

SARVA SHIKSHA ABHIYAN

DISTRICT ELEMENTARY EDUCATION PLAN

**ANNUAL WORK PLAN & BUDGET
2003-2004**

NIEPA DC



D12169

**THE NILGIRIS DISTRICT
TAMILNADU**

LIST OF CONTENTS

Chapter	Title	Page No.
I	PLAN OVERVIEW	
	1.1 Introduction	1
	1.2 Planning Process	1
	1.3 General Profile	5
	1.4 Educational Profile	7
	1.4.1 Access	9
	1.4.2 Enrolment – GER & NER	11
	1.4.2.1 Boys & Girls	11
	1.4.2.2 SC / ST Children	13
	1.4.2.3 Disabled Children	14
	1.4.3 Completion Rate	16
	1.4.4 Repetition Rate	17
	1.4.5 Dropout Rate	18
	1.4.6 Transition Rate	19
	1.4.7 Teacher Pupil Ratio	20
	1.5 Early Childhood Care and Education	21
	1.6 Out of School Children	22
	1.7 Special Focus Group	24
	1.8 VECs, CRCs, BRCs	27
	1.9 District Project Office	28
	1.10 Infrastructure	29
II	PROGRESS REVIEW	
	2.1 Introduction	31
	2.2 Progress in Access	31
	2.2.1 Opening of Primary Schools	32
	2.2.2 Upper Primary Schools	32
	2.2.3 EGS Centre	34

LIBRARY & DOCUMENTATION UNIT
 National Institute of Educational
 Planning and Administration,
 17-B, AI Avenue Marg,
 New Delhi-110016 D-12169
 DOC. No. 05-12-3-903
 Date

Chapter	Title	Page No.
	2.3 Progress in Enrolment	35
	2.3.1 Boys & Girls	35
	2.3.2 SC / ST	36
	2.3.3 Disabled	37
	2.4 Progress in Completion	37
	2.5 Retention	38
	2.6 Transition	41
	2.7 Attendance	42
	2.8 Pupils' Achievement	43
	2.9 Mainstreaming out of school children	44
	2.9.1 Bridge Courses / Transit Camps and Residential Schools	45
	2.10 Appointment of Teachers	45
	2.11 Programmes for Girls	46
	2.12 Programmes for SC/ST	47
	2.13 Programmes for Disabled	48
	2.14 Early Childhood Care and Education	49
	2.15 Functioning of Village Education Committees	50
	2.16 Activities in Cluster Resource Centres	50
	2.17 Programmes in Block Resource Centres	51
	2.18 Research, Evaluation and Monitoring	51
	2.19 Improving Infrastructure	52
	2.19.1 Construction of Block Resource Centres	52
	2.19.2 Construction of Cluster Resource Centres	53
	2.19.3 Construction two classrooms / three classrooms	53
	2.19.5 Provision of toilet facilities	53
	2.19.6 Provision of drinking water facilities	54
	2.20 Maintenance and Repairs	54
	2.21 Programmes for Quality Improvement	54

Chapter	Title	Page No.
	2.21.1 Capacity building for project staff	55
	2.21.2 Training to teachers	56
	2.21.3 Orientation to VEC members	56
	2.21.4 Provision of TLM, TLE, School Grant	57
	2.21.5 Curriculum Revision – VI Standard Textbook	57
	2.21.6 Innovation – Computer Literacy, Vocational Skill Development Skills	58
	2.22 Project Management	59
	2.22.1 Establishment of MIS	59
	2.22.2 Implementation of DISE	59
	2.22.3 Appointment of Project Staff	59
	2.23 Convergence with Ongoing Schemes	60
	2.24 Issues and Strategies	60
III	ACTIVITIES AND BUDGET	
	3.1 Primary Schools	65
	3.2 Upper Primary Schools	65
	3.3 Alternative and Innovation Education	66
	3.4 Special Focus Groups	68
	3.5 Village Education Committee	70
	3.6 Cluster Resource Centres	70
	3.7 Block Resource Centres	71
	3.8 Research, Evaluation and Monitoring	73
	3.9 Civil Construction Works	73
	3.10 Maintenance and Repair Works	74
	3.11 Management	74
	3.12 Training	75
	3.13 Innovation	75
	3.14 Procurement Plan	76
	3.15 Implementation Schedule	77A

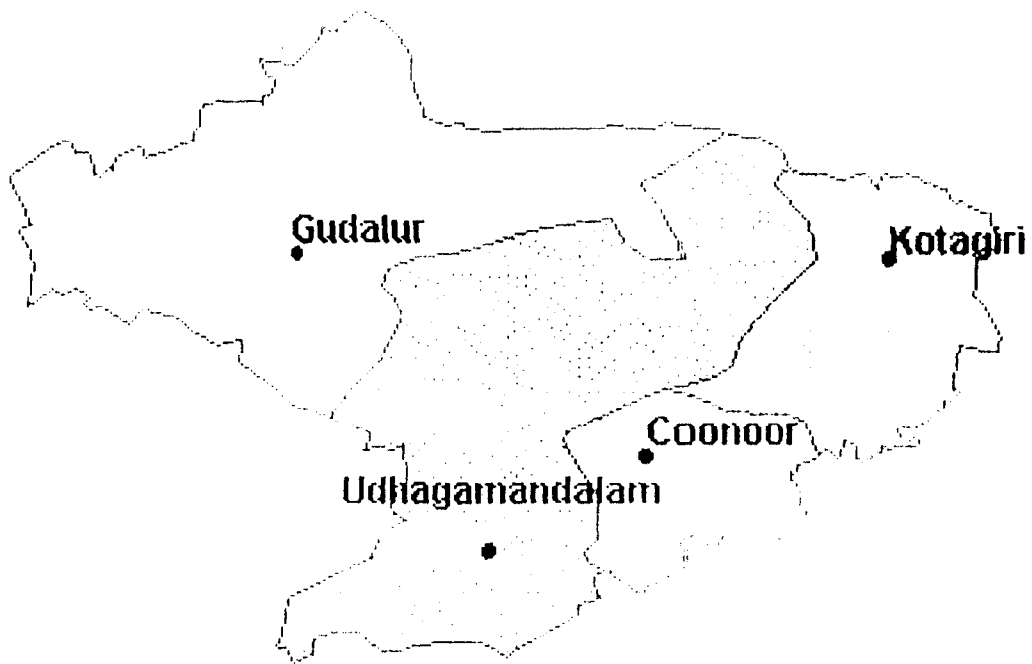
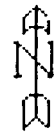
LIST OF TABLES

S.No.	Title	Page No.
1.	Access-Primary & Upper Primary Schools	9
2.	Gradewise Enrolment 2002-2003	11
3.	Blockwise No. of SC/ST Children	13
4.	Disabled Children 2002-2003	14
5.	GER & NER	15
6.	Completion Rate	16
7.	Repetition Rate	17
8.	Dropout Rate	18
9.	Transition Rate	19
10.	Teacher Pupil Ratio	20
11.	ECCE	21
12.	Out of School Children	22
12A.	Child Labour	23
13.	Girl Children	24
14.	Classwise SC/ST Enrolment	25
15.	Disabled Children	26
16.	Progress in Access – Primary & Upper Primary	32
17.	Comparison of Schools	33
18.	Progress in Enrolment	35
19.	Enrolment of Disabled Children	37
20.	Progress in Completion Rate	38
21.	Comparison of Repetition Rate	39
22.	Comparison of Dropout Rate	40
23.	Transition Rate	41
24.	Attendance Rate	42
25.	Pupils Achievement	43
26.	Out of School Children & Enrolment of Out of School Children	44
27.	Appointment of Teachers	45
28.	Number of ECCE and Children – 2002-2003	49
29.	Infrastructure Facilities	53
30.	Teachers Training	56

LIST OF ANNEXURES

S.No.	Title	Page No.
1.	Implementation Schedule for 2003-2004	77A
2.	List of Schools in need of additional teacher post	88
3.	List of Schools in need of classrooms	89
4.	List of Schools in need of Drinking Water Facilities	90
5.	List of Schools in need of Toilet Facilities	91
6.	Training Schedule for 2003-2004	92
7.	Abbreviations	94

Nilgiri District Blocks



CHAPTER - I

PLAN OVERVIEW

1.1 INTRODUCTION

UNESCO (1990) has aptly said, “ Education as a basic human need, opens up unlimited possibilities calling for responses that are constructive, creative and challenging.”

