read from.

- d. **Development of community outreach projects for the children (metric melas, cultural programmes, participation in immunization drives, special clean up drives, etc.**

Objective:

To bring importance of education to the community

Background:

There is much disillusionment with the current system of education with many people having little or no faith in the learning outcomes of the children attending corporation schools. The challenge is to show the community that learning is happening and that the children are enjoying it.

Approach:

Develop² community outreach programmes such as ^{1^}metric melas, quiz contests, cleanliness drives with message delivery and motivation by the children, etc. The teachers will plan these activities with the PTAs.

e. Improvement and expansion of excursion programmes

Objective:

To provide a broader education to corporation school children.

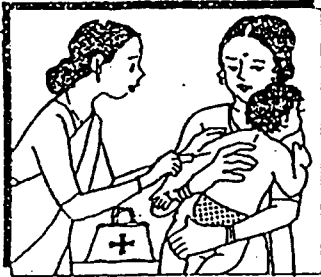
Background:

Currently excursions for corporation school children are limited and there is no systematic inclusion of excursions into the annual lesson planning. Excursions are not clearly defined in terms of educational value and preparations for such excursions are limited.

Approach:

A working group of teachers and resource persons will be formed to identify excursions within and around Chennai, which can be considered of educational relevance for the different standards. These places will be visited and with the local resource persons, a schedule of what is to be seen and done will be drawn up. The working group will define pre- and post-excursion activities, which will be taken up by the teachers. Then a schedule for excursions will be drawn up for all schools in consultation with all HMs and the places to be visited. A review of the excursions will be undertaken after the first year to assess the impact of excursions and document lessons learned for the following years.

PICTURE . 7



RIGHT TO SURVIVAL

- Right to life
- Right to highest standard of health care
- Right to adequate nutrition
- Right to adequate standard of living
- Right to name and nationality

"If we are to reach real peace in this world, and if we are to carry on a real war against war, we shall have to begin with children. And if they will grow up in their natural innocence, we won't have to struggle, we won't have to pass fruitless, idle resolutions, but we shall go from love to love and peace to peace, until at last all the corners of the world are covered with that peace and love for which, consciously or unconsciously, the whole world is hungering."

— Mahatma Gandhi



RIGHT TO PROTECTION

- Right to freedom from all forms of exploitation, abuse, inhuman or degrading treatment, neglect, emergency situations and armed conflict.

UNDERSTANDING CHILD RIGHTS



RIGHT TO DEVELOPMENT

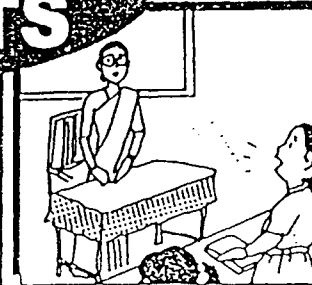
- Right to education
- Right to support and care for early childhood development
- Right to social security
- Right to leisure and recreation
- Right to development of full potential

THE CONSTITUTION OF INDIA

The State shall, in particular, direct its policy towards securing ...

... that children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and that children and youth are protected against exploitation and against moral and material abandonment.

(Excerpt from Article 39, Directive Principles of State Policy)



RIGHT TO PARTICIPATION

- Right for freedom of expression
- Right for respect for views
- Right for access to relevant and appropriate information
- Right for freedom of thought including conscience and religion

- f. Bringing child rights into the curriculum, celebration of special days such as Child Labour Day, Children's Day, World Health Day, etc.**

Objective:

To create awareness on child rights

Background:

Many socially relevant issues such as child labour, health, right to childhood, right to education, etc are not discussed in classrooms. These issues are of relevance to many of the children.

Approach:

Based on the materials developed by UNICEF and Save the Children, special activities and lessons will be planned around specific dates such as Child Labour Day, Children's Day, etc. Support will be sought from NGOs and UNICEF in developing special events.

3. School Health and Sanitation

- a) Strengthen school health programmes of the Health Department and implement an extensive school level check up programme for all school children at the beginning of each school year.**

Objective:

Ensure that all outreach services for regular health check-ups are provided to all children.

Background:

The government has a comprehensive school health programme to ensure that regular check-ups take place. There is still scope for strengthening referral and follow-up.

Approach:

School health check-up programmes will be linked to information sessions for the children on basic health care, preventive measures, and good health practices. Providing each school with a list of referral hospitals, clinics and names of doctors will strengthen referral systems. Each school will have one GP or pediatrician attached who will provide advice on referral or on treatment. Schools will also be provided with regular notification to inform them on currently occurring infections, diseases or illnesses and with advice on what preventive steps should be taken.

b) Implement a new curriculum on school health in all classes

Objective:

Ensure that proper health practices are imbibed in all children.

Background:

Tamil Nadu has developed an extensive and innovative school health programme. In Chennai resource person training and teacher training has^{ve} been completed. The challenge will be to motivate teachers to implement this 'Total School Health Programme' and to ensure that all necessary support is extended to all teachers.

Approach:

The implementation of the Total School Health Programme will also be included in the monthly school review meetings at the cluster level. Linkages to the community through the Health and Sanitation Melas as well as participation in immunization campaigns, cleanliness drives will be developed. Award schemes for the healthiest school, the cleanest school, the best teeth, etc. will be constituted.

c) Develop a school sanitation initiative and strategies for keeping schools clean by the children

Objective:

To ensure that all children in all schools maintain proper hygiene and sanitation standards.

Background:

With the support of UNICEF, the Corporation of Chennai has already initiated the process of providing latrines and drinking water to all primary and middle schools of Chennai. The challenge facing the schools will be to ensure proper hygiene practices by the children and the overall maintenance of the latrines and water sources.

Approach:

School committees with teachers and students will be formed in all schools to maintain overall cleanliness, particularly of the latrines. These committees will have rotating membership to ensure participation of all

children. The aim is to make children and teachers take up the responsibility for the hygiene standards of their school while at the same time ensuring that all children use latrines properly and maintain personal hygiene. All toilets and dining areas will have pictorial instructions painted on the walls on good hygiene practices. The present inadequacies in maintenance of toilets will be rectified. The maintenance will be properly monitored. ^{Workshops} Students will be organized as well as workshops with children for developing communication materials to be used for spreading messages in the school and the community. Health and sanitation melas will be organized by the students to take messages into their community. Orientation of PTAs, local community leaders and other social organizations will be taken up. In localities covered by the private waste disposal company joint strategies for organizing health and sanitation melas and other special events will be developed.

III. Community participation :-

1. Increased Enrolment and retained through community [~] Achievement level

Objective:

School attendance and school upkeep should become community responsibilities.

Background:

The lack of community ownership of [~]corporation schools is a big hindrance to promoting universal education. There is no interest in the community about contributing in any way towards the upkeep of the building, the compound or the facilities provided. The overall result is an

environment, which does not encourage children to take on a positive attitude towards school and education; this in turn also affects the child's motivation and learning outcome.

One of key reasons for this attitude is the lack of community involvement and community responsibility for the school – both in terms of the physical infrastructure as well as the learning process that takes place. Schools have become government property where there is no room for the community. This attitude will be changed under the proposed project.

Approach:

With the active involvement of the Arivoli Iyyakam movement, the corporation schools and functionaries will take the schools back into the community. Problems faced by schools will be taken up through organized community meetings to bring these problems to the general public notice and to create awareness these conditions pose to the children. The schools will develop outreach programmes to inform the community on learning achievements, special projects undertaken and the children's performance. Community awareness as well as community monitoring of school attendance will also be addressed.

2. Community Mobilization / Strengthening of Parents Teachers Association

a) Greater involvement of parents in the process of implementing joyful learning and making schools more child friendly

Objective:

To create awareness amongst parents on “joyful learning”

Background:

Currently parental involvement in education is limited; children do not have much to bring home and share with their parents in terms of what they have learned. Also parents generally do not think too highly about the education their children receive in corporation schools. They also do not see any role for themselves in supporting schools.

Approach:

The HMs and teachers in all schools will develop an orientation programme on “joyful learning”. All parents will be invited to a special session in which the new approach, its objectives and teaching methods are explained. Regular exhibitions and community events will also support awareness creation.

b) Promotion of model PTAs

Objective:

To strengthen PTA involvement in schools

Background:

In many schools, the PTAs are not very active. They collect funds for specific events or the purchase of selected items. There is very little

involvement in the school affairs and often neither the PTA members nor the teachers have a clear idea of what the PTAs role should be.

Approach:

A workshop with PTA representatives, teachers, HMs, zonal officers and resource persons will be organized to jointly define the role of PTAs within the context of “joyful learning”. Their definition will then be shared with all HMs and PTAs for discussion and for defining specific activities under the new definition. Special attention will be given develop to model PTAs per zone whose members can then become resource persons in developing the PTAs in other schools.

1. Promotion of zonal PTAs

Objective:

To develop parental support groups at the zonal level to assist in planning and implementing school and community programmes in every zone.

Background:

With the development of school clusters, zonal resource persons and strengthening of supervisory and management skills of the zonal education officers, the zones will become more active in planning and monitoring activities on their own. In this context, the setting up of zonal PTAs to participate in this process will be very beneficial.

Approach:

A resource group will define terms of reference for the zonal PTAs. These will be derived from the visioning exercise planned under point #2.

Selection of members for the zonal PTAs will be through the school PTAs in consultation with HMs and zonal education officers. These zonal PTAs will participate in zonal planning meets, will support the monitoring of school activities and mobilize funds.

2. Orientation of Community Leaders

Objective :

To orient the council members, CBO' and Youth Leaders on the objectives of SSA the rights of a child and the importance of Education.

Background:

There is gap between the school and the community and its involvement in school development. The school needs full support from the neighbour hood in terms of awareness creation, sending children to school , helping in retention and discouraging child labour

Approach:

Special module will be framed to orient all 155 councilors ,community based organisation and Youth leaders in slums. Beside Arivoli Iyakkam volunteers who had helped in the Literacy programme will also be oriented. Subject like child rights, Healthy school environment, Importance of retentions, the hazards of child labour, and their participation in school development and good education for the child will also be dealt comprehensively.

3. Private Sector Participation

- a) **Invite key public figures of various walks of life to become ambassadors of education.**

Objective:

To put elementary education high on the public agenda as a universal right of all children.

Background:

Elementary education needs to be in the middle of all public discussions and debate to ensure that it is given priority. Government support, corporate sector, the media and leading personalities' support is needed.

Approach:

Two leading actors/sports stars will be identified to promote primary education. They will use all their public engagements to talk about the right to quality education. The Chennai Mayor and Corporation Commissioner along with the Deputy Commissioner of Education will also use every opportunity. A small booklet with the salient messages will be developed for this purpose.

b) Develop partnerships with CII and private industry as well as private social organizations and NGOs for education.

Objective:

To involve the private and the corporate sector in education.

Background:

The current government budget for maintenance of schools, the provision of additional classrooms, materials, etc. is limited and results in schools often having to wait many years to receive all support. Further, the active support of private corporate houses or social organizations provides moral support to schools and shows the children and their communities that others care about them. The experience of the Lions and Rotary Clubs in adopting schools shows that both sides can benefit from working together. The adoption of individual schools with the commitment of ensuring that all enrolled children will complete 8 years of elementary education is a positive approach of social responsibility for education.

Approach:

A round table on education will be constituted by the Deputy Commissioner of Education to meet with social and corporate sector to discuss progress made in education. This round table will only meet once a year to review progress, identify areas of involvement and make financial commitments for individual schools or specific activities or events. All members of the round table will also make the commitment of promoting universal quality education ^{for} in all, ~~for a~~ they interact.

b) Social mobilization/awareness creation using private advertising companies and private sector sponsorship

Objective:

To develop challenging messages on education and on child labour which will influence public opinion.

Background:

Most private advertising companies have made a commitment to support social causes. Through such companies good TV spots, advertising campaigns, hoardings, etc. have been designed which have had a strong influence on the general public. Advertising companies have also in some cases mobilized their clients to fund such campaigns on social awareness.

Approach:

Identify one or two advertising agencies who will take up the challenge of developing messages to promote the right to quality education for all children of Chennai and to mobilize public opinion against the employment of children. This/these agencies will be briefed on the education strategy of Chennai and will interact with children, teachers, parents, child labourers and employers before they design a strategy. Their advise will also be sought for all other communication activities planned under the education strategy.

CHAPTER - V

COVERAGE OF SPECIAL FOCUS GROUP

This chapter deals with programmes for special focus group covering early child-hood care, alternative schools and gender based programmes. The objectives, background and approach for each of the activities have been dealt elaborately. The aim is to concentrate on special groups and motivate them to go to school through alternative innovation programmes. This will lead to the enrolment of more children.

Innovative schemes have been proposed under this component of special focus groups. The fleets of NGOs in Chennai are a source of support since they have established good rapport in the slum communities. Hence these schemes will be implemented with their co-ordination.

1. Early Child hood Education (ECE)

a) Provision of Crèche Facilities and Quality Pre-school Education

1. Strategy for Provision of Crèche Facilities in selected Anganwadi Centres

Objective:

To provide quality crèche facilities in selected Anganwadi centres, where there is a high incidence of working women with young children.

Background:

Chennai has a large number of women working far away from their home with no or limited facilities for child care for very young children. While there

are no studies on this subject, experience of NGOs operating crèches as well of ICDS, there is a high demand for such facilities, and that solutions found in the absence of good crèches are not always conducive to the physical and mental development of the child.

As the Chennai Corporation has opened KG sections in 30 corporation primary schools, the Anganwadi centres adjacent to these schools now have fewer children to ^{be} cared for. As these Anganwadi centres have trained staff in the form of a worker and a helper as well as the necessary infrastructure, the project proposes to help all the centres in selected areas (~~into crèches~~) These crèches will provide a stimulative and caring environment, which will become the foundation for a good primary school education.

Approach:

Training will be organised on crèche management and activities. Local NGOs will also be encouraged to open crèche facilities in selected areas where there is a high demand and where the corporation can provide the necessary space in terms of excess classrooms or unused noon-meal centres.

The training of the workers will focus on stimulating young children through interaction and play, and will be based on the developmental milestones. The milestone approach will also enable the workers to track the children's development.

2. Provision of KG Sections in Corporation Primary Schools and Strengthening the Linkages between Primary Schools and Anganwadi Centres

Objective:

To provide LKG and UKG sections in 100 corporation primary schools and to develop pre-school/school readiness activities at the Anganwadi centers^{re}, which are in line with the joyful learning strategy, adopted by the corporation schools.

Background:

One of the key lessons learnt in education development is that the foundation for a good education is laid in the early years. In 1997 Chennai Corporation opened LKG and UKG sections in 30 corporation schools with the material support of Lions and Rotary Clubs of the city. The teachers all had been trained in Kindergarten teaching and were also provided with additional orientation by a private city school. These sections have proven to be very popular both with parents and children. The corporation therefore plans to open KG sections in all corporation schools where there are large numbers^{of} pre-school aged children.

In Tamil Nadu, the services rendered by the Anganwadi centres have had a positive impact in terms of school enrolment and retention in the first years of primary school for children from economically disadvantaged backgrounds. A closer linkage between the primary school and the Anganwadi centre in the joyful learning approach will be beneficial.

Approach:

A school readiness assessment along the lines of the model developed in Kerala (NEST) will be developed for Chennai to facilitate, monitoring the

progress of children at the KG level. Strengthening the existing KG curriculum, lesson planning and training programmes will be undertaken during the project. Also, the pre-school programme of the Anganwadi centres will be reviewed in their relevance for preparing children for joyful learning. Master trainers of the education department and the special trainers of the Social Welfare Department will design additional or alternative activities jointly, if this is considered necessary. Joint monitoring and reviews by the two departments and regular interactions between primary school teachers and Anganwadi workers will be conducted to strengthen linkages.

2. Alternative Schools (ALS)

a) Bringing Education of Child Labour^{er}s and Street Children

1. Expansion of transit schools and introduction of full-time transit schools

Objective:

To ensure access to education for all former child labourers

Background:

There are currently 40 transit schools in Chennai that cater only to a relatively small number of child labourers interested in returning to school.

Approach:

To increase coverage and access to transit schools, the number of NGOs and the number of transit schools in operation will be increased to 50. Focus will continue to be on the zones with a higher incidence of child labour. Linkages will be established with the education department to ensure that children can be integrated into corporation schools after having completed

transit school. The NGOs and their teachers will also be exposed to the joyful learning/ teaching methodology.

2. Conduct transit camps for newly enrolled child labourers

Objective:

Motivate children to return to education^{system} and strengthen their resolve to stop working

Background:

Transit camps and residential camps for former child labourers have proven to give the children the strength to break away from their working life. The intensive orientation and the motivation given during these camps give the children the encouragement that they need. It also enables them to bond with the other children returning to school.

Approach:

A series of transit camps and residential camps will be organized for children just entering the transit schools and for children about to move into regular schools.

3. Social mobilization

Objective:

Creation of public opinion for education and against child labour in the affected communities

Background:

Child labour is still considered a necessity by many people including parents. Extra incomes needed by the family as well as disillusionment with education are still strong factors leading to child labour.

Approach:

A campaign on child labour will be taken up to complement efforts undertaken for community mobilization for education. The challenges to be raised are the payment of minimum wages, use of the child's income and their future. In these community campaigns, the troupes of the Arivoli movement will be used. Messages and medium of message delivery will also be developed with them.

4. Special scheme for children of construction workers and other migrant labourers

Objective:

To ensure that all children who are temporarily residing in Chennai also have access to education.

Background:

Most children who come to Chennai with their families to work on construction sites do not have access to education. They lack transfer documents, do not possess proof of residence, and thus cannot attend school.

Approach:

A survey of all children living on construction sites will be conducted. Based on this data, children who are 8 years or younger will be enrolled in the ~~next~~ ^{nearby} corporation primary school, the need for proof of residence will be waived for them. For older children mobile transit schools will be set up, initially in twenty areas with a large concentration of construction sites. Employment of these children at the sites will be monitored closely.

- b) **Strengthening Mechanism for prevention of employment of children**
i. **Programme for Child labourers in the hotel and other service sector.**

Objective:

To eliminate child labour in the hotel and service sector requiring licenses from the Corporation of Chennai.

Background:

There are a large number of hotels and other food processing and selling establishments which require licenses from the Corporation to function. These licenses have to be renewed annually and any violation of rules laid down in the license will result in immediate closure of the establishment. Thus if the ban on employing child labour is included in the rules of the license, then enforcement of a ban on child labour will be more effective than under the existing rules of the Child Labour Act.

Approach:

The Deputy Commissioner Health will constitute a working group which will include NGOs and which will come up with a draft clause on the ban of child labour, which will be included in all licenses issued to establishments by the Corporation of Chennai. The approval of the draft by the Corporation will result in the inclusion of this clause into all licenses issued after its notification. As per the Supreme Court ruling of 1997, the financial fines as defined in the ruling will be enforced. Once the clause has been approved, a public announcement thereof will be made. Non-formal educational centres will be started for hotel workers at the rate of 5 in each zones.

1. Inclusion of ban on child labour in all contracts for public works undertaken by the Corporation of Chennai

Objective:

To ensure that no children work on public construction sites funded by the Corporation of Chennai.