Education is regarded as a potential instrument of individual development as well as social upliftment. It is intimately related with national development. Sarva Shiksha Abhiyan - the national programme for universalization of elementary education in India has made provisions for achieving its objectives by opening new schools, appointing teachers, constructing school buildings, toilets and drinking water facilities. The decentralised planning process for the programme was started at the grassroots level- the village education committees in the Nilgiris District.

1.2 PLANNING PROCESS

The Educational planning Committee of Nilgiris devised innovative strategies to carryout the programmes under the Sarva Shiksha Abhiyan. The preparation of Annual work plan and Budget for 2003-2004 involved interactions starting right from the habitation level to ensure that the local community is the major participant in all its ongoing activities.

Consultations were held at various levels to prepare the micro planning exercise. The planning process started at the grassroots level i.e., the habitation at village level as its focal point of survey and assessment. The interactions involved the parents, teachers, and officials of the education department, local self-help groups for

women, local bodies and various Non Governmental Organizations. Their views were carefully considered for inclusion in the development of Annual work plan of the District of Nilgiris. Under the chairmanship of the District collector, it was agreed to improve the present status of performance indicators within the given time frame. The first priority was on improving the GAR, GER , NER and CR to the hundred percent level in the year 2003-2004 by increasing the number of schools and make them more accessible to the children of that area creating infrastructure facilities in a phased manner over a period of ten years. Within the SSA time frame, the education planning in Nilgiris will utilize all the available resources at grassroots level. This would include the alternative schools in four blocks i.e., Udhagamandalam, Coonoor, Kotagiri and Gudalur.

1.2.1 District Planning Team

The District Planning Team for the preparation of AWP & B for 2003-2004 comprise the following personnel.

1. Tmt. R.Sulochana,

DPC & CEO in charge

The Nilgiris

2. Thiru. N.Bose,

Addnl. DPC & DEEO incharge

The Nilgiris.

3. Thiru. R.Gunasekar
ADPC ,
The Nilgiris.

4. Thiru. P.K.Devaraj,
Senior Lecturer,
DIET, Kotagiri.

5. Thiru. A.Arivudayappan,
Lecturer, DIET, Kotagiri.

6. Thiru. G.John Sambathkumar,
Supervisor, BRC, Kotagiri.

7. Thiru. K.Dharmalingam,
Statistical Officer,
DPO, Udhagai.

8. Thiru. K.M.Raju,
AEO, Coonoor .

Orientation was given to ADPCs for the preparation of AWP & B for – 2003-2004 at KAP Higher Secondary School, Trichy on 07.03.2003 by the State Project Director, Chennai.

The District planning team was formed and interacted with members of various village level committees in all the four blocks from 08.03.2003 to 14.03.2003 as follows.

Block	Places where VEC met	Dates
OOTY	Kappathorai, Annamalai Onikandy Ambedkar Nagar, Adasolai	08.03.2003 & 09.03.2003
COONOOR	Kekkatty	10.03.2003 & 11.03.2003
KOTAGIRI	Athiyoomattam, Semmanarai	12.03.2003
GUDALUR	Kanjikolli, Nayakan solai, Pulikundah, Marapalam.	13.03.2003 & 14.03.2003

A one day workshop for DPCs, Addl. DPCs, ADPCs and two DIET faculty members, was convened by the Secretary School Education Department on 16.03.2003 at Tamil Nadu Text Book Society Conference Hall at Chennai.

Again, a meeting was convened at Coimbatore by Dr. DKV. Gangatharan, R&E Co-ordinator, State Project Directorate on 18.03.2003 for the District Planning Committee of the four Districts(Coimbatore, Erode, Nilgiris and Salem).

The State R & E Co-Ordinator also convened a meeting of the District Planning Committee at Ooty on 19.03.2003. The planning team met the VEC members and interacted with them in the meeting convened by the District Chairman and Collector in which the MPs, MLAs, Panchayat presidents of various panchayats, chairmen of Town panchayats and Municipal chairmen participated. Officers of The Education Department, BRC Supervisors, AEEOs and BDOs were consulted to assess the requirements at grassroots level on priority basis. The District planning Team of Nilgiris assembled at DIET, Kotagiri to workout and finalise the AWP & B for 2003-04 from 21.03.2003 to 26.03.2003 and again from 01.04.2003 to 05.04.2003.

The District planning Team reported to the workshop on the preparation of AWP & B for 2003-04 and consolidation of District Plan from 27.03.2003 to 29.03.2003 at Gandhigram Deemed Rural University, Gandhigram, Dindigul.

The committee analysed the data collected through DISE 2002-03, Cohort study and Village Information Schedule, Census 2001 & Household Survey 2001 . The Committee worked out the Achievement Level, Attendance Rate and Promotion Rate Etc. in a scientific manner before preparing the annual work plan and budget.

The District planning Team were asked to give the finishing touches at DPEP Conference Hall, DPEP & SSA, convened by the State Project Director, Tamil Nadu to finalise the AWP & B for 2003-04 from 07.04.2004 to 11.04.2004.

1.3 GENERAL PROFILE

The general profile includes district profile and education profile of the Nilgiris district.

1.3.1 District Profile

The Nilgiris is situated at the junction of the three states namely Tamil Nadu, Karnataka and Kerala. It is situated between the Western and Eastern Ghats. The Nilgiris was a part of Mysore till 17th Century A.D. In 1882, Nilgiris was declared as an independent District Collectorate.

1.3.2 Area

The Nilgiris covers an area of 2543 sq.km.

1.3.3 Revenue Divisions

The Nilgiris District has two revenue divisions, six revenue taluks, 13 town panchayats and 55 revenue villages.

1.3.4 Blocks

The Nilgiris District has four Blocks namely Udhagamandalam, Coonoor, Kotagiri and Gudalur.

1.3.5 Local Bodies

There are two Municipalities, four Panchayat unions, 13 Town Panchayats and 36 Village Panchayats.

1.3.6 Population

The Total population of Nilgiris is 7, 64, 826, which includes rural, urban and tribal habitations.

1.3.7 Literacy

Mahatma Gandhi once said, “ Illiteracy is India’s sin and shame and it should be wiped out”. Literacy is an empowerment and illiteracy is a deprivation.

Literacy Rate in Nilgiris

Description	Men	Women	Total
No. Of Persons	3,79,610	3,85,216	7,64,826
Littermates in %	89.63	73.39	81.44

Source: Provisional Census of India 2001

Literacy rate is the percentage of literates to population aged 7 years and above.

There has been significant rise in the literacy rate. It is evident that the literacy rate has been increased from 81.79 % to 89.63% for the male population, the female population also has registered a significant growth from 61.47% to 73.39% in the year 1991 to in the year 2001.

Literacy Rate in Tamil Nadu

Description	Men	Women	Total
No. Of Persons	3,12,68,654	3,08,42,185	6,21,10,839
Literates in %	82.33	64.55	73.47

Source: Provisional Census of India 2001

Compared to the literacy rate of Tamil Nadu 73.47%, the literacy rate of Nilgiris is higher at the rate of 81.44%. The literacy rate of Nilgiris is higher than that of Tamil Nadu.

Blockwise Population

Block	Male	Female	Total
Udhagamandalam	1,29,444	1,31,324	2,60,768
Coonoor	94,380	95,020	1,89,400
Kotagiri	56,634	57,806	1,14,440
Gudalur	99,152	1,01,066	2,00,218
Grand Total	3,79,610	3,85,216	7,64,826

Source: Provisional Census of India 2001

In every block in the Nilgiris district, the female population out number the male population.

Sex Ratio & Density

Year	Sex Ratio No. of Females/ 1000 Males	Density
1991	983	279/S.Km.
2001	1015	300/S.Km.

Source: Provisional Census of India 2001

1.4 EDUCATIONAL PROFILE

1.4.1 Access

The provision of new schools or EGS centres for habitation level with more than 300 population is given below.

Table 1
ACCESS – Primary 2002-03

Block	No. of Habitations	No. Of Habitations with School	No. Of Habitations without Schools	Percentage
Ooty	458	443	15	96.75
Coonoor	348	337	11	96.80
Kotagiri	174	169	5	97.12
Gudalur	284	267	17	94.01
Total	1264	1216	48	96.00

Source: School Mapping

The table above reveals that, in Ooty Block, out of 458 habitations 443 have been served with schools. In Coonoor Block, out of 348 habitations 337 have been served with schools. In Kotagiri Block, out of 174 habitations 169 have been served with schools and in Gudalur block, out of 284 habitations 267 are served with schools. Kotagiri Block has the highest percentage of Access Rate and Gudalur Block has the lowest Access Rate. To achieve 100% Access, 10 new primary schools and 5 primary schools are to be opened and upgraded respectively in the habitations where the need is felt.

Table 1:1
ACCESS – Upper Primary 2002-03

Block	No. of Habitations	No. of Habitations with School	No. Of Habitations without Schools	Percentage
Ooty	458	450	8	98
Coonoor	348	345	3	99
Kotagiri	174	172	2	99
Gudalur	284	264	20	93
Total	1264	1231	33	97

Source: School Mapping.

The table shows in Ooty block out of 458 habitations 450 habitations have been served with schools. In Coonoor block, out of 348 habitations 345 habitations have been served with schools. In Kotagiri block, out of 174 habitations 172 habitations have been served with schools and In Gudalur block out of 284 habitations 264 have been served with schools. Coonoor and Kotagiri block have the highest percentage of Access. Compared with the Primary, The Upper Primary has the highest Access rate.

1.4.2 Enrolment – GER & NER

The foremost object of SSA is to enroll all the school age children in schools, EGS and AIE centres by 2003.

1.4.2.1 Enrolment - Boys & Girls

Steps have been taken with the help of VEC to enroll all the school age children. The Gradewise enrolment is given below:

Table 2

Gradewise Enrolment- 2002-03

S. No.	Block	Class I			Class II			Class III			Class IV		
		B	G	T	B	G	T	B	G	T	B	G	T
1	Ooty	2087	2033	4120	1811	1843	3654	1939	1824	3763	2037	1771	3808
2	Coonoor	1521	1521	3042	1430	1418	2848	1415	1363	2778	1585	1431	3016
3	Kotagiri	978	843	1821	778	709	1487	789	752	1541	805	734	1539
4	Gudalur	2967	2869	5836	2621	2406	5027	2647	2346	4993	2449	2453	4902
	Total	7553	7266	14819	6640	6376	13016	6790	6285	13075	6876	6389	13265

Source: DISE 2002

The above table indicates that the gradewise enrolment in the primary level is very low in Coonoor and Kotagiri blocks. VEC will be motivated and awareness campaign will be conducted for the community to achieve 100% enrolment in the year 2003-04.

Table 2:1

Gradewise Enrolment-2002-03

S. No.	Block	Class V			Class VI			Class VII			Class VIII		
		B	G	T	B	G	T	B	G	T	B	G	T
1	Ooty	1890	1844	3734	2204	2228	4432	1917	1991	3908	1914	1925	3839
2	Coonoor	1479	1351	2830	1762	1580	3342	1750	1463	3213	1578	1376	2954
3	Kotagiri	824	754	1578	919	875	1794	881	847	1728	852	750	1602
4	Gudalur	2432	2329	4761	2473	2213	4686	2261	1902	4163	1972	1843	3815
	Total	6625	6278	12903	7358	6896	14254	6809	6203	13012	6316	5894	12210

Source : Dise 2002

The Table shows the gradewise enrolment in the Upper primary level is very low in Coonoor and Kotagiri blocks. To enhance 100% enrolment awareness programmes will be conducted for the community and VEC will be motivated in the year 2003-04.

1.4.2.2 SC/ST Children:

Blockwise No. of SC/ST Children Sexwise, Gradewise Enrolled during 2002-2003

Table 3

Block	Social Group	Class I	Class II	Class III	Class IV	Class V	Class VI	Class VII	Class VIII	Total	
KOTAGIRI	SC	B	400	343	352	321	366	370	361	328	2841
		G	385	304	341	317	297	372	360	297	2673
		T	785	647	693	638	663	742	721	625	5514
	ST	B	189	97	60	52	56	89	72	68	683
		G	112	55	51	61	60	85	48	54	526
		T	301	152	111	113	116	174	120	122	1209
GUDALUR	SC	B	988	802	863	872	758	554	458	433	5728
		G	889	773	791	867	794	483	430	391	5418
		T	1877	1575	1654	1739	1552	1037	888	824	11146
	ST	B	438	338	277	227	179	140	77	72	1748
		G	422	282	267	214	151	122	99	77	1634
		T	860	620	544	441	330	262	176	149	3382
COONOR	SC	B	676	634	624	670	657	762	634	653	5310
		G	675	615	610	629	608	697	637	587	5058
		T	1351	1249	1234	1299	1265	1459	1271	1240	10368
	ST	B	27	26	33	36	24	44	16	11	217
		G	27	35	29	31	19	22	19	17	199
		T	54	61	62	67	43	66	35	28	416
OOTY	SC	B	967	789	846	890	775	946	905	742	6860
		G	914	832	822	773	818	1072	945	879	7055
		T	1881	1621	1668	1663	1593	2018	1850	1621	13915
	ST	B	66	66	53	60	40	45	31	74	435
		G	69	48	49	50	50	67	42	38	413
		T	135	114	102	110	90	112	73	112	848

Source: DISE 2002

The above table shows that Ooty Block has the highest SC Students enrolment rate. Number of SC girl student are also very high in Ooty Block compared to other blocks. Kotagiri Block has a lowest SC children enrolment rate.

Regarding ST children, Gudalur block has the highest enrolment rate and Coonoor the lowest. Number of ST girl children is also very high in Gudalur when compared to other blocks.

Awareness Programmes and motivational activities will be given to children of these blocks to continue and enhance their education in the year 2003-2004.

1.4.2.3 Disabled Children

The Gradewise Enrolment of Disabled Children is given below:

Table 4
Disabled Children- 2002-2003

S.No.	Block	Disabled Children (6-10 Years)	Enrolment in Primary	Disbled Children (11-13 Years)	Enrolment in Upper primary
1	Ooty	140	132	93	86
2	Coonoor	102	93	34	28
3	Kotagiri	71	58	54	29
4	Gudalur	208	193	53	46
	Total	521	476	234	189

Source: DISE 2002

Out of 521 disabled children 476 are enrolled in regular schools. The remaining 45 disabled children are advised to be admitted in the special schools for 100% enrolment. At present Medical Assessment camps have been conducted. The disabled children have been given with ID cards, free Railway Pass, Scholar ships and related medical appliances.

1.4.2.4 GER & NER

The Gross Enrolment Ratio & Net Enrolment Ratio of the Nilgiris district is given below:

Table 5

Block	Primary						Upper Primary					
	NER			GER			NER			GER		
	B	G	T	B	G	T	B	G	T	B	G	T
Ooty	97%	91%	94%	97%	99%	98%	95%	91%	93%	98%	99%	98.6%
Coonoor	98%	96%	97%	99%	99%	99%	92%	94%	93%	99%	98%	99%
Kotagiri	97%	99%	97%	97.5%	95.5%	96.5%	95%	93%	94%	97%	95%	96%
Gudalur	92%	86%	89%	98%	96%	97%	84%	76%	80%	97%	93%	95%
Total	96%	93%	94.50%	97.80%	97.30%	97.50%	91.50%	88.50%	90%	97.7%	96.50%	97.10%

Source: DISE 2002

GER of the District is 94.5% and NER is 97.5% at the primary level. At Upper Primary level GER is 90% and NER is 97%. GER and NER are encouraging at both the levels when compared with the previous year.