Background:

Currently ~~there~~ it is a common sight to see children working along with their parents on roads or other public construction sites. As the work is carried out by private contractors, government officials often feel that they cannot be blamed and also do not see themselves in a position to monitor all construction activities in regards to the employment of children. Often these children come with their families from other districts or even states.

Approach:

In all contracts issued by the corporation for the execution of public works, a clause will be included which specifies that the employment of child labour and/or bonded labour will result in the cancellation of the contract. Punishment will be as per the law (Bonded Labour Act)/Supreme Court ruling on child labour. ^{THE} ~~This~~ inclusion of this clause into all contracts will be shared with the media for wide coverage.

2. Sensitization training for all health and labour inspectors as well as other field functionaries of the corporation

Objective:

To create awareness amongst health and labour inspectors and other field functionaries on the need to ban child labour

Background:

In Chennai, enforcement of the Child Labour Act is solely the responsibility of the labour and factory inspectors, who are overworked and who cannot visit all places which employ child labour. If child labour ban clauses are added to all licenses and contracts issued by the corporation, any staff member of the corporation will have the right to monitor their enforcement. Here, the health inspectors will be very important, as they have the responsibility of monitoring all restaurants, hotels and shops where food is stored, processed and sold. This is a sector with a large number of child labourers.

Approach:

A two day sensitization training along with an orientation on the new clauses to be added to all licenses and contracts issued by the corporation will be conducted in batches of 30 participants for all concerned corporation staff. The training will be conducted with the support of NGOs working with child labour. After three months, a review will be conducted for all participants to share experiences and discuss problems faced. During monthly review meetings conducted by the DC Health, DC Works and DC Education, monitoring child labour will be discussed. Wide press coverage will be given ☺

3. Sensitization of all corporation staff through special awareness creation campaigns

Objective:

Awareness creation amongst the corporation and zonal officers on the need to eliminate child labour

Background:

As corporation functionaries operate in a broad spectre of public life, ^{their} ~~their~~ role in eliminating child labour is critical. Their ability to monitor the employment of child labour and enforce existing rules and norms will make a big difference to the number of children employed. Also enforcement of the Supreme Court order on ^{imposing fines to} ~~the fining of~~ units employing child labour will only be possible through close monitoring by the corporation staff.

Approach:

With the support of the Arivoli Iyyakam Movement, their troupes and volunteers, a campaign targeting corporation staff will be designed. Posters, plays and information brochures on child labour will be developed/modified and special sessions in the Ripon Building and all key zonal offices will be conducted.

4. Publicize industries in Chennai which employ child labour

Objective:

To create awareness on the key employers of children both in the manufacturing and the service industry. This should both result in consumers/clients becoming aware as well as employers themselves rethinking their employment of children.

Background:

There are large numbers of children working everywhere. Currently most of the public ~~does~~^{do} not notice them, or ~~does~~^{do} not see them. To change ~~the~~^{the} public attitude, the plight of the working children has to be brought to their notice. The poverty excuse for employing children instead of adults needs to be exposed for the abuse of labour that it actually is.

Approach:

A partnership with one or two key private advertising companies who is willing to provide their services free or at cost will be established. A media campaign on child labour will be developed with their support along with a strategy for bringing corporate funding for the campaign. Request to papers to do special features on child labour in Chennai as well as in the post literacy campaign of the Arivoli Iyakkam movement will deal with specific case studies on the plight of the children.

Linkages will be established with the visual media to deal with child labour as a corner stone in the campaign. Workshops for journalists will be organized with NGOs. The project will provide funds for making a documentary on child labour in Chennai.

5. Develop a campaign to highlight the physical and mental hazards of child labour

Objective:

To create awareness on the health hazards faced by child labour

Background:

The Child Labour Act specifies which industries are considered hazardous and thus should not employ children. The ^Aact does not address the hazards faced by children in general, when they are exposed to environments and work for which they are neither physically nor mentally ready. General public awareness in this regard is very limited and many still accept the need for

child labour to supplement family income irrespective of the risks a child may face.

Approach:

This campaign will be linked to the campaign to highlight industries/sectors employing child labour. The private advertising agencies will be asked to design brochures, hoarding, TV ads, etc. on this issue. The documentaries on child labour will also include information on the health hazards faced by the children both in the long and short term.

6. Involve public figures and popular artistes in campaigns to ban child labour

Objective:

To influence popular sentiment for universal elementary education and the elimination of child labour. The focus will be on total enrolment and retention of all children in school up to the age of 14 and prevention of any new entrants into the child labour market.

Background:

Popular artistes and leading figures in public life have much influence on public opinion on critical issues. The involvement of popular film stars in the AIDS awareness campaign for example contributed much to public awareness creation.

Approach:

Two cinema actors with large following will be made ambassadors for education and the elimination of child labour. They will mobilize their fan clubs

for school enrolment drives and for identifying out of school children. They will use every public occasion to speak about SSA & UEE and the need to eliminate child labour.

3. Disabled Children

With regard to the number of Disabled children the SSA survey revealed that there were 0.25% Disabled Children which comprises of Hearing, Physical, Mental and those with eye sight problem. Beside the survey done in the city of Chennai with regard to the enrolment of children in 2000 also revealed a total number of 13000 children ^{are} ~~has~~ disabled. Hence this proposal aims at identifying all those children who have not gone to school due ^{to} some kind of ^p Physical disabilities and to motivate their parents on the importance of Universal Education.

1. To ensure that all disabled children who can be integrated into regular schools are enrolled

Objective:

To ensure that all children whose physical handicaps do not hinder them from following regular classes are enrolled into school.

Background:

A recent survey of school-aged children in Chennai found that handicaps and disabilities were an important reason for not sending children to school. While the survey does not give any indication as to whether physical access to schools or the attitudes of schools towards disabled children played a role in not sending them, the project proposes to address all possible hindrances ⁱⁿ ~~to~~ sending all children with physical handicaps to school.

Approach:

Based on the survey, all children with physical disabilities will be identified and motivated to attend school. While children in the 6 to 8 age group can be integrated into regular schools, special bridging classes will have to be organized for older children along the lines of the transit schools. NGOs who have the experience of working with children with disabilities will assist the Corporation in running these. Further, an assessment of the physical infrastructure of all schools will be conducted to assess where ramps, railings and other aids have to be added. To facilitate entry into regular schools, sensitization programmes for the children and the teachers will be developed. These will explain the disabilities the children face and encourage the other children to define what support they can extend to their fellow students. Close linkages will also be established with the Rehabilitation Department and Lions/Rotarians to ensure that all children needing aids receive these.

2. To establish special classrooms differently abled children (to be assisted by NGOs)

Objective:

To ensure that all differently abled children have access to education.

Background:

Disability has been a reason for keeping children out of regular school and many parents are either unaware or cannot afford special education. Special education has proven to be very beneficial in enabling the children to develop skills and improve their overall development. This is the reason why the Education Department sees a great need to ensure access to education for all differently abled children.

Approach:

Based on the survey findings classrooms in the existing schools would be designated for differently abled children, critical areas will be identified and reputed NGOs will be invited to help the Corporation of Chennai establish special classrooms in these areas. In other areas, special efforts will be undertaken to enroll all children in existing schools or centres run by NGOs for specially abled children. As the Government of Tamil Nadu is developing a special policy for the education of differently abled children, the strategy of the corporation will play a critical role in defining strategies for the government action.

5. Gender Based programme

) Girl Child - Domestic Workers

Objective

To bring out their latent talents through the formation of children club and to create ~~an~~ opportunities to interact with ^{other} ~~outer~~ children .

Background:

It was found the parents' attitude towards education have a major effect on education. If either of the parents is literate especially women they are willing to send their children especially girls to schools. The huge dropout rates indicate ^{that} especially girls are ^{kept at home} ~~needed~~ for looking after siblings and for domestic work. ^o opportunities to go out were denied to most of the domestic child labourers. Interacting with family members and neighbours, playing and sharing feelings with close friends could be some of the activities conducive to such growth. There is no opportunity given to bring out their talents.

Approach

Orientation will be given and NGOs will conduct creative activities, sports activities, competition etc., 3 days residential camp will be conducted and they will be made to interact with other children and share their feelings.

b) Reduction of Child abuse:

Objectives

To impart leadership training, family life education, reproductive health and value education, ^{besides} organizing ^{besides} non-formal education center.

Background

The concept and practice of child labour is economically unsound, psychologically disastrous and morally wrong. When the children start working at a young age they remain illiterate, unskilled and unable to demand their rights for equal wages and do not have better condition to work., child domestic worker^s are subject to exploitation since they are weak and ~~the~~ vulnerable.

Approach

Child domestic workers existing in the different part^s of the city will be identified by NGOs and non-formal education center^s will be organised for them. Besides, a two day training along with orientation on the family life education and value education and leadership will be conducted for the 3000 domestic girl child workers in the city. Programme^s will be conducted with the support of NGOs working with child labour project.

CHAPTER – VI

Research, Evaluation and Strengthening the Monitoring and Supervision Structure

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 guided 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;

- 1. Development of observation schedules for assessing teacher competency levels to feed into teacher training programmes**

Objective:

To develop a system for developing need-based teacher training programmes.

Background:

Currently most teacher training programmes are developed based on what is considered necessary. As the “joyful learning” approach becomes established, a sound system for training needs assessment of teachers needs to be developed.

Approach:

Observation schedules for assessing teacher competency will be developed. These will be used by the resource persons during their monitoring visits in schools and will be analyzed in terms of skill upgrading. These schedules will not be used for teacher evaluation purposes. A data bank on the skills will be developed to enable longer term planning of training programmes.

2. Strengthen/Develop learning achievement monitoring tools at school and corporation level

Objective:

An effective learning achievement monitoring system for all schools of Chennai.

Background:

The first generation of learning achievement-monitoring ^{tools} schools has already been developed and is currently in use in all corporation primary schools.

Approach:

A city level resource team supported by the school clusters will continuously monitor the use of the learning achievement monitoring tools. Their effectiveness will be tested through follow-up tests with children. Feedback by teachers on the indicators used to monitor achievement of competencies will also be compiled and analyzed for developing improvements.

The entire process will be documented to enable the corporation to share its lessons learned with others.

3. Develop qualitative indicators for measuring the child friendly school initiative

Objective:

Develop a system for measuring quality in the overall performance of schools

Background:

Currently there are no clear criteria for defining the quality of a school. These are necessary to develop strategies for school improvement. By defining some of the activities, which will be taken up under the heading “child friendly schools”, the corporation plans to move towards creating truly child friendly schools.

Approach:

The impact and relevance of the activities taken up under the child friendly school initiative as well as the various other activities will be assessed through a longer-term evaluation, which will cover the entire three-year period of the project.

4. Conduct impact studies

Objective:

To assess the impact of the various initiatives being undertaken by the education department of the Chennai corporation

Background:

Major changes are being envisaged for education in Chennai, many are new, and there is little experience in terms of what the outcomes will be. For the purpose of documenting these changes, developing future plans and sharing the experience with others, impact studies will be conducted.

Approach:

All new inputs into the corporation schools will be studied both individually and within the context of all other interventions. A series of baseline studies will be conducted at the beginning of the project, then assessed after the first and second year and a final study will be undertaken after completion of three years.

5. Document the training process and its outcome in films

Objective:

Document the training process for future reference and for training

Background:

The joyful learning training sessions are difficult ~~to~~ ^{to} only document in the written form. The response by the teachers, its progression during the course of the training and their feedback at the end of the workshop cannot always effectively put on paper. Further, the teacher's return to the classroom after the training also is valuable material for documentation and for future training.

Approach:

With the support of professional filmmakers all training activities to be undertaken during the first year of the project will be filmed to gather material.

Filming will also take place in schools to observe the teachers as they implement what they have learned during the training. A series of short films will be made looking at training as a whole, standard and subject specific training and standard and subject specific teaching in schools.

6. Conduct studies on the impact of the transit schools, retention and achievement of transit school children

Objective:

To assess the impact and relevance of transit schools to putting child labourers back into school or other forms of education

Background:

Transit schools have been identified as the key strategy in Chennai for bringing children out of full time work and back to education. As the city is planning to expand the number of schools and also looks at promoting this approach to other urban centres in Tamil Nadu, an impact study is needed.

Approach:

The study will focus on four groups of children, those who graduated to Corporation schools in 1998/99, those who graduated in 2000, those who have taken up some other form of education and those who have returned to work as child labourers. Their levels of learning will be assessed along with the causes of their action after leaving transit schools. A second study will look at the different approaches followed by the different NGOs running transit schools to assess their strengths and weaknesses in bringing children into school and ensuring that they do not return to full time child labour. This will not be an

evaluation of the NGOs, but a study to provide insight into what are successful strategies/approaches.

7. Conduct studies on the impact of social mobilization and awareness creation campaigns

Objective:

To assess the relevance of social mobilization campaigns.

Background:

Social mobilization and awareness creation campaigns are time and money consuming affairs. To be able to better assess their impact and relevance, a study has to be conducted. This will give insights for future planning.

Approach:

A study will be conducted looking into the different strategies used to mobilize different target groups looking at attitudes before and after the campaigns or mobilization drives. The study will attempt to indicate which messages and which forms of delivery are the most effective and why.

8. Develop skills amongst interested teachers to conduct action research on education

Objective:

To encourage research into teaching methods and outcomes amongst schoolteachers for school level impact documentation ,

Background:

Research to study changes in teaching and learning can be done by teachers interested in studying their causes and effects. Many teachers are interested but do not have the necessary skills for conducting action research.

Approach:

Linkages will be established with the Madras School of Social Work or a strong department of education or social work from one of the lead colleges of Chennai ^{and with the D.G.T.} They will develop a training programme for interesting teachers on how to conduct action research. A resource group will be put together to provide support and guidance to any teacher interested in conducting research.

9. Conduct studies on child labour especially causes of new entrants into the child labour market.

Objective:

To document reasons for new entrants into the child labour market despite efforts to prevent these

Background:

The main challenge facing Chennai in the elimination of child labour, ^{is} ~~is~~ the prevention of new entrants into the child labour market. The study would give insights into causes of new entrants, their backgrounds and thus the direction for action to be taken in the future.

Approach:

These studies will be undertaken in collaboration with one of the departments of social work and under the guidance of two of the local NGOs with a good experience in dealing with the problem of child labour. A series of case studies will be collected covering all industries where there is still a large number of new child labourers coming into the labour force. These findings will then be presented to the corporation to provide the basis for future action.

To implement all these programmes^{is} there will be formation of the zonal resource centers^{is} on a two^{lie} ~~is~~ system that is ZRC and URC with the help of resource groups.

10. The Zonal Resource Centres

In each of the 10 zones of Chennai Corporation, Zonal Resource Centres will be set up. The objective of setting up these offices is to provide Zonal management centres, which are accessible to all relevant Zonal staff and where data and information can be accessed to planning and implementation. These will be managed by the Education Supervisors and will be situated either in schools with excess classrooms and/or lead schools. The Zonal Education Supervisors will work primarily from these offices, which will also function as a meeting point for consultation and discussions with other department functionaries, resource persons, head masters/mistresses, etc. The offices will be equipped with computers with email facilities to facilitate the flow of data and information for monitoring and daily interaction between the centre and the project office as well as the corporation education department. The resource centres will be equipped with cyclostyling machines to reproduce materials for

school use. They will also have a resource library to be used by resource persons and teachers for lesson planning and for information.

11. Resource/Expert Groups

The Government of Tamil Nadu has set up a Special Resource Team for Joyful Learning, which has been masterminding the spreading of joyful learning throughout the state. Based on this experience, the project envisages setting up resource groups. The project will work closely with the Special Resource Team, using their expertise in designing and implementing the various teacher training programmes.

Resource or expert groups will be formed to cover all aspects of the project. These groups will be made up of external as well as internal resource persons, who have strong skills in specific areas. Their responsibility is to plan, design and implement (train) subject or area specific activities and to ensure that there is constant support in terms of monitoring/advice or provision of new inputs at the school level. These groups will meet every quarter to discuss the feedback received from the schools, to plan further and to bring in innovations and improvements wherever possible. These resource groups will document their work and report every quarter to the project office. Active teachers involved in the resource groups will be given less teaching responsibilities to ensure that they can spend sufficient time working as resource persons.

The groups will define their own working mode and timings. Membership to these resource groups is open throughout to enable committed and experience resource persons to join at all times. Each resource group will identify committed and interested teachers who will support their activities at the zonal level. This two-tier system will ensure that maximum support can be

extended at the school level during classroom activities. At the beginning of each year, each group will design a plan regarding the specific areas, which they will focus on throughout the year. The modus of work will be defined individually by each resource group headed by DIET and will depend on the activities they plan to undertake. The monitoring of the functioning of the groups is the responsibility of the project officer, along with the Training input from DIET.

12. Unit Resource Centers^{re} (URC)

URCs are the resource centers^{re} proposed to be established at Unit Level under SSA to cater to the professional requirements^{re} of primary school teachers. There will be 155^{URCs} and each URC will be provided with three Unit Resource Persons for providing continuous on^{the} job support to the Primary teachers and conduct ~~of~~ various in-service training programmes at Unit level. AEO/ Supervisors and RPs will be working as a team for the improvement of quality of classroom transaction. All Unit Resource Centres (URCs) will be provided with ~~a~~ pucca buildings^s for conduct of various training programmes and as well as for the functioning of HMs from this office.

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 URC staff through orientations, exposure visits etc.

13. Function of ZRC and Resource Groups

All the schools in the units will be divided among three RPs for effective monitoring ^{and} supervision.

Each URP will visit all the schools in his cluster once in a fortnight and monitor the attendance of pupils and teacher and observe classroom transaction of all the teachers and provide necessary guidance. Each URP also records his impressions in the Academic guidance register.

Each URC will maintain the information on various aspects of primary education pertaining to all the habitations in the form of registers and records viz., Unit profile, School profile stock file, school monitoring returns, Enrolment and Retention school wise particulars, school wise furniture, equipment and accommodation details, Unit Census Register, Habitation Education plan Register, AEO and RP hand book, etc.,

In addition to monitoring the schools, the RP also visits Early child hood Education centers and meets the School committee members. Several orientation programmes have been planned for RPs in the fields of pedagogy, Girls Education, ECEs, Community mobilization, etc., for their capacity building and enable them to take up monitoring and supervision, effectively for UEE.

a. Teacher Centers (TCs)

Teacher centers are sub Unit structures wherein primary teachers meet once in a month for professional exchange and to deliberate on the new innovations, ideas, TLM and other issues. Each TC will be provided with Rs. 2000/- as Annual Grant for procuring necessary stationery and other TLM. These centers are proved to be effective source of teacher development and teacher motivation and are being served as centers for professional exchange. On an average each unit will be having 4 to 5 Evaluation centres.

CHAPTER – VII

Infrastructure facilities and other Civil Works

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

The assessment of specialist and Consultants and the UNICEF programme revealed that there were problems like over crowded classrooms, in adequate classrooms, running multiple classes simultaneously in single classrooms/ verandah with two teachers etc. Majority schools do not possess proper space for storage and also security for the available materials.