Gudalur Block has the lowest GER of 89% at primary level and 80% at the Upper primary level but consequently NER is raised in all the block(i.e) from 94.5% to 97.5% at primary level and from 91% to 97% at upper primary level. GER of the girls has a minimum difference of 3% when compared with boys but NER is equal at both the levels.

Since the VEC members form the backbone of SSA to achieve this goal, their continuous guidance, training and positive approach may help in increasing GER and NER. In addition to this, awareness campaigns will be conducted in future with the support of media persons. Special focus will be given to faster the scholastic and non-scholastic attainments of children. Efforts are to be made up develop the vocational skills.

1.4.3 Completion Rate

The Completion Rate is given below:

Table 6

S.No.	Block	CR-Primary		
		B	G	T
1	Ooty	81	84	82.5
2	Coonoor	83.2	84	83.6
3	Kotagiri	73	71	72
4	Gudalur	54	55	53
	Total	72.8	73.2	72.8

Table 6:1

S.No.	Block	CR- Upper Primary		
		B	G	T
1	Ooty	90	91.4	90.7
2	Coonoor	76	77.8	76.9
3	Kotagiri	84	82.2	83.1
4	Gudalur	71	79	75
	Total	80	82.6	81.4

Source: Cohort Study 2002-2003

The CR of Girls is higher than that of the boys in Ooty, Coonoor & Gudalur Blocks at the Primary Level. More attention should be given to Boys. With Community participation and orientation to VEC Members, the CR will be enhanced from 72.8% to 100%.

The Gudalur Block has registered the lowest completion rate in the upper primary level. By providing infrastructure facilities, imparting joyful learning with the help of TLM and TLE, the completion rate will be increased to 100%.

1.4.4 Repetition Rate:

Grade Repetition is due to the detention of a child in a class for more than one year. Repetition Rate has been registered as follows:

Table 7

	Block	RR- Primary		
		B	G	T
1	Ooty	16%	12%	14%
2	Coonoor	14.30%	9.70%	12%
3	Kotagiri	22%	16%	19%
4	Gudalur	28%	37%	33%
	Total	20.1%	18.7%	19.5%

Table 7:1

	Block	RR- Upper Primary		
		B	G	T
1	Ooty	6.30%	8.10%	7.20%
2	Coonoor	17.60%	11.90%	14.80%
3	Kotagiri	9.20%	11.00%	10.10%
4	Gudalur	11.00%	13.00%	12.00%
	Total	11.03%	11.00%	11.03%

Source: Cohort Study 2002-03

At the Primary level, RR is high among the boys except in Gudalur Block. With effective teaching & methodology, guidance and counselling to parents the RR can be reduced from 19.0% to 0%.

At the Upper primary level, Coonoor has registered the highest RR. With effective teaching & methodology, Guidance and counseling to parents the RR can be reduced from 14.8% to 0%.

1.4.5 Dropout Rate

Dropout Rate of the Nilgiris has been registered as follows:

Table 8

S.No.	Block	DR- Primary		
		B	G	T
1	Ooty	3%	4%	3.50%
2	Coonoor	1.30%	7.50%	4.40%
3	Kotagiri	9%	9%	9%
4	Gudalur	15%	13%	14%
	Total	7.1%	8.4%	7.7%

Table 8:1

S.No.	Block	DR- Upper Primary		
		B	G	T
1	Ooty	2.50%	1.70%	2.10%
2	Coonoor	8.30%	8.30%	8.30%
3	Kotagiri	7.00%	6.70%	6.80%
4	Gudalur	16.00%	9.00%	13.00%
	Total	8.45%	6.43%	7.55%

Source: Cohort Study 2002-03

Gudalur has registered the highest Dropout Rate in Primary and Upper Primary level. More attention should be given to children in Gudalur Block to reduce the Dropout Rate

1.4.6 Transition Rate

Transition Rate from Primary to Upper Primary is tabulated as follows:

Table 9

Transition Rate (2002-2003)

S. No.	Block	Transition Rate (V to VI)								
		All			SC			ST		
		B	G	T	B	G	T	B	G	T
1	Ooty	71	69	70	59	63	61	59	44	51.5
2	Conoor	71	65	68	61	70	65.5	53	48	50.5
3	Kothagiri	79	73	76	66	72	69	56	57	57
4	Gudalur	67	61	64	39	45	42	80	84	82
	Total	72	67	69.5	56.25	62.5	59.37	62	58.25	60.25

Source: DISF 2002

The above table indicates that the TR of SC/ST girls is higher throughout the district compared to that of SC/ST boys. TR can be achieved by offering bridge courses, proper guidance and counseling, and by making middle schools accessible to all the children who pass out of the primary schools.

1.4.7 Teacher Pupil Ratio

The qualitative improvement of teaching at elementary level depends on the correct teacher pupil ratio that is given below:

Table 10

Teacher Pupil Ratio

S.No.	Block	TPR	
		Primary	Upper primary
1	Ooty	1:38	1:27
2	Coonoor	1:34	1:24
3	Kotagiri	1:43	1:19
4	Gudalur	1:59	1:32
	Total	1:44	1:26

Source: Disc 2002

Gudalur Block has the highest TPR of 59% and Ooty Block has the lowest TPR 38% in the Primary Level. The Upper Primary level Kotagiri Block has the lowest TPR of 19% and the Gudalur Block has the Highest TPR of 32%. In the Primary School Level, The Existing position is minimum two teachers per school irrespective of the enrolment of the students.

1.5 EARLY CHILDHOOD CARE AND EDUCATION

The number of early childhood care and education centres and the number of children benefitted are shown below:

Table 11

Number of ECCE Centres and Children-2002-2003

S.No.	Block	ICDS Centres	Children	TINP Centres	Children	Others LKG / UKG	Children
1	Ooty	122	3637			28	1044
2	Coonoor	86	1813			13	191
3	Kotagiri	51	1121			4	356
4	Gudalur	75	2450			6	1159
	Total	334	9021			51	2750

Source: Disc 2002

To attain 100% enrolment ,special focus is given on nursery training. In the district there are 334 ICDS centres and 51 Kindergarden schools. 11771 children are enrolled in the above mentioned nursery schools.

1.6 OUT OF SCHOOL CHILDREN

This Table shows clearly the Out of School Children of the age group 6-10 years and 11-13 years, the balance of age specific population and refined enrolment.

Table 12
Out of School Children-2002-2003

S.No	Block	6-10 Years						11-13 Years						Grand Total
		Dropout			Never Enrolled			Dropout			Never Enrolled			
		B	G	T	B	G	T	B	G	T	B	G	T	
1	Ooty	183	117	270	223	229	452	142	146	288	184	190	374	1484
2	Coonoor	147	145	292	190	193	383	138	144	282	159	162	321	1278
3	Kotagiri	156	159	315	226	229	455	153	154	307	196	197	393	1430
4	Gudalur	274	286	560	374	381	755	310	317	627	244	251	495	2477
	Total	760	777	1537	1013	1032	2045	743	761	1504	783	800	1583	6669

Source: Household Survey 2001

The table shows that in the Primary level, Dropouts & never enrolled children are very high in Gudalur & Ooty Blocks. Gudalur Block has the highest dropout rate and never enrolled children compared to other blocks.

In the Upper primary level also, Gudalur & Ooty blocks have high dropouts and never enrolled children. Gudalur Block has the highest dropouts and never enrolled children in comparison with other blocks.

1814 children are to be sent to 8th Std Examinations, 164 child labours are to be suitably mainstreamed. Besides 720 children are enrolled in Bridge Courses.

100% enrolment of these children will be achieved through bridge courses, EGS & AIE in the year 2003-2004.

Table:12A

Table Showing Child Labour Details

Sl.No.	Block	Child Labour
1	Ooty	15
2	Coonoor	23
3	Kotagiri	03
4	Gudalur	123
	Total	164

Source: Household survey 2003

With the help of Labour Department, Health Department and Revenue Officials, 164 Child Labour were identified. Steps are being taken to enroll them in regular schools or EGS.

1.7 SPECIAL FOCUS GROUP

1.7.1 Girl Children

Education of Girls is considered to be the most sensitive index of development, social and national. Girls' education plays a significant role in counteracting the social maladies-sexual discrimination, prejudices, superstitions that impair the status and empowerment of girls. It paves way for gender equality in all walks of life by engendering self- esteem of girls. The Nilgiris District has been in the forefront in empowering girls through education.

Table 13

Girl Children Blockwise

S.No	Block	Girl Population
1	Ooty	131324
2	Coonoor	95020
3	Kotagiri	57806
4	Gudalur	101066
	Total	385216

Source: Census 2001

It is evident from the above table that Ooty block has the highest girl population (131324). The Kotagiri block has the lowest girl population (57806).

1.7.2 SC/ST Children

The Central Focus of the education of SC/ST children is in the removal of disparities and equalization of education opportunities by attending to their specific needs.

Table 14

Classwise SC/ST Enrolment

Block	Social Group	Class I	Class II	Class III	Class IV	Class V	Class VI	Class VII	Class VIII	Total	
KOTAGIRI	SC	B	400	343	352	321	366	370	361	328	2841
		G	385	304	341	317	297	372	360	297	2673
		T	785	647	693	638	663	742	721	625	5514
	ST	B	189	97	60	52	56	89	72	68	683
		G	112	55	51	61	60	85	48	54	526
		T	301	152	111	113	116	174	120	122	1209
GUDALUR	SC	B	988	802	863	872	758	554	458	433	5728
		G	889	773	791	867	794	483	430	391	5418
		T	1877	1575	1654	1739	1552	1037	888	824	11146
	ST	B	438	338	277	227	179	140	77	72	1748
		G	422	282	267	214	151	122	99	77	1634
		T	860	620	544	441	330	262	176	149	3382
COONOR	SC	B	676	634	624	670	657	762	634	653	5310
		G	675	615	610	629	608	697	637	587	5058
		T	1351	1249	1234	1299	1265	1459	1271	1240	10368
	ST	B	27	26	33	36	24	44	16	11	217
		G	27	35	29	31	19	22	19	17	199
		T	54	61	62	67	43	66	35	28	416
OOTY	SC	B	967	789	846	890	775	946	905	742	6860
		G	914	832	822	773	818	1072	945	879	7055
		T	1881	1621	1668	1663	1593	2018	1850	1621	13915
	ST	B	66	66	53	60	40	45	31	74	435
		G	69	48	49	50	50	67	42	38	413
		T	135	114	102	110	90	112	73	112	848

Source: Dise 2002

Gudalur block has the highest number of ST enrolment, Ooty has the lowest number of ST enrolment. Ooty block has the highest number of SC enrolment followed by the Gudalur block.

1.7.3 Disabled Children

The National policy on Education, 1986 has emphasized the integration of the children with special needs with other children in order to enable them to face life with courage and confidence. A large number of children with mild and moderate handicaps can be educated in common with others in general schools.

Table 15

Disabled Children

Disabled Children- 2002-2003					
S.No.	Block	Disbled Children (6-10 Years)	Enrolment in Primary	Disbled Children (11-13 Years)	Enrolment in Upper primary
1	Ooty	140	132	93	86
2	Coonoor	102	93	34	28
3	Kotagiri	71	58	54	29
4	Gudalur	208	193	53	46
	Total	521	476	234	189

Source: DISE 2002

Out of 521 disabled children 476 are enrolled in regular schools. The remaining 45 disabled children are advised to be admitted in the special schools for 100% enrolment. At present Medical Assessment camps have been conducted. The disabled children have been given with ID cards, free Railway Pass, Scholar ships and related medical appliances.

1.8 VECs, CRCs, BRCs

1.8.1 Village Education Committee

Village Level Education Committees have been functioning in 654 schools in Nilgiris District.

Elected president/ Councilor will be the chairmen and Headmaster of the schools as the member secretary. The committee includes Educationists, VAO, Health Worker, Teacher Representative, Parents and members of NGO, SHG and ICDS.

The VECs meet twice a month to review the monitoring of the implementation on the programme at village level . The minutes of the meetings are recorded and sent to the DPO.

The monitoring by the village community enhances not only community participation but also community ownership of the delicated programmes of elementary education at village level.

1.8.2 Cluster Resource Centres

Cluster Resource Centres are Teacher Empowerment professional forums. The teachers meet at the CRCs on third Saturday of every month to discuss and share their professional expertise. They prune their professional skills in teaching and evaluation. They disseminate the research findings and their implications. They discuss how best they can implement the research based strategies to solve the problems they face at schools. They share their knowledge and techniques of making and using Teaching Learning Materials. They discuss about all activities connected with curricular and co-curricular activities.

55 Cluster Resource Centres have been functioning in Nilgiris District. Each Centre consists of 40 to 50 teachers.

1.8.3 Block Resource Centres

The Block Resource Centres are for the professional enrichment and training of teachers at the block level. The function of BRCs are similar to that of DIETs at the district level. The Teacher educators and the Supervisors function as nodal agencies for enriching and enabling the primary and upper primary schools at the block level to provide qualitative education. The BRC Teacher educators are involved in monitoring the progress of students and ensuring qualitative improvement of teaching and learning at the block level. They also conduct training programmes in continuous and comprehensive evaluation, joyful learning, multigrade teaching and content and methodology training programmes. The BRCs adopt low performing schools in the block in order to improve the performance of students qualitatively. They conduct baseline midterm and terminal assessment surveys as part of their duties. Moreover they are the empowering bodies that make the vision of universalization of elementary education a reality.

The Nilgiris District has four Block Resource Centres. An experienced Teacher educator in the cadre of High school Headmaster heads each BRC. There are Seven teacher educators in each block under the supervision of the BRC Supervisor.

1.9 DISTRICT PROJECT OFFICE

The District Programme Co-ordinator is the Chief Educational Officer who is responsible for implementing the Education for All programmes for the whole district. The DPC looks after the primary and middle schools, EGS centres, AIE Programmes, Anganwadies and Balwadies in the district .In addition to the DPC, the District Elementary Education Officer will perform his role as the Additional District Programme Co-Ordinator in monitoring the implementation of the programme.

Moreover, The DPC is assisted by the Assistant District Programme Co-ordinator in the cadre of Higher Secondary School headmaster who will look after the academic supervision and Co-ordination of all in the district. In discharge of these functions they will also co-ordinate with District Institute of Education and Training. The planning and statistics branch is also provided with computer facilities for Education Management and Information system(EMIS). One Data Entry Operator, One Civil Consultant, Two Superintendents and one Assistant are the others who serve in the District Project Office.

1.10 INFRASTRUCTURE

Infrastructure facilities like proper class rooms, furniture, electricity, drinking water and separate toilet for boys and girls would definitely attract more students to the school. They will contribute to the intensity of formal Education, the capacity of primary & upper primary to retain children.

Under SSA Scheme, a sum of Rs. 2000/- is available for each school as School grant and Rs.5000/- is available as Maintenance grant. The grants have been released for government and local body schools. With these funds most of the Schools have got a fresh look. Black Boards have been painted and minor repair and renovation works have been carried out.

In the year 2003-2004, more works are to be carried out with the immediate release of School grant and Maintenance grant. Schools without toilet and drinking water amenities have been identified and funds are to be provided to carry out the construction of toilet and drinking water facilities on priority basis, after consulting the District Level Committee.

Block	3 Classroom Buildings	2 Classroom Buildings	Drinking Water Facilities	Toilet Facilities
Ooty	2	7	22	25
Coonoor	7	2	11	13
Kotagiri	2	3	8	3
Gudalur	8	9	7	7
Total	19	21	48	48

The Above Table indicates the number of civil works provided this year. The work is under progress in all the Blocks.