The expenditure on school buildings and other infrastructure facilities will be a one-time 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 improvement of school facilities. The School Committees will be given the responsibility of undertaking construction work of new school buildings, additional classrooms and Unit resource centres in addition to repair and maintenance of school buildings. All PTAs/School Committees have been strengthened in the primary, middle school and oriented well to take self sustained projects.

TABLE NO: 14
INFRASTRUCTURE NEEDED

Zone	No.of Schools	Class Room	H.M Room	Kitchen	Store	Drinking Water	Toilet				Electricity	Compound Wall	Flag Post	Two-in-one	T.V	Science Kit	Maths Kit	OBB
							Students											
							Staff	M	F	B								
I	36	120	13	6	8	27	17	21	46	45	9	12	14	20	27	30	29	46
II	80	127	9	6	9	45	33	71	123	86	19	6	23	29	60	48	51	89
III	67	130	9	8	8	56	21	48	81	80	20	13	36	38	47	46	42	51
IV	62	78	18	9	14	21	9	23	47	61	23	21	28	31	32	35	27	49
V	36	141	14	9	7	31	21	33	71	73	12	6	2	23	36	36	36	10
VI	52	45	5	3	3	11	18	23	53	50	1	5	30	39	36	34	19	5
VII	47	13	9	7	3	15	7	13	9	8	4	3	6	10	18	17	17	25
VIII	33	104	2	6	11	16	33	46	101	107	4	4	15	19	29	30	30	5
IX	37	14	4	7	7	8	33	41	81	71	20	18	21	15	11	10	13	4
X	32	19	14	9	13	24	6	13	14	24	12	9	12	19	21	20	10	25
Total	482	791	97	70	83	254	198	332	626	605	124	97	187	243	317	306	274	309

SOURCE: DEED AND SUPERVISORS OF CORPN. OF CHENNAI.

Community Contribution

In addition to execution of civic works, the community will be motivated to contribute their share in various school development programme. Providing adequate space for the additional classrooms, providing matching 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 material and other cost effective material (cash, kind & Service) will be encouraged. Provision of Bore wells & Sintex Tanks to all the 525 primary and middle schools is being proposed so that there is easy alternative supply of water.

Additional classrooms

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 requirement of minimum additional classrooms in all the project units. This provides minimum required space for each child for interaction and for other learning processes. The school committee will be the executive agency of construction work. Besides, Kitchen, Toilets, Storeroom and electricity are also proposed.

Construction of Building for Zonal Resource Centres and Unit Resource Centres:

URCs has been evolved as successful school support structures in DPEP districts where in buildings have been provided to all the URCs.

Therefore it is proposed to provide Resource Centres at Zonal level to cater to the needs of the teacher at the unit level. Adequate space will be made available for imparting in-service training^{to} the teachers, ~~filed~~ ^{field} functionaries and to provide on the job support to the teachers. In addition it is a centre for various resources such as library books, TLM etc., and teachers will be regularly using these centres for their professional growth and for interaction, AEO and RPs will be functioning from this URC. ZRC will be supported with other additional ~~or~~ facilities such as computers, furniture, Telephone, other equipment^{s,} stationery and other contingencies.

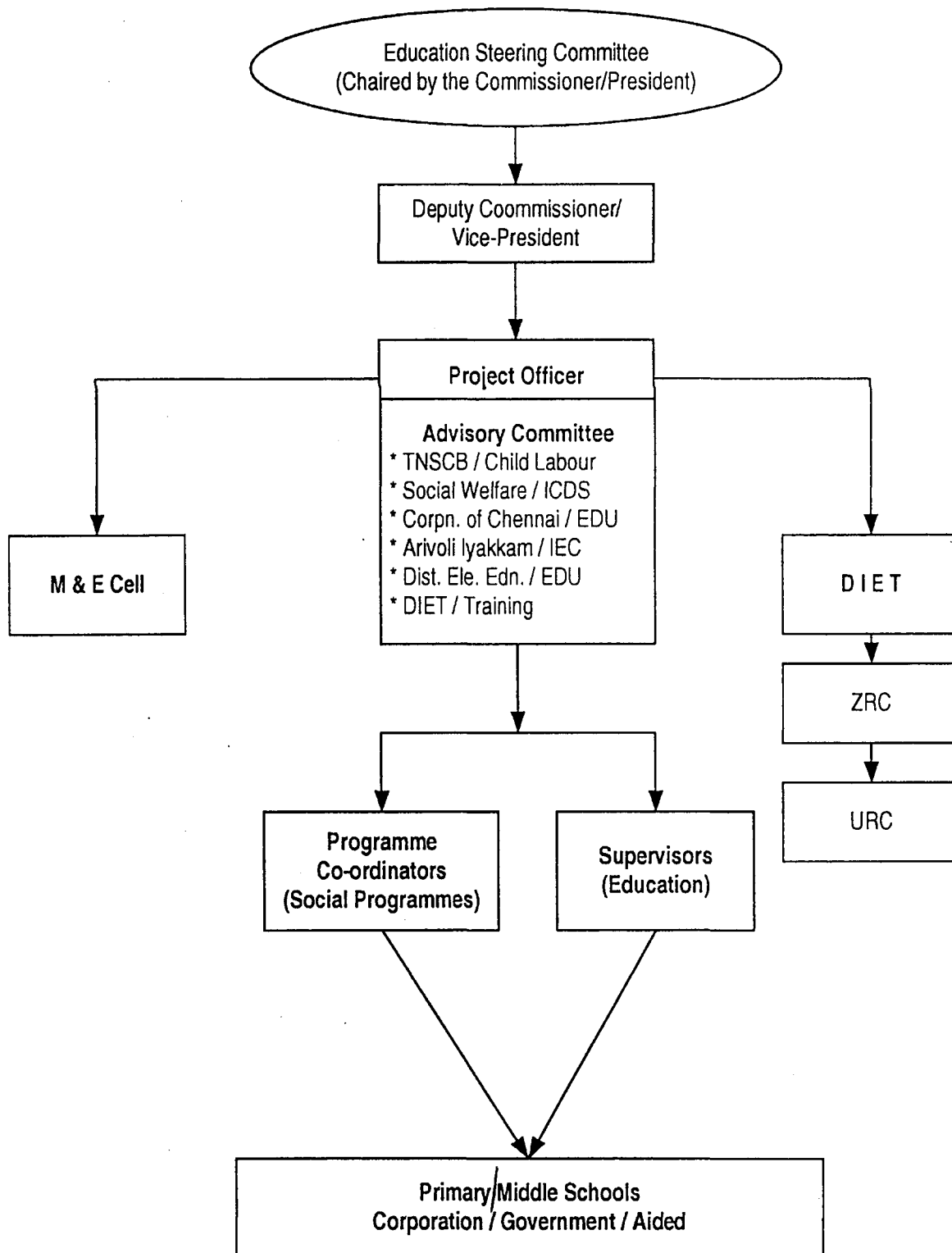
Therefore it is proposed to provide buildings to all the 10 Zonal Resource Centres and 155 Unit resource Centres in a phased manner in 3 years, which ^{will} serve~~s~~ as office cum training^E centres. The AEOs, Supervisors and RPs will function from the ZRC. The total of Rupees 6 and 12 Lakhs per unit will be budgeted for this civil work. The DIET, which is the monitoring department for all training, will so be equipped with a good office so that their co-ordination with the Project officer is easier.

Maintenance and repairs of School buildings

The education plans ~~were~~ developed by the active participation of the community and School revealed requirement of assistance towards maintenance and repairs of school buildings. This includes, ^rRepairs to windows and doors, Cement work on walls and doors, white washing, providing storage facilities, repairs to furniture, black boards etc. The community has been motivated to contribute amount towards maintenance and repairs of school buildings.

PICTURE . 8

PROJECT STRUCTURE



CHAPTER - VIII

PROJECT MANAGEMENT

The Corporation of Chennai being the urban local body in this huge metropolis has been nominated as the nodal agency to implement this programme called ~~the~~ SSA. The comprehensive educational strategy aims at ensuring that all children in the age group of 3-16 years attended educational facilities on a sustained basis and that learning achievements are measurably included.

The project aims at strengthening structures with in the education department to function effectively to support Corporation Schools and to develop an academic support structure that will ensure sustainable and continuous progress in upgrading of ^{quality} ~~the~~ education provided at Corporation schools. It also aims at strengthening decentralized management structures that will be more responsive to the needs of schools and the communities they serve.

The overall project management will be the responsibility of an Education steering committee ^{headed} ~~head~~ by the Commissioner. The Deputy Commissioner Education will be the Vice-chairperson and there will be project officer in the central level. The project office will function under the auspicious of the Deputy Commissioner and headed by the Commissioner as Chairman.

As per the guidelines prescribed by SSA, a society has to be formed by the implementing agency / or the existing literacy mission society could be suitably modified.

In Chennai there is a society already functioning under the Arivoli Iyakkam. Since the Arivoli Iyakkam Programme is already working in convergence with all department^s and especially the Education Department . The same society may be utilized with modification to suit SSA Guidelines.

The society will have a governing council comprising of eminent people in the social educational fields, Government officials and representatives from NGOs ^{with} ~~all~~ strongly committed to the cause of education.

The key departments which will play a leading role in the SSA are the DIET, TNSCB , Social Welfare Department, Labour, Defence, Directorate of Non formal Education , Department of Rehabilitation for physically disabled, Universities, NSS units , NGOs and zonal PTAs . For the day-to-day implementation of the programme an Executive committee will be constituted from among the members of the Governing council.

There will be one Project Officer at the central level under the Deputy Commissioner Education /Commissioner who will co-ordinate all activities. There will be a core team at the central level to plan and implement vigorously. The Project office will be assisted /guided by persons from different fields for the different intervention^s mentioned in the proposal.

An advisory Committee will be formed to assist the project officer. It will comprise of the Project Officer of the ICDS Social Welfare, a CDO from slum Clearance Board, The Programme Co-ordinator from Arivoli Iyakkam and Education Officer from Education Department, Corporation of Chennai, AEO of the Education department (DEE) and 2 NGOs, they will also be part of the Executive committee of the society. They will be responsible for co-ordinating activities relating to ICDS, Child Labour, IEC, other special focus groups programme and education respectively. The person for M&E may be recruited externally.

Besides, there will be 10 Programme Co-ordinators (Post Graduates in Social Work) who will be recruited and be responsible to guide and implement all out reach programmes for each of the 10 zones. They will be involved in the implementation of all special intervention programmes, Health and Sanitation, Special focus group, Capacity building, Disabled, Child labour, Girls child, project and IEC activities. Besides they will also coordinate with Intensive Enrolment Drive , Strengthening of PTAs, all other Advocacy programmes and co-ordination with NGO, CBO and other related departments. They will also co-ordinate with Arivoli Iyakkam Department. As per norms of SSA for strengthening of schools programme there will be 155 animators at the rate of 1 per division who will be grass root level functionaries at the unit resource centers and help in community mobilization , house visits to follow up dropouts, intensive Enrolment Drive campaign , guidance to parents, and to disseminate the programme to the grass root areas.

The Chennai proposal has included the support of 10 School Social Workers, professionals, apart from the persons from the Educational field with BT qualification and subject specialist. These persons with post graduation ^{and} social work background will be able to deliver good with their deep understanding of the problem of low income communities and children. Their approach is expected to be different in terms of rapport building, proper coordination and planning of programmes, follow-up of dropouts and motivation of parents, organizing programmes and good coordination at all levels, from school to community. This is the core expectation of the project and hence will be justified. A similar model had been followed by the Literacy programme in Chennai and it was very successful.

Hence Post graduates with social work qualification will be recruited for this post and preference will be given to those who had worked in Arivoli Iyakkam based on their wide exposure of the cities slums and their rapport established with children, schools, NGOs and Government departments, they will function from the central project office and liaison the ZRC and URC for special focus groups. They will be assisted by 155 field functionaries at the URC level and help in grass root level dissemination of Programme.

There will be 10 zonal Educational Supervisors who will have a key role in the implementation of programme relating to quality school education, Teacher training and school improvement initiatives who will coordinate the activities of the ZRC and liaison between DIET, Project office and URC.

The editorial board of the teacher's quarterly magazine "Chutti" will also be working within the project office, and adequate facilities in terms of computers and other equipment will be provided. A reference library with books, magazines, reference materials, videos, etc will also be established within the project office. The library will be accessible to all supervisors and resource persons and they can also recommend what materials/ books, etc, could be bought.

A fully equipped office will be set up at the Ripon Building at the premises of the ECRAT Hall, the Office will be equipped with computer internet facilities, ~~Also~~ two jeeps will be hired for the project to facilitate monitoring and training activities. The AEOs of the ^EGovernment / ^{Department} School Social Workers/Co-ordinators and Supervisors will be provided with two-wheeler^s and fuel maintenance. The schools are scattered throughout the cities in the 155 divisions. There is a minimum distance of 2 to 3 kilometers from each of the school which are situated in the interior slums areas. Hence, a mode of transport is necessary within the city for the supervisory staff to avoid waste of time and energy.

The accounting system to be set for the project will be along the lines of the system operated under Arivoli Iyakkam. A special account in the name of the project will be set up and operated by the Deputy Commissioner, Education/project Officer ^{and} the Accounts Officer will be deputed to look after the fund flow. A separate manager for the project office will be appointed. The annual audit will include both the financial and managerial aspects.

The Deputy Commissioner- Education/Project officer will review the progress and discuss in detail all critical issues, will conduct a monthly review meeting. All key departments and other partners will participate in this meeting.

CHAPTER – IX

PROJECT COST

Budget Summary

The Project of SSA in Chennai has been prepared for a Total Budget of Rupees 105,86,32,000. There are 8 Chapters out of which 5 chapters namely, Pedagogy and School improvement, Special Focus Groups, Research and Monitoring, Infrastructure/Civil work and Project management have been budgeted.

There is an annual plan and a 10 years perspective plan. The overall Budget has been divided into 3 major account heads namely Quality, Civil and Administration, each amounting to Rs. 7458.615 (70%), 2779.635(26%) and 348.07(4%) respectively. The major thrust has been given to the intervention of Pedagogy and school improvement since the quality of teachers, learning and teaching methodology and infrastructure input ~~which~~ will contribute to the quality of education. Hence, through this proposal it is expected that the city of Chennai will be able to achieve the goal of SSA, which will lead to Universal education of every downtrodden child in the city.

BUDGET

10 Years Perspective Plan

Abstract

Ten years Budget [2001 - 2010]

S.No	Category	Amount in Lakhs.
1.	Civil work . . .	2779.635.
2.	Project Management ..	348.070
3.	Quality Improvement	7458.615
	Total	<u>10586.320</u>

Annual Budget for 2001-2002

S.No	Category	Amount in Lakhs.
1.	Civil work -	1198.650
2.	Project Management	51.950
3.	Quality improvement	984.673
	Total ..	<u>2235.273</u>

SSA
Budget Summary – Chapter wise
(Rupees in Lakhs)

Chapter	Name	2001-2	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	20010-11	Total
IV	Pedagogy and School Improvement	563.245	500.955	565.820	410.145	496.785	336.06	375.720	512.33	342.8	537.86	4641.72
V	Coverage of spl Groups	338.948	322.803	339.973	301.303	315.998	180.41	163.73	74.21	47.55	47.08	2132.005
VI	Research and Monitoring	82.480	67.11	64.35	61.64	72.89	60.39	64.32	71.07	54.32	86.32	684.89
VII	Civil work	1198.650	910.70	670.285	0	0	0	0	0	0	0	2779.635
VIII	Project Management	51.950	29.25	30.25	31.16	32.14	32.55	33.89	34.38	35.79	36.71	348.07
	Total	2232.27	1827.82	1667.68	801.25	914.813	606.41	634.66	688.99	507.96	704.47	10586.32

2235.273

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Head of Account wise Budget

Chapter	Activity	Quality	Civil Work	Administration	%
IV	Pedagogy and School Improvement	4641.72			
V	Coverage of spl. groups	2132.005			
VI	Research and Monitoring	684.89			
VII	Civil Work		2779.635		
VIII	Project Management			348.07	
Total		7458.615	2779.635	348.07	10586.32
%		70%	26%	4%	100 %

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CHAPTER – IV

PEDAGOGY AND SCHOOL IMPROVEMENT

ENROLMENT AND RETENTION

1. Improving Quality of Education – Improving Learner Achievement Levels

a) Enhance HM's and Zonal Education Supervisors' capacities to provide a conducive teaching/learning environment

P - Physical / F – Financial

Unit cost / Finance in Lakhs

Activity	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
Conduct 4 day training on human resource management and communication programme (in ten batches)	0.003	P	1040									1040	3.12
		F	3.12										
Conduct a 3 day training on office management (in ten batches)	0.0024	P	1040									1040	2.50
		F	2.50										
2 day refresher training on human resource management and communication programme	0.0015	P		1040								1040	1.56
		F		1.56									
2 day refresher training on office management	.00125	P		1040								1040	1.30
		F		1.30									
Total		F	5.62	2.86									8.48

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b) Development of resource persons at city and zonal level for all subjects

Activity	Unit cost	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Total	
Conduct 2-day In-service Training for master trainers each subject group (average 10-15 members) to develop an action plan to define roles and responsibilities as well as working modalities	0.032	P	120	120	120	120	120	120	120	120	120	120	38.4
		F	3.84	3.84	3.84	3.84	3.84	3.84	3.84	3.84	3.84		
Conduct a 1 day workshop for all resource persons to present their plans and working modalities for discussion for resource person	0.0015	P	120	120	120	120	120	120	120	120	120	120	1.80
		F	0.18	0.18	0.18	0.18	0.18	0.18	0.18	0.18	0.18		
Five day In-service training for Resource persons to design teacher training and refresher programmes	.00667	P	120	120	120	120	120	120	120	120	120	120	11.60
		F	0.80	0.80	0.80	0.80	1.00	1.00	1.50	1.50	1.70		
Quarterly meetings to review training programmes and subject related matter to undertake any revisions necessary	.00534	P	120	120	120	120	120	120	120	120	120	120	6.40
		F	0.64	0.64	0.64	0.64	0.64	0.64	0.64	0.64	0.64		
Annual training programme review	.0001	P	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2.00
		F	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20		
Total		F	5.66	5.66	5.66	5.66	5.86	5.86	6.36	6.36	6.56	2270	60.20

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f) Training for teacher on child centered activity

Activity	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	
Subject-wise 2-day teacher training for all teachers about child centered activity	0.01	P	1200	1200	1200									1200	36.00
		F	12.00	12.00	12.00										
2 day refresher training	0.0015	P				1200	1200	1200						1200	5.40
		F				1.80	1.80	1.80							
Computers for Middle schools	0.50	P		150	150									300	150.00
		F		75.00	75.00										
Total		F	12.00	87.00	87.00	1.80	1.80	1.80							191.40

g) Implementation and continuous improvement of achievement/milestone based evaluation systems

Activity	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
Quarterly review and collation of suggestions of improvement at zonal resource center	0.01	P	10	10	10	10	10	10	10	10	10	10	10	1.00
		F	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10		
Establishment of a database at zonal and city level for monitoring key achievements	0.05	P	10		10		10						10	1.50
		F	0.50		0.50		0.50							
Development of achievement based evaluation system for classes VI to VIII	0.02	P	10		10		10						10	0.60
		F	0.20		0.20		0.20							
Total		T	0.80	0.10	0.80	0.10	0.80	0.10	0.10	0.10	0.10	0.10	10	3.10

h) Develop and implement special teacher training programmes on socially relevant issues for children with special needs