CHAPTER- II

PROGRESS REVIEW

2.1 INTRODUCTION

Sarva Shiksha Abhiyan is the national programme for universalization of elementary education launched by the Government of India in partnership with the state governments. With the launching of SSA programme the activities under the programme have been carried out in full swing during 2002-2003. Significant progress has been made thanks SSA Interventions during 2002-2003.

The year 2002-2003 has been an important milestone in the educational progress of the Nilgiris District. The advent of the SSA programme that has been functioning in full swing in the Nilgiris has brought about positive changes in the attitude of the people. The qualitative and quantitative educational progress of the Nilgiris in comparison, with previous years is vital for the future growth.

2.2 PROGRESS IN ACCESS

2.2.1 School Access

All School aged children are to be enrolled in schools or in the EGS centres by opening additional 10 new primary schools and 10 additional alternative schools under education guarantee scheme. Wherever there is a habitation of 300 people without a school in the radius of 1km, access has been given by providing a primary school depending on the actual need.

The following table shows the baseline access rate and the progress developed upto 2002-2003.

Table 16**2.2.1 Progress in Access – Opening of Primary Schools**

Block	No. Of Habitations	2001-2002			2002-03		
		Served with Schools	Unserved	GAR (%)	Served with Schools	Unserved	GAR (%)
Ooty	458	425	33	92	450	8	97
Coonoor	348	303	45	87	337	11	97
Kotagiri	174	167	7	96	169	5	97
Gudalur	284	236	48	83	267	17	94
Total	1264	1131	133	89.5	1223	41	96

Source: School Mapping 2002-03

The table shows at the primary level GAR has been enhanced in all the four Blocks in the year 2002-2003 compared to the previous year. The progress resulted because of the opening of 7 new primary schools, bridge course centres and awareness programmes to the community. 100% GAR will be achieved certainly in the year 2003-2004.

Table 16:1**2.2.2 Upper Primary Schools**

Block	No. Of Habitations	2001-2002			2002-03		
		Served with Schools	Unserved	GAR (%)	Served with Schools	Unserved	GAR (%)
Ooty	458	409	49	89	455	3	99
Coonoor	348	292	56	84	345	3	99
Kotagiri	174	157	17	90	169	5	97
Gudalur	284	241	43	85	264	20	93
Total	1264	1099	165	87	1233	31	97

Source: School Mapping 2002-03

The table shows in the upper primary level, GAR has been enhanced in all the four blocks in the year 2002-2003 compared to the previous year. The progress resulted due to the upgradation of 20 primary schools and awareness programmes to the community. 100% GAR will be achieved in the year 2003-2004.

2.2.1.1 Schools (Primary and Upper Primary)

This Table shows the number of primary and upper primary schools in the district in 2001-2002 and 2002-2003 and the difference.

Table 17

Comparison of Schools

Block	2001-2002			2002-2003			Difference		
	Primary	Upper Primary	Total	Primary	Upper Primary	Total	P	UP	T
Ooty	129	64	193	132	94	226	3	30	33
Coonoor	93	44	137	94	66	160	1	22	23
Kotagiri	62	27	89	62	40	102	0	13	13
Gudalur	94	54	148	98	68	166	4	14	18
Total	378	189	567	386	268	654	8	79	87

Source: Dise 2002

The table shows that there is considerable increase of schools both in the primary and the upper primary levels in the year 2002-2003 compared to the previous year. Because of the new schools the access has been enhanced in all the four blocks. To attain 100% access rate 10 primary schools & 5 middle schools will be opened in the year 2003-04.

2.2.3 Education Guarantee Scheme Centres

All habitations not having a primary school within one km and having a minimum of school aged children will be entitled to have an EGS type School. Children who have dropped out – of – School are having an opportunity to avail themselves of Bridge courses, aimed at their mainstreaming. The objective is to see the EGS and AIE as integral to the quest of UEE. The linkages with CRC/BRC/DIET will be required for EGS and AIE. There are four broad focus areas:

1. Full time community schools for small unserved habitations.
2. Mainstreaming of children through bridge courses of different duration
3. Specific strategies for special groups like child labour, street children of migrating families etc.
4. Innovative programmes - the innovations can be in the areas of pedagogic practices, curriculum, programme management, textbooks and TLMs, etc.
5. 5 EGS centres and 22 Bridge courses have been started in the Nilgiris District. More number of EGS centres are functioning in Gudalur Block.

2.3 PROGRESS IN ENROLMENT

Education for All movement envisages enrolment of all children by September 2003. With regard to the enrolment of children in schools, there has been a steady growth according to DISE 2002.

2.3.1 Enrolment of Boys & Girls

Table 18

Gradewise Enrolment- 2002-03													
S. No.	Block	Class I			Class II			Class III			Class IV		
		B	G	T	B	G	T	B	G	T	B	G	T
1	Ooty	2087	2033	4120	1811	1843	3654	1939	1824	3763	2037	1771	3808
2	Coonoor	1521	1521	3042	1430	1418	2848	1415	1363	2778	1585	1431	3016
3	Kotagiri	978	843	1821	778	709	1487	789	752	1541	805	734	1539
4	Gudalur	2967	2869	5836	2621	2406	5027	2647	2346	4993	2449	2453	4902
	Total	7553	7266	14819	6640	6376	13016	6790	6285	13075	6876	6389	13265
S. No.	Block	Class V			Class VI			Class VII			Class VIII		
		B	G	T	B	G	T	B	G	T	B	G	T
1	Ooty	1890	1844	3734	2204	2228	4432	1917	1991	3908	1914	1925	3839
2	Coonoor	1479	1351	2830	1762	1580	3342	1750	1463	3213	1578	1376	2954
3	Kotagiri	824	754	1578	919	875	1794	881	847	1728	852	750	1602
4	Gudalur	2432	2329	4761	2473	2213	4686	2261	1902	4163	1972	1843	3815
	Total	6625	6278	12903	7358	6896	14254	6809	6203	13012	6316	5894	12210

Source : DISE 2002

DIRECTOR, DISTRICT EDUCATION
 District Institute of Educational Research
 Coonoor, Nilgiris District, Tamil Nadu
 -B. M. S.
 05-12-2003
 D-12169

2.3.2 SC/ST Comparison of Enrolment

Table 18:1

2001-2002

CLASS	SC			ST			Others		
	B	G	T	B	G	T	B	G	T
I - V	14050	13877	27927	1558	1309	2867	7605	7574	15179
VI- VIII	4483	4073	8556	356	405	761	6954	7492	14446

2002-2003

CLASS	SC			ST			Others		
	B	G	T	B	G	T	B	G	T
I - V	13586	13054	26640	2535	2082	4417	17863	17158	35021
VI- VIII	7146	7150	14296	739	690	1429	12598	11153	23751

Source: Disc 2002

The tables show regarding the SC enrolment, there is a decline in the primary level but a progress in the upper primary level. Regarding ST & Other categories, enrolment is very high. This shows the importance of SSA during the past two years. To improve the above enrolment, more awareness rallies, street plays, Children Rallies etc., are to be conducted at the grassroots level.

2.3.3 Enrolment of Disabled Children

This table indicates the enrolment of disabled children in the age group 6 to 10 & 11 to 13 in 2001-02 and 2002-03 and the progress in enrolment.

Table 19

Comparison of Enrolment of Disabled Children

2001-2002

2002-2003

Block	6-10	Enrolment in Primary	11- 13	Enrolment in Upper Primary	6-10	Enrolment in Primary	11- 13	Enrolment in Upper Primary	Progress	
									6-10	11- 13
Ooty	56	46	1	1	140	132	93	86	86	85
Coonoor	42	31	2	2	102	93	34	28	62	26
Kotagiri	82	82	23	23	71	58	54	29	24	6
Gudalur	122	122	19	12	208	193	53	46	71	34
Total	302	281	45	38	521	476	234	189	195	151

Source: DISE 2002

The table shows that the enrolment of disabled children in the primary level is very high in Ooty Block and very low in Kotagiri Block in the year 2002 –2003. In the Upper primary level also, the enrolment of disabled children is very high in Ooty block and very low in Kotagiri Block. To achieve complete enrolment of the disabled children especially in Kotagiri block and in other blocks too awareness programmes will be given and IED strategy will be followed.