Activity	Unit Cost		2001-2	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	Total		
													P	F	
5 day workshop to design training programmes to address caste, religion and gender related issues within the existing joyful learning curriculum	0.01	P	100				100							P	F
		F	1.00				1.00							100	2.00
2 day special teacher training on how to address caste and religion related issues in joyful learning to promote tolerance and equality	0.0007	P	3070		3070		3070			3070		3070		3070	
		F	42.98		42.98		42.98			42.98		42.98		3070	214.90
2 day special training on how to address gender related issues	.00030	P	3070		3070		3070			3070		3070		3070	
		F	42.98		42.98		42.98			42.98		42.98		3070	214.90
3 day special training on above issues for middle school teachers	0.0007	P	2727		2727		2727			2727		2727		2727	
		F	57.26		57.26		57.26			57.26		57.26		2727	286.30
2 day special training on the issue of addressing slow learners	0.0007	P	5797											5797	81.15
		F	81.15												
Total		F	225.37		143.22		144.22			143.22		143.22			799.25

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i) Develop a pre-service training programme for all newly recruited HMs and teachers on joyful learning

Activity	Unit cost		2001-2	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	Total		
													P	F	
A pre service training programme for newly recruited HMs	0.001	P	100		100		100		100		100			100	0.50
		F	0.10		0.10		0.10		0.10		0.10				
Conduct a 10 day intensive training programme for newly recruited teachers (each year)-	.00070	P	100	100	100	100	100	100	100	100	100	100		100	7.00
		F	0.70	0.70	0.70	0.70	0.70	0.70	0.70	0.70	0.70	0.70			
Conduct a 3 day training programme for newly recruited HMs on their roles and responsibilities under joyful learning (this is in addition to their attending the management training programmes)	0.003	P	25	25	25	25	25	25	25	25	25	25		25	0.75
		F	0.075	0.075	0.075	0.075	0.075	0.075	0.075	0.075	0.075	0.075			
Teachers Recruitment 200 Primary and Middle schools (5500-175-9000) Average Rs.7885/- (salary)	0.07885	P	200	200	200	200	200	200	200	200	200	200		200	2077.74
		F	94.62	194.88	200.88	206.88	213.12	219.36	226.08	234.72	240	247.2			
Total		F	95.495	195.655	201.755	207.655	213.995	220.135	226.955	235.495	240.875	247.975			2085.99

j) Develop the school newsletter

Activity	Unit cost		2001-2	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	Total		
													P	F	
Orientation by an external editors of selected magazines for the editorial board	.00050	P	100											100	0.50
		F	0.50												
Printing of monthly editions (30 in the project period)	.00250	P	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000		1000	25.00
		F	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50			
Total		P	100											100	25.50
		F	3.00	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50			

TOTAL BUDGET - 1. Improving Quality of Education – Improving Learner Achievement Levels (Unit cost & Financial in Lakhs)

Activity		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	Total
1. Enhance HM's and Zonal Education Supervisors' capacities to provide a conducive teaching/learning environment	F	5.62		2.86								F
												8.48
2. Development of resource persons at city and zonal level for all subjects	F	5.66	5.66	5.66	5.66	5.86	5.86	6.36	6.36	6.56	6.56	60.20
3. Set up teacher resource centres at the zonal offices	F	6.75	5.25	5.25	6.75	5.25	5.25	6.75	5.25	5.25	6.75	58.50
4. Continued Teacher training on child and group centered learning methods as the key approach to learning.	F	37.9	25.9	25.9	25.9	37.9	25.9	25.9	37.9	25.9	25.9	295.00
5. Development and provision of resource materials, science kits, etc	F	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25	52.50
6. Training for teacher on child centered activity	F	12.00	87.00	87.00	1.80	1.80	1.80					191.40
7. Implementation and continuous improvement of achievement/milestone based evaluation systems	F	0.80	0.10	0.80	0.10	0.80	0.10	0.10	0.10	0.10	0.10	3.10
8. Develop and implement special teacher training programmes on socially relevant issues/for children with special needs	F	225.37		143.22		144.22			143.22		143.22	799.25
9. Develop a pre-service training programme for all newly recruited HMs and teachers on joyful learning	F	95.495	195.655	201.755	207.655	213.995	220.135	226.955	235.495	240.875	247.975	2085.99
10. Develop the school newsletter	F	3.00	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50	25.50
Total (annual) Budget	F	397.845	327.315	480.196	255.615	417.575	266.795	273.815	436.075	286.435	438.255	3579.92

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2. Child Friendly School Initiatives

a) Provision of support to schools for making classrooms more attractive and stimulating

Activity	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
All classrooms of the KG sections and classes 1 & 4 will have colourful paintings put on the wall 2 feet height Block boards and compound wall paintings.	0.08	P	525		525			525			525	525	168.00
		F	42.00		42.00			42.00		42.00			
Total		F	42.00		42.00			42.00			42.00		168.00

b) Develop (revival of) socially useful & productive work (SUPW)

Activity	Unit Cost	2001\2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	Total	
												P	T
Training of teachers and volunteers (3 days)	0.0025	P	4725		4725				4725			4725	35.43
		F	11.81		11.81			11.81					
Resource fee 3days x 4 session x 9 batches	0.0025	P	0.012									0.012	0.27
		F	0.27										
Training materials 10000/- x 2 x 100 schools	0.001	P	100	100								100	40.00
		F	20.00	20.00									
Refresher training	0.0007	P		2100			2100			2100		2100	4.41
		F		1.47			1.47		1.47				
Maintenance charges	0.02	P	100	100	100	100	100	100	100	100	100	100	20.00
		F	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0		
Total		F	34.08	22.00	3.47	13.81	2.00	3.47	2.00	13.81	3.47	2.00	100.11

Provision of grants to Primary schools

Activity	Unit Cost		2001-2	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	Total	
			P	F	P	F								
School Grant to all Primary schools	0.02	P	321	321	321	321	321	321	321	321	321	321	321	64.20
		F	6.42	6.42	6.42	6.42	6.42	6.42	6.42	6.42	6.42	6.42		
Teachers Grant to all Primary Schools	0.005	P	3070	3070	3070	3070	3070	3070	3070	3070	3070	3070	3070	153.50
		F	15.35	15.35	15.35	15.35	15.35	15.35	15.35	15.35	15.35			
Total		P	321	321	321	321	321	321	321	321	321	321	321	217.70
		F	21.77	21.77	21.77	21.77	21.77	21.77	21.77	21.77	21.77			

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Provision of libraries for all primary schools

Activity	Unit cost		2001-2	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	Total	
			P	F	P	F								
Procurement of books and cupboards, shelves, etc. to equip the libraries.	0.10	P		525									525	52.50
		F		52.50										
Orientation of two teachers per school in library management (2 days)	0.0007	P		1050									1050	1.47
		F		1.47										
Cataloguing of all books available in the library and establishment of a lending system for classes five upwards	0.002	P		525									525	1.05
		F		1.05										
Supply of additional library books to all the schools	.02	P				525		525		525			525	31.50
		F				10.50		10.50		10.50				
Total		F		55.02		10.50		10.50		10.50				86.52

f) Development of community outreach projects for the children (metric melas, cultural programmes, participation in immunization drives, special clean up drives, etc.

Activity	Unit cost												Total	
		2001-2	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	P	F	
Holding of metric melas (20 schools per Zone)	0.05	P	200	200	200	200	200	200	200	200	200	200	200	100.00
		F	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
		F	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		

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h) Bringing child rights into the curriculum, celebration of special days such as child labour day, Children's Day, World Health Day, etc.

Activity	Unit cost												Total	
		2001-2	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	P	F	
Conduct two-day workshop to work out strategy to be given to all subject resource groups.	0.02	P	10	10	10	10	10	10	10	10	10	10	10	2.00
		F	.20	.20	.20	.20	.20	.20	.20	.20	.20	.20		
		F	.20	.20	.20	.20	.20	.20	.20	.20	.20	.20		
Total		F	.20	.20	.20	.20	.20	.20	.20	.20	.20	.20	10	2.00

TOTAL BUDGET FOR CHILD FRIENDLY INITIATIVE

Activity	2001-02	2002-03	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	Total
Provision of support to schools for making classrooms more attractive and stimulating											F
	42.00			42.00			42.00			42.00	168.00
Develop (revival of) socially useful & productive work (SUPW)	34.08	22.00	3.47	13.81	2.00	3.47	2.0	3.81	3.47	2.00	100.11
.Provision of Grant to Primary School	21.77	21.77	21.77	21.77	21.77	21.77	21.77	21.77	21.77	21.77	217.70
Provision of libraries for all primary schools		55.02		10.50		10.50		10.5			86.52
Development of community outreach projects for the children (metric melas, cultural programmes, participation in immunization drives, special clean up drives, etc.	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	100.00
Bringing child rights into the curriculum, celebration of special days such as child labour day, Children's Day, World Health Day, etc.	.20	.20	.20	.20	.20	.20	.20	.20	.20	.20	2.00
Total	108.05	108.99	35.44	98.28	33.97	45.94	75.97	56.28	35.44	75.97	674.33

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3. School Health and Sanitation

- 1) Strengthen school health programmes of the Health Department and implement an extensive school level check up programme for all school children at the beginning of each school year.

Activity	Unit cost		2001-2	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	Total	
A.3 1 day orientation for all selected health co-ordinators	0.0007	P	1000			1000			1000				1000	2.10
		F	0.7			0.7			0.7					
B. Develop a health monitoring system B.1 Design a software to monitor school health	0.0125	P	20										20	0.25
		F	0.25											
B.2 Design a modern health card to facilitate computerisation and central monitoring and audit.	0.005	P	20										20	0.10
		F	0.10											
B.3 Print the health cards to all the Primary and Middle Schools	0.01	P	1000	1000	1000	1000	1000	100	1000	100	1000	1000	1000	100.00
		F	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00		
B.4 Conduct an orientation on the health card to all zonal education supervisors, medical officers and the school health co-ordinators	0.001	P	600										600	0.60
		F	0.60											
B.7 School health profile report to be generated quarterly	.0003	P	525	525	525	525	525	525	525	525	525	525	525	1.50
		F	0.15	0.15	0.15	0.15	0.15	0.15	0.15	0.15	0.15	0.15		
Total		F	11.8	10.15	10.15	10.85	10.15	10.15	10.85	10.15	10.15	10.15		104.55

2) Implement a new curriculum on school health in all classes

Activity	Unit cost		2001-2	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	Total	
Renovation/modification work of health checkup room	0.01	P		250	250								250	5.00
		F		2.50	2.50									
Provision of mobile health and sanitation exhibition kits to all zones	0.02	P	0.05	0.05	0.05	0.05	0.05	0.05	0.10	0.10	0.10	0.10	0.70	20.50
		F	1.00	1.00	1.50	1.50	2.00	2.00	2.50	2.50	3.00	3.50		
Maintain of toilets for Ayyha	0.005	p	525	525	525	525	525	525	525	525	525	525	525	26.25
		F	2.625	2.625	2.625	2.625	2.625	2.625	2.625	2.625	2.625	2.625	2.625	
Total			3.625	6.125	6.625	4.125	4.625	4.625	5.125	5.125	5.625	6.125		51.75

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3) Develop a school sanitation initiative and strategies for keeping schools clean by the children

Activity	Unit cost		2001-2	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	Total	
Instructions on how to maintain toilets will be painted on the walls of all toilets. All dining areas will have painted instructions on hand washing (@ 2000 per school)	0.02	P	208			208			208			208	208	16.64
		F	4.16			4.16			4.16			4.16		
Total		F	4.16			4.16			4.16			4.16		16.64

BUDGET SUMMARY FOR SCHOOL HEALTH AND SANITATION

Activity	2001-2	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	2009- 10	2010-11	Total F
1. Strengthen school health programmes of the Health Department and implement an extensive school level check up programme for all school children at the beginning of each school year.	11.8	10.15	10.15	10.85	10.15	10.15	10.85	10.15	10.15	10.15	104.55
2. Implement a new curriculum on school health in all classes	2.625	5.125	5.125	2.625	2.625	2.625	2.265	2.265	2.625	2.625	31.25
3. Develop a school sanitation initiative and strategies for keeping schools clean by the children	4.16			4.16			4.16			4.16	16.64
	18.585	15.275	15.275	17.635	12.775	12.775	17.635	12.775	12.775	16.935	152.44

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4. COMMUNITY PARTICIPATION

A) Increased Enrolment and Retention through Community Participation

Activity	Unit cost		2001-2	2002-0	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	Total		
			P	F	P	F	P	F	P	F	P	F	P	F	P
Identification of not enrolled children through a household survey of all slum/low income areas of Chennai (10 Zone)	0.20	P	10	10	10	10	10	10	10	10	10	10	10	10	16.50
		F	2.00	2.00	2.00	1.75	1.75	1.75	1.50	1.50	1.25	1.00	1.00		
Conduct intensive enrolment drives using street plays, human chains, puppet shows, rallies and street meetings to mobilise communities with out of school children	0.54	P	10	10	10	10	10	10	10	10	10	10	10	10	32.80
		F	5.40	5.40	5.40	4.80	4.80	2.00	2.00	1.00	1.00	1.00	1.00		
Publicity campaigns (press releases, printing of posters)	0.20	P	10	10	10	10	10	10						10	11.25
		F	2.00	2.00	2.00	1.75	1.75	1.75							
Compilation of data and data entry into the education departments MIS	0.15	P	10	10	10	10	10	10	10	10	10	10	10	10	12.25
		F	1.50	1.50	1.50	1.25	1.25	1.25	1.00	1.00	1.00	1.00	1.00		
Parental orientation (10 Zones) UEE	0.20	P	10	10	10	10	10	10	10	10	10	10	10	10	15.00
		F	2.00	2.00	2.00	2.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00		
Training to 100 community leaders / CBO's (2 days Zone wise)	0.002	P	100	100	100	100	100							100	1.00
		F	0.20	0.20	0.20	0.20	0.20								
Training to Councilors	0.007	P	155	155	155	155	155							155	0.50
		F	0.10	0.10	0.10	0.10	0.10								
Co-coordinating meeting to Arivoli Voluteers about SSA Project	0.0007	P	3000	3000	3000	3000	3000	3000	3000	3000	3000	3000	3000	3000	21.00
		F	2.10	2.10	2.10	2.10	2.10	2.10	2.10	2.10	2.10	2.10	2.10		
Total		F	15.3	15.3	15.3	13.95	13.95	9.85	7.6	6.6	6.35	6.1		110.30	

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4. B) Community Mobilisation/ Strengthening of Parent Teacher Associations

1. Greater involvement of parents in the process of implementing joyful learning and making schools more child friendly

Activity	Unit cost		2001-2	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	Total	
			P	F	P	F	P	F	P	F	P	F	P	F
A. Development of an orientation guideline for HMs and teachers on how to motivate and interact with parents constructively (2 day workshop)	0.002	P	525										525	1.05
		F	1.05											
B. Orientation of supervisors, selected HMs and zonal resource persons on motivation of and interaction with parents. (1 day orientation) (Rs.6000 per zone)	0.0007	P	525										525	0.36
		F	0.36											
C. Orientation of HMs on motivation of and interaction with parents (1 day orientation)	0.0007	P	3640	3640									3640	5.08
		F	2.54	2.54										
D. Orientation of teachers on motivation of and interaction with parents (1 day orientation)	0.0007	P		4680									4680	3.27
		F		3.27										
E. Class-wise interaction with all parents on joyful learning and parental roles and responsibilities, nomination of class PTA representative (1lakh)	0.0002	P	525	525	525	525	525						525	50.00
		F	10.00	10.00	10.00	10.00	10.00							
G. Training for Officer Bearers	0.001	P		2600									2600	2.60
		F		2.60										
H. Monthly EC PTA meetings	0.001	P	7800	7800	7800	7800	7800						7800	39.00
		F	7.80	7.80	7.80	7.80	7.80							
Total		F	21.75	26.21	17.8	17.8	17.8							101.36

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2.Promotion of model PTAs

Activity	Unit cost		2001-2	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	Total	
			P	F	P	F	P	F	P	F	P	F	P	F
A. Development of annual action plans by all PTAs for school improvement/support and community outreach actions by PTAs (Rs. 400 per school)	0.004	P		525									525	
		F		2.10										
B. Special workshops for PTA members and leaders on health education, sanitation, joyful learning, child labour, social problems, etc. (1 day sessions)	0.01	P		525		525							525	
		F		5.25		5.25								
C. Identification of the best PTA in each zone and conduct a felicitation session for these PTAs at the city level	1.00	P	10		10		10		10		10		10	0.50
		F	0.10		0.10		0.10		0.10		0.10			
Total		F	0.10	7.35	0.10	5.25	0.10		0.10		0.10			13.10

3.Promotion of Zonal PTA

Activity	Unit cost		2001-2	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	Total	
			P	F	P	F	P	F	P	F	P	F	P	F
A. Formation/strengthening of a zonal PTA with representatives from the PTAs of all CPS and CMS (1 day orientation sessions in each zone)	0.10	P			10								10	
		F			1.00									
B. Participation of zonal PTA representative in all zonal meetings to discuss and plan education related activities. Also representational participation in meetings at the corporation level	0.01	P			10	10	10	10	10	10	10	10	10	
		F			0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10	
Total		F			1.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10	10	1.80

BUDGET FOR COMMUNITY MOBILISATION -STRENGTHENING OF PARENT TEACHER ASSOCIATIONS

Activity	2001-2	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	Total
1. Greater involvement of parents in the process of implementing joyful learning and making schools more child friendly	21.75	26.21	17.8	17.8	17.8						101.36
2. Promotion of model PTAs	0.10	7.35	0.10	5.25	0.10		0.10		0.10		13.10
3. Promotion of Zonal PTAs			1.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10	1.80
Total	21.85	33.56	19.00	23.15	18.00	0.10	0.20	0.10	0.20	0.10	116.26

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5. Private Sector Participation – Friends for Primary Education

a) Develop partnerships with CII and private industry as well as private social organizations and NGOs for education.

Activity	Unit cost	2001-02		2002-03	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	Total	
		P	F											
Conduct meetings and discussions with CII and industrialists to define their participation in education	0.1	P	100			100					100		0.10	3.00
		F	1.00			1.00					1.00			
Conduct regular meetings with Rotarians, Lions, Round Table, etc. to facilitate their involvement in the project	0.004	P	25		25			25			25		0.025	0.40
		F	0.10		0.10			0.10			0.10			
Prepare regular updates to share project progress with all partners	0.0015	P	10	10	10	10	10						0.010	0.075
		F	0.015	0.015	0.015	0.015	0.015							
Strengthen co-ordination with NGOs not directly involved in the project to keep them informed and to facilitate their participation	0.001	P	50	50	50	50	50	50	50	50	50	50	50	50
		F	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	5.00
Total		F	1.615	0.515	0.615	1.515	0.515	0.60	0.50	0.50	1.60	0.50		8.475

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TOTAL BUDGET – Pedagogy and school development

Activity	2001-02	2002-03	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	Total
1. IMPROVING QUALITY OF EDUCATION	397.845	327.315	480.196	255.615	417.575	266.795	273.815	436.075	286.435	438.255	3579.92
2. CHILD FRIENDLY INITIATIVE	108.05	108.99	35.44	98.28	33.97	45.94	75.97	56.28	35.44	75.97	674.33
3. SCHOOL HEALTH AND SANITATION	18.585	15.275	15.275	17.635	12.775	12.775	17.635	12.775	12.775	16.935	152.44
4. (A) ENROLMENT DRIVE	15.30	15.30	15.30	13.95	13.95	9.85	7.60	6.60	6.35	6.10	110.30
4. (B) COMMUNITY MOBILISATION	21.85	33.56	19.00	23.15	18.00	0.10	0.20	0.10	0.20	0.10	116.26
5. PRIVATE PARTICIPATION	1.615	0.515	0.615	1.515	0.515	0.60	0.50	0.50	1.60	0.50	8.475
TOTAL	563.245	500.955	565.82	410.145	496.785	336.06	375.72	512.33	342.8	537.86	4641.72

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CHAPTER – V
COVERAGE OF SPECIAL FOCUS GROUP

1. EARLY CHILDHOOD EDUCATION

a) Provision of Crèche Facilities and Quality Pre-school Education

1. Strategy for Provision of Crèche Facilities in selected Anganwadi Centres (In Lakhs)

Activity	Unit Cost		2001-	2002-	2003-	2004-	2005-	2006-	2007-	2008-	2009-	2010-	Total	
			2002	2003	2004	2005	2006	2008	2009	2010	2011	P	F	
A. Development of a training programme on crèche management and activities	0.002	P	25										25	
		F	0.05											
A.1 Formation of a resource team for drafting of training manual	0.004	P	25										25	
		F	0.10											
A.2 Drafting a manual, pilot testing and finalization	0.004	P	25				25						25	
		F	0.10				0.10							
A.3 Training of trainers (2 days)	0.003	P	25				25						25	
		F	0.075				0.075							
A.4 Training of CDPOs & supervisors (3 days)	0.016	P	25		25		25						25	
		F	0.40		0.40		0.40							
A.5 Training of workers and helpers (4 days)	0.0012	P	25	25	25	25	25	25	25	25	25	25	25	
		F	0.03	0.03	0.03	0.03	0.03	0.03	0.03	0.03	0.03	0.03	0.03	
A.6 Special monthly review meetings														

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B.4 Purchase of the materials	0.02	P	25		25		25		25		25		25	2.50
		F	0.50		0.50		0.50		0.50		0.50			
B.5 Renovation/repair work on the Anganwadi centre to ensure safe and healthy environment	0.10	P	200	200	200								600	60.00
		F	20.00	20.00	20.00									
Total		F	21.255	20.03	20.93	0.03	1.105	0.03	0.53	0.03	0.53	0.038		64.50

2. Provision of KG Section in all Corporation/ Govt. Primary Schools and Strengthening the Linkages between Primary Schools and Anganwadi Centres

Activity	Unit Cost		2001-	2002-	2003-	2004-	2005-	2006-	2007-	2008-	2009	2010-	Total	
			2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	P	F
Review of existing pre-school education programme of ICDS to assess relevance as school readiness for the joyful learning strategy.	0.005	P	100	100			100		100		100		100	0.25
		F	0.05	0.05			0.05		0.05		0.05			
Draw up an action plan for introducing the identified changes in the pre-school programme of Anganwadis for implementation	0.002	P	100		100		100		100		100		100	0.10
		F	0.02		0.02		0.02		0.02		0.02			
Develop an evaluation system for assessment of pre-school skills achieved. Prepare list of skills (developmental milestones) to be attained at the pre-school level	0.0005	P	100		100		100		100				100	0.20
		F	0.05		0.05		0.05		0.05					
Develop a monitoring format which can be used both in the primary school LKG and UKG sections as well as in the Anganwadi Centres	0.0005	P	100		100								100	0.10
		F	0.05		0.05									
Print school readiness checklist for all AWCs and pre-school sections	0.0002	P	100		100								100	0.20
		F	0.10		0.10									
Total		F	0.27	0.05	0.22		0.12		0.12		0.12	0.05		0.85

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TOTAL BUDGET FOR (ECC)

Activity	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Total
1. Strategy for Provision of Crèche Facilities in selected Anganwadi Centres	21.255	20.03	20.93	0.03	1.105	0.03	0.53	0.03	0.53	0.03	64.50
2. Provision of KG Section in all Corporation Primary Schools and Strengthening the Linkages between Primary Schools and Anganwadi Centres	0.27	0.05	0.22		0.12		0.12		0.02	0.05	0.85
TOTAL BUDGET	21.525	20.08	21.15	0.03	1.225	0.03	0.65	0.03	0.55	0.08	65.35

2. Child Labour/ Alternative Schools

a) Bringing Education to Child Labourers / Street Children

1. Expansion of transit schools and introduction of full-time transit schools

Activity	Unit Cost		2001-	2002-	2003-	2004-	2005-	2006-	2007-	2008-	2009-	2010	2011	Total	
			2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	P	F	
Conduct of transit Schools for Child Labour (100 schools per year)	0.50	P	100	100	100	100	100	50	50	50				100	325
		F	50.00	50.00	50.00	50.00	50.00	25.00	25.00	25.00					
Orientation of all zonal supervisors, AEOs and selected HMs on the transit school concept	0.001	P	25	25	25	25	25							25	0.125
		F	0.025	0.025	0.025	0.025	0.025								
Orientation of all NGO teacher trainers on the joyful learning approach of corporation schools (3 days)	0.001	P	150	150	150	150	150	150	150					150	1.45
		F	0.15	0.15	0.15	0.20	0.20	0.30	0.30						
Training of teachers for the new transit schools (as per NGO norms) In-service Training	0.0120	P	100	100	100	100	100	50	50					100	7.20
		F	1.20	1.20	1.20	1.20	1.20	0.60	0.60						
Teaching Materials	0.025	P	100	100	100	100	100	50	50	50				100	16.25
		F	2.50	2.50	2.50	2.50	2.50	1.25	1.25	1.25					
Exposure visit to other state for all teachers/co- ordinators	0.05	P	100	100	100	100	100	50	50					50	30.00
		F	5.00	5.00	5.00	5.00	5.00	2.5	2.5						
T.A to the T.S Teachers for In-service Training (every Month Rs.30/-)	0.0003	P	100	100	100	100	100	50	50	50				100	2.34
		F	0.36	0.36	0.36	0.36	0.36	0.18	0.18	0.18					
Follow-up for Transit School children	0.0006	P	2500	2500	2500	2500	2500	2500	2500	2500	2500	2500	2500	2500	15.00
		F	1.50	1.50	1.50	1.50	1.50	1.50	1.50	1.50	1.50	1.50	1.50	0	

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Activity	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
Residential camps for transit school for curriculum (Rs.500x100teachersx 3 days Food, Training material and resource fee)	0.005	P	100	100	100	100	100	50	50	50			100	
		F	1.50	1.50	1.50	1.50	1.50	0.75	0.75	0.75				9.75
Running special centers for Street Children/Central Railway Station, Beach, Egmore Station (25 centers) (625 Children)	0.006	P	25	25	25	25	25						25	
		F	1.80	1.80	1.80	1.80	1.80							9.00
TOTAL		F	64.035	64.035	64.035	64.085	64.085	32.08	32.08	28.68	1.5	1.5		416.115

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2. Conduct transit camps for newly enrolled child labourers

Activity	Unit Cost		2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Total	
4-day residential camps for Graduated children from Transit at school to motivate them to attend the school (food, material, resource fee, medical kid)	0.016	P	2500	2500	2500	2500	2500	2500	2500				2500	
		F	40.00	40.00	40.00	40.00	40.00	40.00	40.00					280.00
3 day motivation camp for children going to corporation school as part of the enrolment drive (food, material, resource fee)	0.006	P	5000	5000	5000	5000	5000	5000	5000				1.25	
		F	30.00	30.00	30.00	30.0	30.00	30.00	30.00					205.00
TOTAL		F	70.00	70.00	70.00	70.00	70.00	70.00	70.00					490.00

3. Social mobilization

Activity	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
Special events and campaigns by NGOs on the elimination of child labour (30 NGOs) street play, auto publicity	0.05	P	30	30	30	30	30	30	30				30	
		F	1.50	1.50	1.50	1.50	2.00	2.00	2.00					12.00
Total			1.50	1.50	1.50	1.50	2.00	2.00	2.00					12.00

4. Special scheme for children of construction workers and other migrant labourers

Activity	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
Conduct a survey of school aged children on construction sites not attending school/ Compilation	.00003	P	50000										50000	
		F	1.50											1.50
Operate 20 special mobile schools in twenty areas with large numbers of out-of-school children living on construction sites/ 20 schools 500 Children (36000x10months)	0.36	P	20	20	20	20	20						20	
		F	72.00	72.00	72.00	72.00	72.00							360.00
Design of certification to ensure that children can be enrolled in regular schools either in Chennai or their home village after attending the special schools		P											0.50	
		F	0.10											0.10
Teachers and Assistant (Hon. For mobile school)	0.012	P	40	40	40	40	40						40	
		F	5.76	5.76	5.76	5.76	5.76							28.80

Training for mobile school teachers (2 days)	0.0007	P	20	20	20	20	20						20	0.14
			0.028	0.028	0.028	0.028	0.028							
TOTAL		F	79.388	77.788	77.788	77.788	77.788							390.54

Total Budget for CL/ AS

Activity	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Total
1. Expansion of transit schools and introduction of full-time transit schools	64.035	64.035	64.035	64.085	64.085	32.08	32.08	28.68	1.5	1.5	416.115
2. Conduct transit camps for newly enrolled child labourers	70.00	70.00	70.00	70.00	70.00	70.00	70.00				490.00
3. Social mobilization	1.50	1.50	1.50	1.50	2.00	2.00	2.00				12.00
4. Special scheme for children of construction workers and other migrant labourers	79.388	77.788	77.788	77.788	77.788						390.54
Total	214.923	213.323	213.323	213.373	213.873	104.08	104.08	28.68	1.5	1.5	1308.655

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3. DISABLED CHILDREN

Special Initiative for Differentially Abled Children

a) To ensure that all disabled children who can be integrated into regular schools are enrolled

Activity	Unit Cost		2001-	2002-	2003-	2004-	2005-	2006-	2007-	2008-	2009-	2010-	Total	
			2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	P	F
Provide all the necessary aids to the children 10 schools per year. (300 Children)	0.045	P	10	10	10	10	10	10	10	10	10	10	10	450
		F	45.00	45.00	45.00	45.00	45.00	45.00	45.00	45.00	45.00	45.00		
Make all necessary modifications in the schools to enable access to children with physical disabilities	0.05	P	250		250		250		250				1000	50.00
		F	12.5		12.5		12.5		12.5					
Conduct orientations with these children and their parents on the need to go to school and how to deal with the challenges to be faced (2 in each zone)	0.002	P	250	250	250	250	250	250	250	250	250	250	250	5.00
		F	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50		
Design a sensitisation campaign for primary and for middle schools to facilitate the integration of disabled children (2 days workshop)	0.002	P	50		50								50	0.20
		F	0.10		0.10									
Conduct sensitisation campaigns in all schools on disability and support to be extended (10 zones)	0.10	P	10	10	10	10	10	10	10				10	7.00
		F	1.00	1.00	1.00	1.00	1.00	1.00	1.00					
In-service training for teachers (3 days)	0.0007	P	50	50	50	50	50						50	0.50
		F	0.10	0.10	0.10	0.10	0.10							
TOTAL		F	59.2	46.6	59.2	46.6	59.1	46.5	59.00	45.5	45.5	45.5		512.7

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b) Strengthening Mechanisms for Prevention of Employment of Children

1. Programme for child labourers in the hotel and other service sector

Activity	Unit Cost		2001-	2002-	2003-	2004-	2005-	2006-	2007-	2008-	2009-	2010-	Total	
			2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	P	F
Salary for NFE Schools Teacher (50 centers x 600x 10months – 1250 Children)	0.006	P	50	50	50	50	50						50	15.00
		F	3.00	3.00	3.00	3.00	3.00							
TOTAL		F	3.00	3.00	3.00	3.00	3.00							15.00

2. Sensitization of all Government / corporation staff through special awareness creation campaigns

Activity	Unit Cost		2001-	2002-	2003-	2004-	2005-	2006-	2007-	2008-	2009-	2010-	Total	
			2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	P	F
Design strong awareness creation campaigns to be conducted in the Corporation offices and all zonal offices / Govt officers	0.01	P	100										100	1.00
		F	1.00											
Conduct campaigns at slum of Chennai city	0.025	P	100	100	100	100	100						100	8.00
		F	2.50	2.50	1.00	1.00	1.00							
Conduct special events (10 zones)	0.05	P		10	10		10						10	1.50
		F		0.50	0.50		0.50							
Develop posters, flyers to be handed out to staff	0.350	P	10	10	10	10	10						10	17.50
		F	3.50	3.50	3.50	3.50	3.50							
TOTAL		F	7.00	6.50	5.00	4.50	5.00							28.00

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3 Publicize industries in Chennai which employ child labour

Activity	Unit Cost		2001-	2002-	2003-	2004-	2005-	2006-	2007-	2008-	2009-	2010-	Total	
			2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	P	F
Develop a campaign with the press to regularly publish stories on child labour in various industries in the city through regular supply of data and contacts (10 Zones)	0.05	P	0.01	0.01	0.01	0.01	0.01						0.01	2.50
		F	0.50	0.50	0.50	0.50	0.50							
Encourage TV coverage of child labour in these sectors by facilitating access to data, children, industries (10 Zones)	0.30	P	0.01	0.01	0.01	0.01	0.01						0.01	16.00
		F	3.00	3.00	3.00	3.50	3.50							
TOTAL	35.00	F	3.50	3.50	3.50	4.00	4.00							18.50

4. Girl child – Domestic Workers / Reduction of Child abuse

Activity	Unit Cost		2001-	2002-	2003-	2004-	2005-	2006-	2007-	2008-	2009-	2010-	Total	
			2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	P	F
Orientation and training on life / value education/child rights for domestic workers(10 zones)	0.10	P	5000	5000	5000								5000	
		F	5.00	5.00	5.00									
To run 20 NFE centers (Per center Rs.2000/- (Teacher + Ayahs Salary)	0.02	P	500	500	500	500	500	500					500	
		F	4.8	4.8	4.8	4.8	4.8	4.8						
Motivation Camp (2 days)	0.002	P	10000	10000	10000	10000	10000	10000	0				10000	
		F	20.00	20.00	25.00	25.00	25.00	25.00						
TOTAL BUDGET		F	29.8	29.8	34.8	29.8	29.8	29.8						183.80

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BUDGET SUMMARY - Strengthening Mechanisms for Prevention of Employment of Children

Activity	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Total
1. Programme for child labourers in the hotel and other service sector	3.00	3.00	3.00	3.00	3.00						15.00
2. Sensitization of all corporation staff through special awareness creation campaigns	7.00	6.50	5.00	4.50	5.00						28.00
3. Publicize industries in Chennai which employ child labour	3.50	3.50	3.50	4.00	4.00						18.50
Total Budget	13.5	13.0	11.5	11.5	12.0						61.50

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TOTAL BUDGET FOR CHAPTER – V

Activity	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Total
1. Early Childhood Education	21.525	20.08	21.15	0.03	1.225	0.03	0.65	0.03	0.55	0.08	65.35
2. (a) Child Labour/ Alternative school	214.923	213.323	213.323	213.373	213.873	104.08	104.08	28.68	1.5	1.5	1308.655
2. (b) Strengthening Mechanisms for Prevention of Employment of Children	13.5	13.0	11.5	11.5	12.0						61.50
3. Disabled Children	59.2	46.6	59.2	46.6	59.1	46.5	59.00	45.5	45.5	45.5	512.7
4. Girl child- Domestic workers	29.8	29.8	34.8	29.8	29.8	29.8					183.80
TOTAL BUDGET	338.948	322.803	339.973	301.303	315.998	180.41	163.73	74.21	47.55	47.08	2132.005

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CHAPTER – VI

Research, Evaluation and Strengthening Monitoring Structure

1. Development of observation schedules for assessing teacher competency levels to feed into teacher training programmes

Activity	Unit Cost		2001	2002	2003	2004	2005-	2006-	2007-	2008-	2009-	2010-	Total P	F
			2002	2003	2004	2005	2006	2008	2009	2010	2011			
Development of assessment sheets for pre-training assessments and for progress assessments	0.05	P		10		10		10		10		10	10	3.00
		F		0.50		0.50		0.50		0.75		0.75		
Development of teacher response/feed back mechanisms to collect data on teacher's own assessment of implementing joyful learning	0.150	P		10		10		10		10		10	10	8.50
		F		1.50		1.50		1.50		1.50		2.50		
Development of observation schedules for the resource persons/supervisors monitoring the implementation of joyful learning	0.15	P		10		10		10		10		10	10	9.00
		F		1.50		1.50		2.00		2.00		2.00		
Development of an information system to collate and interpret the data and use it to feed into training programmes	0.05	P		10		10		10		10		10	10	3.50
		F		0.50		0.50		0.50		1.00		1.00		
TOTAL		F		4.00		4.00		4.50		5.25		6.25		24.00

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2. Strengthen/Develop learning achievement monitoring tools at school and corporation level

Activity	Unit Cost		2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Total	
Development of learner achievement monitoring tools	0.05	P	10		10		10		10		10	10	10	3.00
		F	0.50		0.50		0.50		0.50		0.50	0.50		
Development of mechanisms to effectively use the data in developing lessons plans and teacher training programmes	0.05	P		10		10		10		10			10	2.00
		F		0.50		0.50		0.50		0.50				
Publish results (costs include printing)	0.05	P		10		10		10		10		10	10	11.50
		F		1.00		2.00		2.00		3.00		3.50		
Total			0.50	1.50	0.50	2.50	0.50	2.50	0.5	3.50	0.5	4.00		16.50

3. Develop qualitative indicators for measuring the child friendly school initiative

Activity	Unit Cost		2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Total	
Design indicators to assess effectiveness of various measures introduced under the child friendly school initiative	0.05	P		10		10		10		10		10	10	2.50
		F		0.50		0.50		0.50		0.50		0.50		
Set up a monitoring systems and conduct orientations on using these systems for the teachers (incl. training)	0.20	P		10		10		10			10		10	8.00
		F		2.00		2.00		2.00			2.00			
Conduct annual reviews to discuss and review data and monitoring systems	0.20	P	10	10	10	10	10	10	10	10	10	10	10	24.00
		F	2.00	2.00	2.00	2.00	2.50	2.50	2.50	2.50	3.00	3.00		
Publish results	0.10	P	10		10		10		10			10	10	7.50
		F	1.00		1.00		1.00		2.00			2.50		
Total		F	3.00	4.50	3.00	4.500	3.500	5.00	4.500	3.00	5.00	6.00		42.00