2.4 PROGRESS IN COMPLETION

Educational Indicators are essential for any measurement of human development . Some positive education indicators are Completion, Retention,

Achievement and Attendance. The Nilgiris Districts impressive growth in the education field is due to the relentless efforts taken by SSA.

Table 20

S.No.	Block	CR-Primary		
		B	G	T
1	Ooty	81	84	82.5
2	Coonoor	83.2	84	83.6
3	Kotagiri	73	71	72
4	Gudalur	54	55	53
	Total	72.8	73.2	72.8

Table 20:1

S.No.	Block	CR- Upper Primary		
		B	G	T
1	Ooty	90	91.4	90.7
2	Coonoor	76	77.8	76.9
3	Kotagiri	84	82.2	83.1
4	Gudalur	71	79	75
	Total	80	82.6	81.4

Source: Cohort Study 2002-2003

The CR of Girls is higher than the boys in Ooty, Coonoor & Gudalur Blocks at the Primary Level. More attention should be given to Boys. With Community participation and orientation to VEC Members, The CR will be enhanced from 72.8 to 100%.

The Gudalur Block has registered the lowest completion rate at the upper primary level. By providing infrastructure facilities, imparting joyful learning with the help of TLM and TLE, the completion rate will be increased to 100%.

2.5 RETENTION

Retention rate is an important educational indicator. The capacity of the educational system is to retain the enrolled children over the successive classes. One

of the objectives of SSA is that all children should complete five years of schooling by 2007 and upper primary 2010.

Retention rate depends on many factors – physical, environmental and human. With the initiatives taken under SSA, 2002-2003 has increased the intensity of formal education to retain all children.

Table 21 : Repetition Rate

S.No.	Block	RR- Primary		
		B	G	T
1	Ooty	16%	12%	14%
2	Coonoor	14.30%	9.70%	12%
3	Kotagiri	22%	16%	19%
4	Gudalur	28%	37%	33%
	Total	20.1%	18.7%	19.5%

Table 21:1

	Block	RR- Upper Primary		
		B	G	T
1	Ooty	6.30%	8.10%	7.20%
2	Coonoor	17.60%	11.90%	14.80%
3	Kotagiri	9.20%	11.00%	10.10%
4	Gudalur	11.00%	13.00%	12.00%
	Total	11.03%	11.00%	11.03%

Source: Cohort Study 2002-2003

At the Primary level, RR is high among the boys except in Gudalur Block. With effective teaching & methodology, Guidance and counseling to parents the RR can be reduced from 19.0% to 0%.

At the Upper primary level, Coonoor has registered the highest RR. With effective teaching & methodology, Guidance and counseling to parents the RR can be reduced from 14.8% to 0%.

2.5.1 Dropout Rate

One of the important indicators of Educational development is dropout rate.

Table 22

S.No.	Block	DR- Primary		
		B	G	T
1	Ooty	3%	4%	3.50%
2	Coonoor	1.30%	7.50%	4.40%
3	Kotagiri	9%	9%	9%
4	Gudalur	15%	13%	14%
	Total	7.1%	8.4%	7.7%

Table 22:1

S.No.	Block	DR- Upper Primary		
		B	G	T
1	Ooty	2.50%	1.70%	2.10%
2	Coonoor	8.30%	8.30%	8.30%
3	Kotagiri	7.00%	6.70%	6.80%
4	Gudalur	16.00%	9.00%	13.00%
	Total	8.45%	6.43%	7.55%

Source: Cohort Study 2002-2003

Gudalur has registered the highest Dropout Rate in Primary and Upper Primary level. More attention should be given to children in Gudalur Block to reduce the Dropout Rate

2.6 Transition Rate – Progress

Comparison of Transition Rates from primary to upper primary for years 2000-2001 & 2002-2003 is furnished in **Table 23**.

Table 23
Transition Rate –Progress

Sl. No	Year	B	G	T	SC Boys	SC Girls	Total	ST Boys	ST Girls	Total
1	2000-1	54	60	57	47	52	49.5	55	49	52
2	2002-3	72	67	69.5	56.25	62.5	58.25	62	58.25	60.25

Source: DISE 2001 &2002

The above Table indicates that there is a significant increase in the transition rate of 47% in the year 2000-2001 to that of 69.55% in the year 2002-2003 for all categories. The children belonging to SC communities have registered significant increase of 9.25% for boys and 10.5% for girls from the previous year 2000-2001. The children from Scheduled Tribes have increased their enrollment from 52% in 2000-2001 to 60.25% in 2002-2003.

2.7 ATTENDANCE RATE

This table indicates the attendance rate for primary and upper primary levels in social groupwise and blockwise.

Table 24

S. No	Block	Primary								
		ALL			SC			ST		
		B	G	AVE	B	G	AVE	B	G	AVE
1	Ooty	96.5	92.1	94.3	65.7	60	62.85	62	51	56.5
2	Coonoor	94	90	92	71	67	68.75	70	57	63.5
3	Kotagiri	95	90	92.5	70	62	66	62	58	60
4	Gudalur	94	89.5	91.8	58.7	52	55.35	49	43	46
	Total	95	90	93	66	60	63	61	52	57

Table 24:1

S. No	Block	Upper Primary								
		ALL			SC			ST		
		B	G	AVE	B	G	AVE	B	G	AVE
1	Ooty	94	92	92.75	68	63	65.25	72	70.5	71.25
2	Coonoor	88	93	90.5	71	63	67	80	73.5	76.75
3	Kotagiri	90	85	87.25	83	76	79.5	77	71	74
4	Gudalur	82	81	81.5	75	71	73	71	67	69
	Total	89	88	88	74	68	71	75	71	73

Source: Dise 2002

Ooty records the highest attendance rate in the primary level and Gudalur the lowest. In the SC & ST category, Coonoor records the highest attendance rate and Gudalur the lowest at the primary level.

Ooty records the highest AR at the Upper primary level and Gudalur the lowest. In the SC category, Kotagiri records the highest Attendance Rate and Ooty the lowest.

2.8 PUPILS ACHIEVEMENT

This table clearly indicates the pupil's achievement level at primary & Upper Primary levels subjectwise and blockwise.

Table 25

Achievement Level- 2002-2003							
S. No.	Block	Level	Subjects				
			Tamil	English	Maths	Science	Social Science
1	Ooty	Primary	88.4	89.3	90.3	88	89.4
2	Coonoor	Primary	87.6	90.2	88.1	91.3	90.9
3	Kotagiri	Primary	90.9	89.2	90.8	94.2	94.6
4	Gudalur	Primary	78.3	84.1	77.2	84.3	90.3
	Total	Primary	86.3	88.2	86.6	89.45	91.3
1	Ooty	U.Primary	92.6	96	85.6	95.2	92.3
2	Coonoor	U.Primary	89.3	94.8	79.4	94.9	92.2
3	Kotagiri	U.Primary	92.3	93.6	86.4	94.6	89.1
4	Gudalur	U.Primary	90.6	96	84.2	91.3	91.6
	Total	U.Primary	91.2	95.1	83.9	94	91.3

Source: DISE 2002

In the primary level, Gudalur Block has the lowest achievement in all subjects. The achievement level in social studies is very high in the district. In the upper primary level, the achievement level in maths is very low with 83.9%. In the primary level in the district, the achievement level in tamil is 86.3%, in english 88.2%, in maths 86.6%, in science 89.5% and in social studies 91.3%. In the Upper Primary level the achievement level of the district in tamil is 91.2%, in english 95%, in maths 83.9%, in science 94% and in social studies 91.3%. The proper usage of TLM & TLE may enhance the achievement level. Besides the intervention of SSA will certainly increase the AL. The Schools will be provided with proper infrastructure and effective training will be given to the teachers to make the teaching learning process as a successful one.