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4. Conduct Impact Studies

Activity	Unit Cost		2001-	2002-	2003-	2004-	2005-	2006-	2007-	2008-	2009-	2010-	Total	
			2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	P	F
Design a series of impact studies on joyful learning at the KG level, Primary level and Middle school level looking at overall impact as well as subject specific impact.	0.20	P		10		10		10		10		10	10	13.00
		F		2.00		2.00		3.00		3.00		3.00		
Design study profile and protocols	0.15	P		10									10	1.50
		F		1.50										
Conduct studies	0.20	P		10			10		10			10	10	9.00
		F		2.00			2.00		2.00			3.00		
Publish findings	0.20	P		10		10		10		10		10	10	13.00
		F		2.00		2.00		2.50		3.00		3.50		
Total		F		7.50		4.00	2.00	5.50	2.00	6.00		9.50		36.50

5. Document the training process and its outcome in films

Activity	Unit Cost		2001-	2002-	2003-	2004-	2005-	2006-	2007-	2008-	2009-	2010-	Total	
			2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	P	F
Make the 6 films (2,00,000 per film, 2 per year)	0.50	P			10		10		10				10	15.00
		F			5.00		5.00		5.00					
Total		F			5.00		5.00		5.00					15.00

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6. Conduct studies on the impact of the transit schools, retention and achievement of transit school children

Activity	Unit Cost		2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	TOTAL	
Conduct a baseline survey of all children entering and graduating from transit schools	0.10	P			10		10		10		10		10	6.00
		F			1.00		1.00		2.00		2.00			
Conduct a study tracing all children who completed transit school	0.20	P			10		10		10		10		10	8.00
		F			2.00		2.00		2.00		2.00			
Conduct learning assessments with children who have graduated from transit schools	0.15	P			10		10		10		10		10	9.00
		F			1.50		2.50		2.50		2.50			
Publish findings	0.15	P			10		10		10		10		10	9.50
		F			1.50		2.00		2.00		2.00	2.00		
Total		F			6.00		7.50		8.50		8.50	2.00		32.50

7. Conduct studies on the impact of social mobilization and awareness creation campaigns

Activity	Unit Cost		2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Total
Design an outcome/impact assessment study on social mobilisation and awareness creation campaigns	0.155	P			10		10		10			10	10
		F			0.50		1.50		1.50			1.50	5.00
Conduct in-depth studies in selected communities	0.25	P			10		10		10		10		10
		F			2.50		3.00		3.50		4.50		13.50
Publish findings	0.10	P			10		10		10		10		10
		F			1.00		2.00		2.50		2.50		8.00
Total		F			4.00		6.50		1.50	6.00		8.50	26.50

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8. Develop skills amongst interested teachers to conduct action research on education

Activity	Unit Cost		2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Total	
Workshop with these teachers to discuss and identify areas for action research	0.05	P			10		10		10				10	2.00
		F			0.50		0.50		1.00					
Training on research methodologies	0.10	P			10		10						10	2.50
		F			1.00		1.50							
Research projects by individual or groups of teachers	0.10	P			10		10		10			10	10	5.00
		F			1.00		1.00		1.00			2.00		
Publish findings	0.05	P			10		10			10		10	10	2.75
		F			0.50		0.50			0.75		1.00		
Total		F			3.00		3.50		2.00	0.75		3.00		12.25

9. Conduct studies on child labour especially causes of new entrants into the child labour market.

Activity	Unit Cost		2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Total	
Conduct a survey on the incidence of child labour in selected industries/service sector known for their use of child labour	0.20	P		10		10							10	4.50
		F		2.00		2.50								
Repeat the survey at the end of the project looking at numbers as well as origin of children and reasons for employment	0.10	P		10		10							10	2.50
		F		1.00		1.50								
Documentation on case studies of child labourers	0.20	P		10		10		10		10		10	10	14.50
		F		2.00		2.50		3.00		3.50		3.50		
Produce a child labour map for Chennai	0.10	P		10			10						10	3.50
		F		1.00			2.50							
Set up a common data base on child labour to collect and collate data on child labour	0.10	P		10			10			10		10	10	9.50
		F		1.00			2.00			3.00		3.50		
Total		F		7.00		6.50	4.50	3.00		6.50		7.00		34.50

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TOTAL BUDGET - CHAPTER - VI

Strengthen Monitoring and Evaluation Tools as Management Support to Schools as well as the School Administration

Activity	2001-2	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	Total
1. Development of observation schedules for assessing teacher competency levels to feed into teacher training programmes		4.00		4.00		4.50		5.25		6.25	24.00
2. Strengthen/Develop learning achievement monitoring tools at school and corporation level	0.50	1.50	0.50	2.50	0.50	2.50	0.50	3.50	0.50	4.00	16.50
3. Develop qualitative indicators for measuring the child friendly school initiative	3.00	4.50	3.00	4.50	3.50	5.00	4.50	3.00	5.00	6.00	42.00
4. Conduct Impact Studies		7.50		4.00	2.00	5.50	2.00	6.00		9.50	36.50
5. Document the training process and its outcome in films			5.00		5.00		5.00				15.00
6. Conduct studies on the impact of the transit schools, retention and achievement of transit school children			6.00		7.50		8.50		8.50	2.00	32.50
7. Conduct studies on the impact of social mobilization and awareness creation campaigns			4.00		6.50		1.50	6.00		8.50	26.50
8. Develop skills amongst interested teachers to conduct action research on education			3.00		3.50		2.00	0.75		3.00	12.25
9. Conduct studies on child labour especially causes of new entrants into the child labour market		7.00		6.50	4.50	3.00		6.50		7.00	34.50
Total	3.50	24.50	21.50	21.50	33.00	20.50	24.00	31.00	14.00	46.25	239.75
DIET	12.87	0.65	0.65	0.9	0.65	0.65	0.9	0.65	0.9	0.65	19.47
Unit Resource Centres (URC)	45.45	36.9	36.9	36.9	36.9	36.9	36.9	36.9	36.9	36.9	377.55
Zonal Resource Centres (ZRC)	20.66	5.06	5.3	2.34	2.34	2.34	2.52	2.52	2.52	2.52	48.12
Total	82.48	67.11	64.35	61.64	72.89	60.39	64.32	71.07	54.32	86.32	684.89

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Chapter – VIII

Total Budget for Project Management

Sl. No.	Name	2001-2	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	20010-11	Total
1	Project Cost	31.27	1.9	1.9	1.85	2.15	1.85	2.38	2.08	2.36	2.36	50.1
2	Salary	10.49	21.24	22.24	22.92	23.6	24.31	25.04	25.83	26.46 52.46	27.38	299.51
3	M&E Cell	7.19	3.11	3.11	3.39	3.39	3.39	3.47	3.47	3.47	3.47	37.46
4	Contingency	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.50	3.50	31.00
	Total	51.95	29.25	30.25	31.16	32.14	32.55	33.89	34.38	35.79	36.71	348.07

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Chapter – VII
Infrastructure facilities and other civil work

Sl	Items	Unit	2001-02		2002-03		2003-04		Total	
			Phys.	Fin.	Phys.	Fin.	Phys.	Fin.	Phys.	Financial
1.	Class Room									
	1 Class room	2.00	30	60.00	25	50.00	20	40.00		150.00
	3 Class rooms	5.03	150	754.50	110	553.30	70	352.10		1659.90
2.	HM's Room	1.75	75	131.25	60	105.00	60	105.00	195	341.250
3.	Drinking water Provision, repair of Tap	0.10	150	15.00	150	15.00	75	7.50	375	37.500
4.	Bore well	0.15	200	30.00	200	30.00	125	18.75	525	78.75
5.	Syntax Tank	0.025	200	5.00	200	5.00	125	3.125	525	13.125
	Construction of Toilets									
	(i) Teacher	0.05	60	3.00	30	1.50	15	0.75	150	5.250
	(ii) Student	0.25	90	22.50	60	15.50	45	11.25	300	49.250
6.	Electricity	0.10	150	15.00	150	15.00	90	9.00	390	39.000
7.	Flag post	0.01	240	2.40	240	2.40	81	0.81	561	5.610
	Total			1038.65		792.70		548.285		2379.635
i. Construction of Buildings										
Sl	Items	Unit	2001-02		2002-03		2003-04		Total	
			Phys.	Fin.	Phys.	Fin.	Phys.	Fin.	Phys.	Financial
1.	Cost of ZRC	6.00	5	30.00	3	18.00	2	12.00	10	60.00
2.	Cost of URC	2.00	50	100.00	50	100.00	55	110.00	155	310.00
3.	Cost of Auditorium of DIET	30.00	1	30.00					1	30.00
	Total			160.00		118.00		122.00		400.00

Total Budget for Chapter - VII

Items	2001-02	2002-03	2003-04	Total
1. Civil	1038.65	792.70	548.285	2379.635
2. Building	160.00	118.00	122.000	400.000
Total	1198.65	910.70	670.285	2779.635

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ANNUAL PLAN

SSA
Annual Budget – 2001 –2002

Chapter	Name	2001-2002 (Oct – March)
IV	Pedagogy and School Improvement	563.245
V	Coverage of Special Groups	337.448
VI	Research and Monitoring	3.50
VII	Civil Work	1198.65
VIII	Project Management	51.95
	Total	2154.793

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CHAPTER – IV

INTERVENTION

ENROLMENT AND RETENTION

1. Improving Quality of Education – Improving Learner Achievement Levels

a) Enhance HM's and Zonal Education Supervisors' capacities to provide a conducive teaching/learning environment

Activity	A/c Code	Activity Code	Unit	Phy.	Fin.	2001-02					
						Oct	Nov	Dec	Jan	Feb	Mar
Conduct 4 day training on human resource management and communication programme (in ten batches)	Q	TC	0.003	1040	3.12	✓					
Conduct a 3 day training on office management (in ten batches)	Q	TC	0.0024	1040	2.50		✓				
2 day refresher training on human resource management and communication programme											
2 day refresher training on office management											
Total					5.62						

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b) Development of resource persons at city and zonal level for all subjects

Activity	A/c Code	Activity Code	Unit	Phy.	Fin.	2001-02					
						Oct	Nov	Dec	Jan	Feb	Mar
Conduct 2-day in-service training for master trainers each subject group (average 10-15 members) to develop an action plan to define roles and responsibilities as well as working modalities	Q	TC	0.032	120	3.84		✓	✓			
Conduct a 1 day workshop for all resource persons to present their plans and working modalities for discussion	Q	TC	0.0015	120	0.18				✓		
Five day workshops to design teacher training and refresher programmes	Q	TC	0.00667	120	0.80				✓		
Quarterly meetings to review training programmes and subject related matter to undertake any revisions necessary	Q	TC	0.00534	120	0.64			✓			
Annual training programme review	Q	TC	0.0001	2000	0.20						✓
Total					5.66						

c) Set up teacher resource centres at the Zonal offices

Activity	A/c Code	Activity Code	Unit	Phy.	Fin.	2001-02					
						Oct	Nov	Dec	Jan	Feb	Mar
Conduct 2 day training/orientation sessions for these resource persons	Q	TC	0.00015	1000	1.50	✓	✓				
School and evaluation circle visiting programme (TA to be provided)	Q	TC	0.00525	1000	5.25		✓	✓	✓	✓	✓
Total					6.75						

D Continued Teacher training on child and group centered learning methods as the key approach to learning

Activity	A/c Code	Activity Code	Unit	Phy.	Fin.	2001-02					
						Oct	Nov	Dec	Jan	Feb	Mar
Refresher Training (3days)	Q	TC	0.003	4000	12.00			✓			
Special 2 day training programme on developing teachers' skills in observing children, interacting with children and documenting progress	Q	TC	0.200	4000	8.00				✓	✓	
Special 4 day training on story telling, singing and creative writing	Q	TC	0.004	4000	16.00			✓	✓	✓	
Exchange visits between corporation/ Govt. schools to share experiences	Q	TC	0.002	500	0.50			✓	✓	✓	
Exchange visits to non-corporation/ Govt. schools to share experiences	Q	TC	0.001	500	0.50			✓	✓	✓	
Visits to Rishi Valley, Mysore DPEP, TN DPEP districts, Mumbai and Calcutta urban education initiatives to share experiences	Q	EV	0.009	100	0.90						✓
Total					37.90						

e) Development and provision of resource materials, science kits, etc.

Activity	A/c Code	Activity Code	Unit	Phy.	Fin.	2001-02					
						Oct	Nov	Dec	Jan	Feb	Mar
Production/procurement of materials	Q	TLM	0.01	525	5.25		✓	✓	✓	✓	✓
Total					26.250						

f) Training for teacher on child centered activity

Activity	A/c Code	Activity Code	Unit	Phy.	Fin.	2001-02					
						Oct	Nov	Dec	Jan	Feb	Mar
Subject-wise 5-day teacher training for all teachers Child centered activity	Q	TC	0.01	1200	12.00				✓		
Total					12.00						

g) Implementation and continuous improvement of achievement/milestone based evaluation systems

Activity	A/c Code	Activity Code	Unit	Phy.	Fin.	2001-02					
						Oct	Nov	Dec	Jan	Feb	Mar
Review of current evaluation system with recommendations for improvement											
Quarterly review and collation of suggestions of improvement	Q	TC	1.00	10	0.100					✓	
Establishment of a database at zonal and city level for monitoring key achievements	Q	TC	5.00	10	0.500						✓
Development of achievement based evaluation system for classes VI to VIII	Q	TC	2.00	10	0.200				✓		
Orientation on achievement based evaluation system as part of the joyful learning training for CMS											
Total					0.800						

h) Develop and implement special teacher training programmes on socially relevant issues/for children with special needs

Activity	A/c Code	Activity Code	Unit	Phy.	Fin.	2001-02					
						Oct	Nov	Dec	Jan	Feb	Mar
5 day workshop to design training programmes to address caste, religion and gender related issues within the existing joyful learning curriculum	Q	WS	0.01	100	0.01				✓		
2 day special teacher training on how to address caste and religion related issues in joyful learning to promote tolerance and equality	Q	TC	0.0007	3070	42.96			✓			
2 day special training on how to address gender related issues in joyful learning	Q	TC	0.0007	3070	42.98			✓			

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3 day special training on above issues for middle schools	Q	TC	0.0007	2727	57.26			✓			
2 day special training on the issue of addressing slow learners	Q	TC	0.0007	5797	87.15				✓		
Total						225.37					

teachers HMs

i) Develop a pre-service training programme for all newly recruited HMs and teachers on joyful learning

Activity	A/c Code	Activity Code	Unit	Phy.	Fin.	2001-02					
						Oct	Nov	Dec	Jan	Feb	Mar
Design a pre service training programme for newly recruited teachers	Q	TC	0.001	100	0.10		✓				
Conduct a 10 day intensive training programme for newly recruited teachers (each year)	Q	TC	0.0007	100	0.70		✓				
Conduct a 3 day training programme for newly recruited HMs on their roles and responsibilities under joyful learning (this is in addition to their attending the management training programmes)	Q	TC	0.003	25	0.075		✓				
Teachers Recruitment 200 Primary & Middle schools. (5500-175-9000) average salary Rs. 7885	Q	TS	7885	200	95.495	✓					
Total						1.275					

J. Develop the school Newsletter

Activity	A/c Code	Activity Code	Unit	Phy.	Fin.	2001-02					
						Oct	Nov	Dec	Jan	Feb	Mar
Orientation by an external editors of selected magazines for the editorial board	Q	RE	2.00	100	2.000		✓				
Printing of monthly editions (30 in the project period)	Q	RE	0.250	1.00	2.500		✓	✓	✓	✓	✓
Total						4.500					

TOTAL BUDGET.

for Improving Quality of Education – Improving Learner Achievement Levels

Activity	TOTAL COST
1. Enhance HM's and Zonal Education Supervisors' capacities to provide a conducive teaching/learning environment	5.62
2. Development of resource persons at city and zonal level for all subjects	5.66
3. Set up teacher resource centres at the zonal offices	6.75
4. Continued Teacher training on child and group centered learning methods as the key approach to learning.	37.9
5. Development and provision of resource materials, science kits, etc	5.25
6. Extension of teacher training on Joyful Learning to Classes 6 to 8	12.00
7. Implementation and continuous improvement of achievement/milestone based evaluation systems	0.80
8. Develop and implement special teacher training programmes on socially-relevant issues/for children with special needs	225.37
9. Develop a pre-service training programme for all newly recruited HMs and teachers on joyful learning	95.495
10. Develop the school newsletter	3.00
Total	397.845

15/9

2. CHILD FRIENDLY SCHOOL INITIATIVES

a) Provision of support to schools for making classrooms more attractive and stimulating

Activity	A/c Code	Activity Code	Unit	Phy.	Fin.	2001-02					
						Oct	Nov	Dec	Jan	Feb	Mar
All classrooms of the KG sections and classes 1 & 4 will have colourful paintings put on the walls 2 feet height block boards and compound wall.	Q	BR	3.00	525	42.00		✓	✓			
Total					42.00						

b) Develop (revival of) socially useful & productive work (SUPW)

Activity	A/c Code	Activity Code	Unit	Phy.	Fin.	2001-02					
						Oct	Nov	Dec	Jan	Feb	Mar
Training of teachers and volunteers (5 days)	Q	TC	0.0025	4725	11.81	✓	✓				
Resource fee 3 days x 4 session x 9 batches	Q	RP	0.0025	1200	0.27						
Training materials 1000/- x 2 x 100 schools	Q	TLM	0.001	100	20.00						
Maintenance charges	Q	MC	0.02	100	2.00						
Total					34.08						

c) Provision of grants to Primary schools

Activity	A/c Code	Activity Code	Unit	Phy.	Fin.	2001-02					
						Oct	Nov	Dec	Jan	Feb	Mar
School Grant to all Primary schools	Q	SG	2.000	321	6.42					✓	✓
Teachers Grant to all Primary Schools	Q	SG	0.500	3070	15.35					✓	✓
Total					21.77						

d) Development of community outreach projects for the children (metric melas, cultural programmes, participation in immunization drives, special clean up drives, etc.)

Activity	A/c Code	Activity Code	Unit	Phy.	Fin.	2001 - 2002					
						Oct	Nov	Dec	Jan	Feb	Mar
Holding of Metric Melas (20 schools per zone)	Q	RE	0.05	200	10.00					✓	✓
Total					10.00						

- e) **Bringing child rights into the curriculum, celebration of special days such as child labour day, Children's Day, World Health Day, etc.,**

Activity	A/c Code	Activity Code	Unit	Phy.	Fin.	2001-02					
						Oct	Nov	Dec	Jan	Feb	Mar
Conduct two-day workshop to work out strategy to be given to all subject resource groups.	CAP	WS	0.02	10	0.20				✓		
Total					0.20						

TOTAL BUDGET FOR Child Friendly school initiatives

Activity	TOTAL COST
1. Provision of support to schools for making classrooms more attractive and stimulating	42.00
2. Develop (revival of) socially useful & productive work (SUPW)	34.08
3. Provision of Grant to Primary Schools	21.77
4. Development of community outreach projects for the children (metric melas, cultural programmes, participation in immunization drives, special clean up drives, etc.	10.00
5. Bringing child rights into the curriculum, celebration of special days such as child labour day, Children's Day, World Health Day, etc.	0.20
Total Budget	108.05

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3. SCHOOL HEALTH AND SANITATION

1. Strengthen school health programmes of the Health Department and implement an extensive school level check up programme for all school children at the beginning of each school year.

Activity	A/c Code	Activity Code	Unit	Phy.	Fin.	2001-02					
						Oct	Nov	Dec	Jan	Feb	Mar
1 day orientation for all selected health co-ordinators	H	TC	0.0007	1000	0.7		✓				
Develop a health monitoring system Design a software to monitor school health	H	MO	0.0125	20	0.25		✓				
Design a modern health card to facilitate computerisation and central monitoring and audit.	H	MO	0.005	20	0.10		✓				
Print the health cards	H	MO	0.01	1000	10.00			✓			
Conduct an orientation on the health card to all zonal education supervisors, medical officers and the school health co-ordinators	H	MO	0.001	600	0.60			✓			
School health profile report to be generated quarterly	H	TLM	0.0003	525	0.15				✓		
Total					11.8						

2. Implement a new curriculum on school health in all classes

Activity	A/c Code	Activity Code	Unit	Phy.	Fin.	2001-02					
						Oct	Nov	Dec	Jan	Feb	Mar
Provision of mobile health and sanitation exhibition kits to all zones	H	AW	0.02	50	1.00			✓			
Maintain of Toilets by Ayahs	H	HM	0.005	525	2.625	✓	✓	✓	✓	✓	✓
Total					3.625						

15/2

3. Develop a school sanitation initiative and strategies for keeping schools clean by the children

Activity	A/c Code	Activity Code	Unit	Phy.	Fin.	2001-02					
						Oct	Nov	Dec	Jan	Feb	Mar
Instructions on how to maintain toilets will be painted on the walls of all toilets. All dining areas will have painted instructions on hand washing (@ 2000 per school)	Q	BR	0.02	208	4.16			✓			
Total					4.16						

BUDGET SUMMARY SCHOOL HEALTH AND SANITATION

Activity	TOTAL COST
1. Strengthen school health programmes of the Health Department and implement an extensive school level check up programme for all school children at the beginning of each school year.	11.8
2. Implement a new curriculum on school health in all classes	2.625
3. Develop a school sanitation initiative and strategies for keeping schools clean by the children	4.16
Total (annual) Budget	18.585

15/1

4. COMMUNITY PARTICIPATION

A) Increased Enrolment and Retention through Community Participation (Funded by SSA)

Activity	A/c Code	Activity Code	Unit	Phy.	Fin.	2001-02					
						Oct	Nov	Dec	Jan	Feb	Mar
Identification of not enrolled children through a household survey of all slum/low income areas of Chennai (10 zones)	AW	RE	0.20	10	2.00	✓	✓				
Conduct intensive enrolment drives using street plays, human chains, puppet shows, rallies and street meetings to mobilise communities with out of school children	AW	AW	0.54	10	5.40						✓
Publicity campaigns (press releases, printing of posters)	AW	RE	0.20	10	2.00						✓
Compilation of data and data entry into the education departments MIS	MIS	ME	15.00	10	1.50		✓				
Parental orientation (10 zones) UEE	AW	TC	0.20	10	2.00		✓				
Training to 100 community leaders/CBO's (2 days Zone wise)	AW	AW	0.002	100	0.20			✓			
Training to Councilors	AW	AW	0.007	155	0.10					✓	
Co-ordinating meeting to Arivoli Volunteers about SSA Project	AW	AE	0.0007	3000	2.10		✓				
Total					15.30						

1/10

b) **Community Mobilisation / Strengthening of Parent Teacher Associations**

1. **Greater involvement of parents in the process of implementing joyful learning and making schools more child friendly**

Activity	A/c Code	Activity Code	Unit	Phy.	Fin.	2001-02					
						Oct	Nov	Dec	Jan	Feb	Mar
Development of an orientation guideline for HMs and teachers on how to motivate and interact with parents constructively (2 day workshop)	CMP	WS	0.002	525	1.05	✓					
Orientation of supervisors, selected HMs and zonal resource persons on motivation of and interaction with parents. (1 day orientation) (Rs.6,000 per zone)	CMP	WS	0.0007	525	0.36	✓					
Orientation of HMs on motivation of and interaction with parents (1 day orientation)	CMP	WS	0.0007	3640	2.54		✓				
Class-wise interaction with all parents on joyful learning and parental roles and responsibilities, nomination of class PTA representative	CMP	WS	0.0002	525	10.00		✓				
Monthly EC PTA meeting	CMP	TC	0.001	7800	7.80	✓	✓	✓	✓	✓	✓
Total					21.75						

1/2/0

2. Promotion of model PTAs

Activity	A/c Code	Activity Code	Unit	Phy.	Fin.	2001-02					
						Oct	Nov	Dec	Jan	Feb	Mar
Identification of the best PTA in each zone and conduct a felicitation session for these PTAs at the city level (Zone wise)	AW	WS	1.00	10	0.10						✓
Total					0.10						

B) Community Mobilisation / Strengthening of Parent Teacher Associations

Activity	TOTAL COST
1. Greater involvement of parents in the process of implementing joyful learning and making schools more child friendly	21.75
2. Promotion of model PTAs	0.10
Total Budget	21.85

5. Private Sector Participation

a) Develop partnerships with CII and private industry as well as private social organizations and NGOs for education.

Activity	A/c Code	Activity Code	Unit	Phy.	Fin.	2001-02					
						Oct	Nov	Dec	Jan	Feb	Mar
Conduct meetings and discussions with CII and industrialists to define their participation in education	CMP	RE	0.1	100	1.00		✓				
Conduct regular meetings with Rotarians, Lions, Round Table, etc. to facilitate their involvement in the project	CMP	RW	0.004	25	0.10		✓				
Prepare regular updates to share project progress with all partners	CMP	RW	0.015	10	0.015		✓				
Strengthen co-ordination with NGOs not directly involved in the project to keep them informed and to facilitate their participation	CMP	RW	0.001	50	0.50			✓			
Total					1.615						

CHAPTER – IV

TOTAL BUDGET - Pedagogy and School Development

Activity	TOTAL
1. Improving Quality of Education – Improving Learner Achievement Levels	397.845
2. Child friendly school initiatives	108.05
3. School health and sanitation	18.585
4. A) Community Mobilisation / Strengthening of Parent Teacher Associations	15.30
B) Community Mobilisation / Strengthening of Parent Teacher Associations	21.85
5. Private Sector Participation	1.615
TOTAL	563.245

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CHAPTER – V

COVERAGE OF SPECIAL FOCUS GROUP

1. EARLY CHILDHOOD EDUCATION

A) Provision of Crèche Facilities and Quality Pre-school Education

1. Strategy for Provision of Crèche Facilities in selected Anganwadi Centres

Activity	Acc. Code	Activity Code	Unit	Phy.	Fin.	2001-2002					
						Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Development of a training programme on crèche management and activities Formation of a resource team for drafting of training manual	ECE	TC	0.002	25	0.05	✓					
Drafting a manual, pilot testing and finalization	ECE	R & E	0.004	25	0.10	✓					
Training of trainers (2 days)	ECE	TC	0.004	25	0.10		✓				
Training of CDPOs & supervisors (3 days)	ECE	TC	0.003	25	0.075		✓				
Training of workers and helpers (4 days)	ECE	TC	0.016	25	0.40		✓				
Special monthly review meetings	ECE	RW	0.0012	25	0.03		✓	✓	✓	✓	✓
Purchase of the materials	ECE	TLM	0.02	25	0.50	✓					
Renovation/repair work on the Anganwadi centre to ensure safe and healthy environment	ECE	BR	0.10	200	20.00		✓	✓			
Total					21.255						

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2. Increasing KG Section in all Corporation / Govt. Primary Schools and Strengthening the Linkages between Primary Schools and Anganwadi Centres

Activity	Acc. Code	Acctivity Code	Unit	Phy.	Fin.	2001 - 2002					
						Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
D. Review of existing pre-school education programme of ICDS to assess relevance as school readiness for the joyful learning strategy. D.1 Conduct a workshop for Special/Mobile Team Trainers of ICDS and selected Master Trainers of the Education Department to compile list of areas where changes or additional activities are required	ECE	WS	0.005	100	0.05					✓	
D.3 Draw up an action plan for introducing the identified changes in the pre-school programme of Anganwadis for implementation	ECE	WS	0.002	100	0.02						✓
F. Develop an evaluation system for assessment of pre-school skills achieved (based on the Trivandrum developed NEST scale) F.1 Prepare list of skills (developmental milestones) to be attained at the pre-school level	ECE	RE	0.0005	100	0.05				✓	✓	
F.2 Develop a monitoring format which can be used both in the primary school LKG and UKG sections as well as in the Anganwadi Centres	ECE	RE	0.0005	100	0.05			✓	✓	✓	✓
F.3 Print school readiness checklist for all AWCs and pre-school sections	ECE	RE	0.0002	100	0.10			✓			
TOTAL					0.27						

1/6/02

TOTAL BUDGET for 1. Provision of Crèche Facilities and Quality Pre-school Education

Activity	TOTAL COST
1. Strategy for Provision of Crèche Facilities in selected Anganwadi Centres	21.225
2. Provision of KG Section in all Corporation Primary Schools and Strengthening the Linkages between Primary Schools and Anganwadi Centres	0.27
TOTAL BUDGET	21.525

2. CHILD LABOUR / ALTERNATIVE SCHOOL

A) Bringing Education to Child Labourers/Street Children

1. Expansion of transit schools and introduction of full-time transit schools

Activity	Acc. Code	Activity Code	Unit	Phy	Fin.	2001 - 2002					
						O ct.	Nov.	Dec.	Jan.	Feb.	Mar.
Conduct of Transit school for Child labour (100 schools per year)	AAS	TC	0.50	100	50.00						
Orientation of all Zonal supervisors, AEOs and selected HMs on the transit school concept	AAS	TC	0.001	25	0.025		✓				
Orientation of all NGO teacher trainers on the joyful learning approach of corporation schools (3 days)	AAS	TC	0.001	150	0.15		✓				
Training of teachers for the new transit schools (as per NGO norms)	AAS	TLM	0.0120	100	1.20						
Teaching material	AAS	TLM	.025	100	2.50						
Exposure visit to other state for all teachers/ Co-ordinator	AAS	TC	0.05	100	5.00						
T.A to the TS Teachers for in-service training	AAS	TC	0.003	100	0.18						
Residential camp for the Transit school for curriculum (Rs.500X100X3days)	AAS	TC	0.005	100	1.50						
Running special centre for street children-central, Egmore Railway station (25 centres)	AAS	TC	0.006	25	1.80						
TOTAL					62.355						

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2. Conduct transit camps for newly enrolled child labourers

Activity	Acc. Code	Activity Code	Unit	Phy.	Fin	2001 - 2002					
						Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
4-days residential camps for newly enrolled children to motivate them to attend school (food, material, resource fee, medical kids)	AAS	TC	0.016	2500	40.00						
3 day motivation camp for children graduating to corporation schools from transit schools (food, material, resource fee, medical kids)	AAS	TS	0.006	5000	30.00						
Total					70.00						

3. Social mobilization

Activity	Acc. Code	Activity Code	Unit	Phy.	Fin.	2001 - 2002					
						Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Special events and campaigns by NGOs on the elimination of child labour	AAS	CMP	5.00	30	1.50					✓	✓
Total					1.50						

4. Special scheme for children of construction workers and other migrant labourers

Activity	Acc. Code	Activity Code	Unit	Phy	Fin	2001 - 2002					
						Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Conduct a survey of school aged children on construction sites not attending school	AAS	WS	0.00003	50000	1.50						
Operate twenty special mobile schools in two areas with large numbers of out-of-school children living on construction sites (20 schools - 500 children) 36000/- x 10 months	AAS	TC	0.36	20	72.00	✓	✓	✓	✓	✓	✓
Design of certification to ensure that children can be enrolled in regular schools either in Chennai or their home village after attending the special schools	AAS	IS			0.10						✓
Teachers and Assistant (Honorarium)	AAS	TS	0.012	40	5.76						
Training for mobile school teachers (2 days)	AAS	TC	0.0007	20	0.028		✓	✓	✓	✓	✓
TOTAL					79.388						

1/2/02

Child Labour / Alternative School

Activity	TOTAL
1. Expansion of transit schools and introduction of full-time transit schools	62.355
2. Conduct transit camps for newly enrolled child labourers	70
3. Social mobilization	1.50
4. Special scheme for children of construction workers and other migrant labourers	79.388
Total Budget	213.243

b) Strengthening Mechanisms for Prevention of Employment of Children

1. Programme for child labourers in the hotel and other service sector

Activity	Acc. Code	Activity Code	Unit	Phy	Fin	2001 - 2002					
						Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Salary for NFE Schools Teachers (50 centres X 600 X 10 months - 1250 children)	AAS	TS	0.006	50	3.00						
TOTAL					3.00						

2. Sensitization of all corporation / Government staff through special awareness creation campaigns

Activity	Acc. Code	Activity Code	Unit	Phy	Fin	2001 - 2002					
						Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Design strong awareness creation campaigns to be conducted in the Corporation offices and all zonal offices	AAS	AW	0.01	100	1.00				✓	✓	✓
Conduct campaigns in Chennai city	AAS	AW	0.025	100	2.50				✓	✓	✓
Develop posters, flyers to be handed out to staff	AAS	AW	0.350	10	3.50						
TOTAL					7.00						

3) Publicize Industries in Chennai which employ child labour

Activity	Acc. Code	Activity Code	Ufit	Phy	Fin	2001 - 2002					
						Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Develop a campaign with the press to regularly publish stories on child labour in various industries in the city through regular supply of data and contacts	AS	AW	0.05	10	0.50		✓	✓	✓	✓	✓
Encourage TV coverage of child labour in these sectors by facilitating access to data, children, industries	AAS	AW	0.30	10	3.00		✓	✓	✓	✓	✓
Total					3.50						

BUDGET SUMMARY for Child Labour / Alternative School

Activity	TOTAL COST
1. Programme for child labourers in the hotel and other service sector	3.00
2. Sensitization training for all health and labour inspectors as well as other field functionaries of the corporation	7.00
3. Publicize industries in Chennai which employ child labour	3.50
Total Budget	13.50

1/01

3. DISABLED CHILDREN

Special Initiative for Differentially Abled Children

1. To ensure that all disabled children who can be integrated into regular schools are enrolled

Activity	Acc. Code	Activity Code	Unit	Phy	Fin	2001 – 2002					
						Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Provide all the necessary aids to the children 10 schools per year (300 children)	IED	TLM	.045	10	45.00	✓	✓				
Make all necessary modifications in the schools to enable access to children with physical disabilities	AAS	BR	.050	250	12.5	✓	✓				
Conduct orientations with these children and their parents on the need to go to school and how to deal with the challenges to be faced (2 in each zone)	IED	TC	0.002	250	0.50		✓	✓			
Design a sensitisation campaign for primary and for middle schools to facilitate the integration of disabled children (1 day workshop)	IED	AW	0.002	50	0.10				✓		
Conduct sensitisation campaigns in all schools on disability and support to be extended	IED	AW	0.10	10	1.00					✓	✓
In-service training for teachers (3 days)	IED	TC	0.0007	50	0.10				✓		
TOTAL					59.20						

4. GENDER

Girl Child – Domestic Workers / Reduction of Child Abuse

Activity	Acc. Code	Activity Code	Unit	Phy	Fin	2001 – 2002					
						Oct	Nov.	Dec.	Jan.	Feb.	Mar.
Orientation and training on life / value education (10 zones)	ALS	TC	0.10	5000	5.00		✓				
To run NFE Centres per center Rs. 2000/- -Teacher Ayhas Salary)	ALS	TC	0.02	500	4.8		✓	✓	✓	✓	✓
Motivation Camp (2 days)	ALS	TC	0.002	10000	20.00						✓
TOTAL					29.80						

Total Budget – Chapter – V

Activity	2001-2002 (Oct- Mar)
1. Early Childhood Education	21.525
2. (a) Child Labour/ Alternative school	213.423
2. (b) Strengthening Mechanisms for Prevention of Employment of Children	13.5
3. Disabled Children	59.2
4. Girl child- Domestic workers	29.8
TOTAL BUDGET	337.448

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CHAPTER – VI

Research, Evaluation and Strengthening Monitoring Structure

1. Strengthen/Develop learning achievement monitoring tools at school and corporation level

Activity	Acc. Code	Activity Code	Unit	Phy.	Fin.	2001 - 2002					
						Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Development of learner achievement monitoring tools	R & E	RE	0.050	10	0.50				✓	✓	✓
TOTAL					0.50						

2. Develop qualitative indicators for measuring the child friendly school initiative

Activity	Acc. Code	Activity Code	Unit	Phy.	Fin.	2001 - 2002					
						Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Conduct annual reviews to discuss and review data and monitoring systems	R & E	RE	0.20	10	2.00					✓	✓
Publish results	R & E	RE	0.10	10	1.00						✓
TOTAL					3.00						

BUDGET SUMMARY

Activity	TOTAL COST
1. Strengthen/Develop learning achievement monitoring tools at school and corporation level	0.50
2. Develop qualitative indicators for measuring the child friendly school initiative	3.00
Total Budget	3.50

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CHAPTER – VI

Research, Evaluation and Strengthening Monitoring Structure

1. Strengthen/Develop learning achievement monitoring tools at school and corporation level

Activity	Acc. Code	Activity Code	Unit	Phy.	Fin.	2001 - 2002					
						Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Development of learner achievement monitoring tools	R & E	RE	0.050	10	0.50				✓	✓	✓
TOTAL					0.50						

2. Develop qualitative indicators for measuring the child friendly school initiative

Activity	Acc. Code	Activity Code	Unit	Phy.	Fin.	2001 - 2002					
						Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Conduct annual reviews to discuss and review data and monitoring systems	R & E	RE	0.20	10	2.00					✓	✓
Publish results	R & E	RE	0.10	10	1.00						✓
TOTAL					3.00						

BUDGET SUMMARY

Activity	TOTAL COST
1. Strengthen/Develop learning achievement monitoring tools at school and corporation level	0.50
2. Develop qualitative indicators for measuring the child friendly school initiative	3.00
Total Budget	3.50

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ANNEXURE

ANNEXURE

RESOURCE GROUP

A total of 17 resource groups will be formed with an average membership of 10 persons each. The details on the resource groups are given below:

1. Resource Group on Mathematics

A mathematician, with extensive experience in the field of teaching mathematics in schools, will head the resource group on maths. They will work on lesson planning, monitoring and tracking of learning achievements and lesson evaluation and feedback systems. The members of this resource group will come from the active teaching community, NGOs, retired teachers and other committed mathematicians. The resource group will establish contacts with other experts to constantly update their knowledge and skills in the field.

Within the resource group, a sub-group looking into introducing joyful learning in classes 6 to 8 will be set up.

2. Resource Group on Science

The resource group on science will be headed by a representative of the Tamil Nadu Science Forum, which has extensive experience in the field of teacher training and promotion of science education. This group will be focussing on improving science classes in schools and introducing more activity based teaching and learning in this field.

Integration of activities outside the school will be a key area of focus. They will work on lesson planning, monitoring and tracking of learning achievements and lesson evaluation and feedback systems.

Within the resource group, a sub-group looking into introducing joyful learning in classes 6 to 8 will be set up.

3. Resource Group on Social Science

An experience teacher in this field will head the resource group on social science. The group will be focussing on promoting project work in this area and developing more interactive lesson plans and activities. They will work on lesson planning, monitoring and tracking of learning achievements and lesson evaluation and feedback systems. The development of lesson planning which integrates excursions and project work will be an area of focus.

Within the resource group, a sub-group looking into introducing joyful learning in classes 6 to 8 will be set up.

4. Resource Group on Tamil Language

A Tamil scholar, with strong commitment to promoting high standard Tamil language skills, will head this resource group. One of the key areas of focus will be to develop good materials and teaching aids to facilitate good language skills both in the written and the oral form. Development of creative writing skills as well as appreciation of classical Tamil literature is another area of focus. They will work on lesson planning, monitoring and tracking of learning achievements and lesson evaluation and feedback systems.

Within the resource group, a sub-group looking into introducing joyful learning in classes 6 to 8 will be set up.

5. Resource Group on English Language

The resource group on English language training will work closely with the Lions and Rotary Clubs of Chennai to introduce Compact Learning of English (CLE), their successful programme for teaching English as a foreign language. This programme is being successfully implemented in Bangalore and with the assistance of the resource persons will be introduced in Chennai. Support from the British Council will also be sought for accessing training materials, conducting workshops and competitions for teachers and children.

Within the resource group, a sub-group looking into introducing joyful learning in classes 6 to 8 will be set up.

6. Resource Group on Sports

The resource group on sports will be responsible for identifying a list of sports and games, which can be introduced in the primary and middle schools. The group will also identify training needs, training resources and material inputs required. The group will also be responsible for designing monitoring tools.

7. Resource Group on Crafts

This resource group will be headed by the key organisation/NGO identified by the project for advising the corporation on the introduction/revival of craft classes in the schools. This group will identify crafts persons, who can work in the schools or train the

teachers. Innovation in terms of utilisation of skills and materials will also be the responsibility of this group. The group will also conduct an assessment of existing facilities in schools and crafts teachers available.

8. Resource Group on Libraries

The revival of libraries is one of the key elements in promoting reading and creative writing skills. This resource group will identify publishing houses, which publish appropriate books for pleasure reading and reference materials for children. The group will compile a list of titles to be purchased for the primary and middle schools. The group will annually review new titles and recommend new books for schools. The group will also develop a training programme on library management, assist in introducing library cataloguing in all schools, establishing linkages with the local libraries and promotion of events around libraries.

9. Resource Group on Crèches

This group is responsible for designing the crèche programme in the 10 selected centres. They will design a training programme, develop material lists for items to be purchased and will conduct the actual training and follow up in each crèche. ^{They} ~~The~~ will also link up with other organisations providing crèche facilities to share information and co-ordinate efforts. They will also document the entire process of introducing crèches in ICDS.

10. Resource Group on Pre-school Education

The resource group will develop a pre-school education curriculum and teacher training programme in line with the "joyful learning" approach that is being implemented in all primary schools of the corporation. They will be responsible for conducting pre-school education training in consultation with the teacher training resource group. They will also provide school level follow-up and support and conduct regular workshops on material development, new activities and development of observation and motivation skills in the teachers.

11. Resource Group on Disability

A lead NGO has been identified to assist the corporation in ensuring that disabled children are either integrated into regular schools or provided with special education. Two sub-groups will be formed, one to support the establishment of transit schools for disabled children and for developing school level sensitisation programmes, and another for supporting special schools for mentally disabled children. These two groups will design training programmes, support individual schools in the running of programmes.

12. Resource Group on Health and Sanitation

Two sub-groups will be formed, one on health and one on sanitation. The latter will involve representation ~~from~~^{of} the sanitation officer of UNICEF and the former will have active membership for Lions and Rotary Clubs. The group on health will be responsible for developing the health database for school children in Chennai as well as the overall implementation of the "total school health programme". This

sub-group will also take up the revival of the school health exhibition. The sanitation group will focus on developing monitoring systems on sanitation practices. Another area of focus will be the development of training programmes, community outreach programmes and development of joint activities with private conservancy companies.

13. Resource Group on Monitoring and Evaluation

One of the key objectives of this project is to establish an effective monitoring information system (MIS), which can facilitate management and planning from the school level upwards. This group will also co-ordinate documentation and evaluation activities as well as the training of teachers in action research. They will draft terms of reference for studies and films, shortlist candidates for the project management. Developing computer literacy amongst all key staff involved in the project will also be co-ordinated by this group.

14. Resource Group on Teacher Training

This resource group will design, plan and implement all teacher-training activities. They will be working closely with the subject resource groups and will conduct some training activities together. Most of the members will also be members in subject resource groups. Further, they will be responsible for developing training programmes to enhance management and communication skills amongst HMs and supervisors/AEOs as well as the office staff of the education department. They will work with the M&E resource group on documenting training and monitoring training outcomes. This

group will include many of the trainers who have been the trainers in the first phase of the introduction of "joyful learning".

15. Resource Group on Social Mobilisation

This resource group will ~~be~~ include a number of the Total Literacy Campaign (TLC) organisers and co-ordinators who have been successful in designing and implementing social mobilisation campaigns for the TLC movement in Chennai. They will establish linkages with a private sector advertising company to jointly design campaigns, awareness drives and other activities aimed at generating awareness throughout Chennai, both on "joyful learning" and on the need to eliminate child labour. They will identify areas for collaboration with the leading personalities selected as ambassadors for this project. This group will also include representatives from private social organisations and from NGOs. Together they will design and co-ordinate the implementation of an annual calendar of events.

16. Resource Group on Child Labour

This resource group will be headed by a lead NGO involved in the transit school programme and in child labour campaigns in the city. The group will design the draft proposals on banning child labour through licenses, permits and other activities funded by the Corporation, they will assist in documentation and monitoring of child labour prevalence and designing campaigns. They will also provide all support other than teacher training to the transit schools.

17. Resource Group on Private Sector Participation

This group will bring together all private sector companies, association and social organisations committed to supporting corporation schools in their endeavour to provide quality education. They will identify areas for financial assistance, conduct fund raising and also monitor on behalf of the private sector the progress made by the project.

LIST OF NGO'S IN MADRAS CITY

MYLAPORE

1. Adrian, Almeida, Centre for Vocational Education, 2, Rosary Church Road, Madras-4.
2. Joint Action Council for Women, 12, Rosary Church Road, Mylapore, Madras-4.
3. Dooming Kuppam
M. Gopalakrishnan, Manju Electronics, 43/1, Appu Street, Mylapore, Madras-4.

SANTHOME

4. Desmand Daniels, off. Sabai Treatment Centre, 15, Rosary Church Road, Santhome, Madras-4.
5. K.G. Vaidyanathan (Alias) Karikal Vaitha, Director, Universal Love and Brotherhood Association, 218/7, R.K. Mutt Road, Madras-4 Phone:74176.

NUNGAMBAKKAM

6. Aloysius, Jyothi Nikethan, 6/8, New Street, Madras-34.
7. Secretary, Janodayam Social Educational Centre, 122, Sterling Road, Madras-34.
8. Pen Urimai Iyakkam, 13, Josier Street, New Colony, Nungambakkam, Madras-34.
9. Students Cancer Awareness Network, 3B, 1st Street, Ponangipuram, Nungambakkam, Madras-34 PH:8250003.
10. Baktha Salamon, Development Promotion Group, 49A, Josier Street, Madras-34.

CHOLLAIMEDU

11. Roopavathi Kumar, Secretary, Community Organisation Resource Development of India, 7, Ameer John Street, Choolaimedu, Madras-94 Ph:424085.

EGMORE

12. Executive Director, World Vision of India, 9th Floor, Kaleel Siraj Estate, Fountain Plaza, Madras-8.
13. Bargavi Devendra, Indian Red Cross Society, 52, Montieth Road, Madras-8.
14. NSS - TORC, Madras School of Social Work, 32, Casa Major Road, Egmore, Madras-8.
15. Programme Officer, ICOSA Centre, 93, Pantheon Road, Egmore, Madras-8 Ph:826 91 43, 826 95 45.
16. Tmt. Geetha Viswanathan, General Secretary, Guild of service, 20, Casa Major Road, Madras-8.

VILLIWAKKAM

17. Project Director, Balaramapuram Leprosy Patients Rehabilitation Trust, Post bag No.12, Madras-49.
18. Sister Julia, St. Joseph Convent, 30, Dr. Ambedkar Street, Villiwakkam, Madras-49.
19. Benjamin Franklin, Secretary, Madras Christian Council of Social Service, 21, 6th Main Road, Jawahar Nagar, Madras-82 Ph: (Off) 61 66 41 (Ref) 61 98 93.

VYASARPADI

20. Present, Kamaraj Nagar Ilaignar Iyyakkam, 144, Kamaraj Nagar, Melpatti Ponnappan Street, Vyasarpadi-39.
21. Youth Educational Social Service, Association, 73, M.M. Garden, Vyasarpadi, Madras-39.
22. Rev. Fr. James, Director, Don Bosco Beautitudes, 50, Sundaram Street, Vyasarpadi, Madras-39.
23. Rainbow Social Service Centre, 393/H-Block, Satyamoorthy Nagar, Vyasarpadi, Madras-39.
24. M. Balakumar, Friends Social Welfare Centre, 173, Padasalai Street, Kakkanji Nagar, Madras-39.

PERAMBUR

25. A. Joseph Chezhan, Spectrum Gems, 9, Jeevanandam Street, Ramana Nagar, Perambur-11 Ph:537 81 38.

PURASAWAKKAM

26. Rufus Moses, Institute of Labour Management and Research, 42, Outer Circular Road, Kilpauk Garden Colony, Madras-10, Ph:61 33 75 642 33 13.
27. J.R. Sankaran, Who National Consultant of AIDS? Rajayoga, New Avadi Road, Madras-10.

PULIANTHOPE

28. Rev. Fr. Gerald, Director, Don Bosco Social Service Society, D Costa Road, Pulianthope, Madras-12.
29. The Secretary, Dr. B.R. Ambedkar Mandram, V.O.C. Nagar, Pulianthope, Madras-12.
30. Youth Association for Slum Service, 17, Venkateshapuram, New Colony Main road, Madras-12 Mr. Arul-S (Director)
31. Parthasarathy, SEED Society, 14 5th Street, Venkatesapuram, madras-12.

ANNA NAGAR

32. ECOMWELL, 189/4, II Floor, First Street, 12th Main Road, Anna Nagar, Madras-40. (Ph:621 26 67)
33. Mr. Isaac (Manager), Icelandic Leprosy Children's Aid Training Centre, (A Unit of GLRAF), M.G.R. Colony, Melnadvankarai, Anna Nagar, Madras-40.
34. M/s N. Eswari, Visthara Architects and Builders, Plot No.1322, 18th Main Road, Anna Nagar, Madras-40.
35. SANKALP, AL-104, 11th Main Road, Anna Nagar West, Madras-40.

SHENOY NAGAR

36. People's Architecture Co-op. 11, 7th Cross Street (West), Shenoy Nagar, Madras-30.

K.K. NAGAR

37. Manolaya, 14, 94th Street, 15th Sector K.K. Nagar, Madras-78 Ph:483 29 31.

MOGAPPAIR

38. Society for Social of Retarded persons, C/o Navajothi Trust, 1405, Golden Colony, Mogappair, Madras-50.

39. Sukhi Jeevan, Counselling Centre for Drug Addicts and Alcoholics, (A Unit of KKSWS), B3, Industrial Estate, Mogappair West, World Bank Circle, Madras-50 Ph:62 57 79.

40. T.S. Kannan, E-29, Anna Nagar, Madras-102 Ph:626 00 77.

T. NAGAR

41. The Superintendent, Holy Angels Family Helper Project, Holy Angels convent campus T. Nagar, Madras-17.

42. M.B. Nirmal, Founder Chairman, Exnora - International 42 Giriappa Road, Madras-17.

43. Koteeswaran Arogyam, 10 Vaithyaraman St., T. Nagar, Madras-17.

44. Dr. Sunity Solomon, YRG, Medical Educational and Research Foundation, 1 Raman St., Madras-17, (Ph:8258014/8253872)

BESANT NAGAR

45. Dr. K. Sreedhar, Sree Kanchi Kamakodi Sankara Medical Trust, 37, 4th Main Road, Madras-90.

46. Mr. M. Ramachandran, 52, 22nd Cross St., Besant Nagar, Ms-90.

47. Mrs. Almas India, 7, 18th East St., Kamaraj Nagar, Tiruvanmiyur, Ms-41.

ADAYAR

48. South India AIDS Programme, 65, 1st St., 1st Floor, Kamaraj Avenue, Ms-20.

49. Jockin Jovas, Secretary, Intermission Development Association, P.B. No.921, Ms-20.

50. SCRDS, 125 5th St., Padmanata Nagar, Ms-20, Ph:411941.

51. Bro. Patrick, St., Louis Institute, Canal Bank Road, Adyar, Ms-20, Ph:412706, 417556.

52. Tamilnadu Corporation for Women Development ESR Grid Complex, 3rd Floor, 37, 1st Main Road, Gandhi Nagar, Ms-20, Ph:412619, 419675.

53. South Madras AIDS, Dr.Professor. Janjunda Rao, Chairman, Andhra Mahila Saba, 11 Durgabai Deshmukh Road, Ms-28.

54. The Chairperson, Women India Association, 43 Greenways Road, Ms-28.

55. Madras Social Service Society, Training Centre, 73 Chemairs Road, R.A. Puram, Ms-28.

56. MOOWES, 1st Floor, 26 and 27, Corporation shopping Complex, 3rd Cross Street Road, Raja Annamalaipuram, Ms-28.

PALAVARAM & ST. THOMAS MOUNT

57. Fr. Jesbury St. Thomas Mount Baby's Home, Helper Project, 5/8C, 2nd Well St., St. Thomas Mount Ms-16.

58. Mr. Ramasamy, Chengai MGR District TNSDF, 3/3 Barathi Nagar, Main Road, Pallavaram, Ms-93.

59. Mrs. Usha Hari Baskaran, President (IAS Officer's Wives Association T.N.), Guindy College, Race Road Course Road, Ms-32.

TEYNAMPET

60. Rev. Fr. Kurian Thomas, Asha Nivas, 5th St., Rutland Gate, Ms-6.
Ph. 8279311, 8279772.
61. Esther, Presentation Social Service Centre, Church Park Campus, Ms-6,
Ph. 8279118.
62. Smt. Mathavi, Professor and HOD of Home Service, WCC, Ms-6.
63. Professor K. Rajarathnam, Centre for Research on New International Economic Order, 1, First St., Haddows
Road, Ms-6.
64. V. Thangavelu, Director, Madras Social Service Groupguild, B.S. 22, Gems Court, 14, Kadar Navaskhan Road,
Ms-6. Ph. 8279774.
65. State Social Welfare Board, Anna Salai, Ms-35.

BROADWAY

66. Rev. Sr. Vimala Joe, Director, Marialaya Night Shelter, Home for street girls, 29 Pedaria Koil st., Broadway, Ms-
1.
67. Principle, St. Columbus Higher Secondary School, Presentation convent, George Town, Ms-1. Ph. 581686.
68. Fr. Gregory Devarajan, Don Bosco Anbu Illam, 18 Malayappan St., Ms-1. Ph.5225432
69. Thiru. Dr. N. Ganapathi, Professor of Serology, Govt. General Hospital.
70. Kavali Abraham, General Secretary, Madras Corporation, Conservancy Employees Union 1 Periyar EVR High
Road, Ms-3.

KODUNGAIYUR

71. K. Solam, Tondiarpet Secd Project, 11, 6th St., Ezhil Nagar, Kodungaiyur (P.O) Ms-51.
72. Bernasconi, Giovannam St. Johns Dispensary and S.S. Teacher's Colony, Erukanchery, Ms-51.
73. Mr. K.S. Subramaniam, President, South Indian Soum Dwellers Federation, 4/545 Muthamizh Nagar, Ms-51.
74. Mrs. Florence Wilson, PRO, SWAP - Kondungaiyur, 1 Lenin St., Krishnamoorthy Nagar, Ms-51. Ph. 6421575.
75. Dr. B.R. Ambedkar Puthunalasangam, 91 Dr. Rajarathnam Nagar, Kodungaiyur, Ms-51.

PURASAWALKAM

76. Mr. Purushothaman, Secretary, Kalaiselvi Marunalaya Social Welfare Society, 124 Purasawakam High Road,
Ms-10.
77. Rev. Prasannakumari Samuel, SWAP, Gurukul, Ms-10.
78. J.R. Sankaran, WHO National consultant on AIDS Royapuram, New Avadi Road, Ms-10.
79. T.N. Slum Dwellers Federation, 2, Raja Annamalai Road, Purasawalkam, Ms-7. (Mr. M.P. Nehrudasan, Gen.
Sec.)
80. B. Baskaran, D/2, Murali Apartments, 87, Dr. Alagappa Road, Purasawalkam, Ms-12. Ph. 6422943.
81. Mrs. Prasanna K. Samuel, Church Women's Centre, 40 Thambusamy St., Kellys, Ms-10. Ph. 6421575, 6421870.

VEPPERY

82. The Chairman, Dr. Reddy, Swallows in India, EVK Sampath Road, Ms-7.
Ph. 664809.
83. Social Service Secretary, The Salvation Army H.Q., 15, Ritherdon Road, Veperi, Ms-7.
84. Rev. Viju Varkey George, CSI Holy Trinity Church, 7 Ritherdan Avenue, Veperi, Ms-7. Ph. 583310.

AYANAVARAM

85. Centre for Labour education and Development, 1, 3rd Cross St., United India nagar, Ayanavaram, Ms-23.
Ph.610071.
86. Kudisai Mattu Variya Makkal Nala Sangam, (Puthu Kudiyeruppu Paguthi) Periyar Road, North Mada St., Ms-23.

VEPERY

87. Programme Officer, New Life Development Association for Community Transformation, 1 Vasudevan St., Ms-7.
Ph. 6425137, 6422442.

ALWARPET

88. Rotarian Ramamoorthy, 34 Mowbrays Road, Ms-18. Ph. 4990668, 582198.
89. Thiru. Dr. Ambarasu, General Secretary, Society for Integrated Development India, 47 TTK Road, Alwarpet, Ms-18.
90. D. Ramakrishnan, State President, Tamilnadu Science Forum, 7 Eldams Road, Alwarpet, Ms-18.
91. Child Relief and You, 46, Poes, Road, Tenampet, Ms-18.
92. EMMA, 12 Murrays Gate Road, Alwarpet, Ms-18. Ph. 4990607.

PADI

93. J. Maria Seivamani, Secretary, New Karunai Illam, Padi, Ms-50. Ph. 6553210.

ASHOK NAGAR

94. Dr. Raja Venkatakrishnan, School of Nursing, Ashok Nagar, Ms-83.

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