2.8 MAINSTREAMING OUT OF SCHOOL CHILDREN

Table 26

Out of School Children-2002-2003														
S. No.	Block	6-10 Years						11-13 Years						Grand Total
		Dropout			Never Enrolled			Dropout			Never Enrolled			
		B	G	T	B	G	T	B	G	T	B	G	T	
1	Ooty	183	117	270	223	229	452	142	146	288	184	190	374	1484
2	Coonoor	147	145	292	190	193	383	138	144	282	159	162	321	1278
3	Kotagiri	156	159	315	226	229	455	153	154	307	196	197	393	1430
4	Gudalur	274	286	560	374	381	755	310	317	627	244	251	495	2477
	Total	760	777	1537	1013	1032	2045	743	761	1504	783	800	1583	6669

Source: House Hold Survey 2001

Enrolment of Out of School Children 2002-2003

Table 26:1

Block	AIE Schools	No. of EGS centers Started	No. Of Volunteers Appointed	No. of Students Joined		No. Of Students yet to join	
				B	G	B	G
Ooty	2	1	3	28	26	286	319
Coonoor	-	2	2	46	32	170	202
Kotagiri	1	2	3	56	64	248	276
Gudalur	2	17	19	225	243	550	618
Total	5	22	27	355	365	1254	1415

Source: Household Survey 2001

The Table shows that in the year 2002-2003 many children were enrolled in all the four blocks. Gudalur Block has the highest enrolment of children through AIE and Ooty has the lowest enrolment of children. There are many more children in all the four blocks yet to be enrolled. Gudalur Block has the highest number of children yet to be enrolled through AIE.

2.9.1 Bridge Courses / Transit Camps and Residential Schools

164 Child Labour Children are to be mainstreamed with the help of other Departments. 1814 children are to be sent to 8th Std Examination . 2669 Out of School Children are suitably mainstreamed through EGS centres and bridge courses. To achieve 100% enrolment 10 centres will be opened in all the four blocks in the year 2003-2004. Two residential camps will be conducted for 50 boys and 50 girls. One hundred and Twenty five Bridge Courses are to be started for the year 2003-04 to accommodate 4471 children.

2.10 APPOINTMENT OF TEACHERS

Table 27
Comparison of Teachers

Block	2001-2002			2002-2003			Difference		
	Primary	Upper Primary	Total	Primary	Upper Primary	Total	P	UP	T
Ooty	409	574	983	425	526	951	16	-48	-32
Coonoor	339	373	712	325	522	847	14	+149	163
Kotagiri	205	209	414	163	322	485	42	+113	155
Gudalur	381	434	815	377	408	785	4	-26	-22
Total	1334	1590	2924	1290	1778	3068			

Source: Dise 2002

The table shows the increase of 144 teachers when compared to 2000-2001 statistics as a whole. The number of teachers at the primary level has come down a little due to the revised TPR and subsequent transfer of teachers on deployment to the needy schools spread over the Nilgiris District.

At the Upper primary level the increase in the number of teachers especially in Coonoor & Kotagiri blocks is mainly due to the opening of unaided English medium schools. This has resulted in increasing the access rate.

This sort of abnormal differences are due to the inclusion of teachers of matriculation, central board etc., which were not included in the base line survey.

2.11 PROGRAMMES FOR GIRLS

Education of Girls is considered to be the most sensitive index of development, social and national. Girls' education plays a significant role in counteracting the social maladies-sexual discrimination, prejudices, superstitions that impair the status and empowerment of girls. It paves way for gender equality in all walks of life by engendering self- esteem of girls. The Nilgiris District has been in the fore front in empowering girls through education.

Table :2.4.1

Girl Children Blockwise

S.No	Block	Girl Population
1	Ooty	131324
2	Coonoor	95020
3	Kotagiri	57806
4	Gudalur	101066
	Total	385216

Source;Dise 2002

It is evident from the above table that Ooty block has the highest girl population(131324). The Kotagiri block has the lowest girl population(57806).

2.12 PROGRAMMES FOR SC/ST CHILDREN

The educational development of SC/ST children is a special focus in the SSA. Every activity under the scheme must identify the benefits that will accrue to SC/ST children.

The Central Focus of the education of SC/ST children is in the removal of disparities and equalization of education opportunities by attending to their specific needs.

Table:2.4.1

SC/ST

Block	Social Group		Class I	Class II	Class III	Class IV	Class V	Class VI	Class VII	Class VIII	Total
KOTAGIRI	SC	B	400	343	352	321	366	370	361	328	2841
		G	385	304	341	317	297	372	360	297	2673
		T	785	647	693	638	663	742	721	625	5514
	ST	B	189	97	60	52	56	89	72	68	683
		G	112	55	51	61	60	85	48	54	526
		T	301	152	111	113	116	174	120	122	1209
GUDALUR	SC	B	988	802	863	872	758	554	458	433	5728
		G	889	773	791	867	794	483	430	391	5418
		T	1877	1575	1654	1739	1552	1037	888	824	11146
	ST	B	438	338	277	227	179	140	77	72	1748
		G	422	282	267	214	151	122	99	77	1634
		T	860	620	544	441	330	262	176	149	3382
COONOOR	SC	B	676	634	624	670	657	762	634	653	5310
		G	675	615	610	629	608	697	637	587	5058
		T	1351	1249	1234	1299	1265	1459	1271	1240	10368
	ST	B	27	26	33	36	24	44	16	11	217
		G	27	35	29	31	19	22	19	17	199
		T	54	61	62	67	43	66	35	28	416
OOTY	SC	B	967	789	846	890	775	946	905	742	6860
		G	914	832	822	773	818	1072	945	879	7055
		T	1881	1621	1668	1663	1593	2018	1850	1621	13915
	ST	B	66	66	53	60	40	45	31	74	435
		G	69	48	49	50	50	67	42	38	413
		T	135	114	102	110	90	112	73	112	848

Source: Dise 2002

Gudalur block has the highest number of ST population, Ooty has the lowest number of ST population. Ooty block has the highest number of SC population followed by the Gudalur block.

2.13 PROGRAMMES FOR DISABLED CHILDREN

The National policy on Education, 1986 has emphasized the integration of the children with special needs with other children in order to enable them to face life with courage and confidence. A large number of children with mild and moderate handicaps can be educated in common with others in general schools.

Table-2.4.1

Disabled Children

Disabled Children- 2002-2003					
S.No.	Block	Disabled Children (6-10 Years)	Enrolment in Primary	Disabled Children (11-13 Years)	Enrolment in Upper primary
1	Ooty	140	132	93	86
2	Coonoor	102	93	34	28
3	Kotagiri	71	58	54	29
4	Gudalur	208	193	53	46
	Total	521	476	234	189

Source: DISE 2002

476 Disabled children had been enrolled at the primary level and 189 Disabled children had been enrolled at the upper primary level. Gudalur block has the highest number of Disabled children at the primary level and Ooty block has the highest disabled children at the upper primary level.

2.14 EARLY CHILDHOOD CARE AND EDUCATION

The National policy of education views early childhood care and education as a crucial input in the strategy of human resource development, as a feeder and support programme for primary education and as a support for working women of the disadvantage sections of society.

Table 28

Number of ECCE and Children-2002-2003

S.No.	Block	ICDS Centres	Children	TINP Centres	Children	Others LKG / UKG	Children
1	Ooty	122	3637	-	-	28	1044
2	Coonoor	86	1813	-	-	13	191
3	Kotagiri	51	1121	-	-	4	356
4	Gudalur	75	2450	-	-	6	1159
	Total	334	9021	-	-	51	2750

Source: DISE 2002

To attain 100% enrolment special focus is given on nursery training. In the district there are 334 ICDS centres and 51 Kindergarden schools. 11771 children are enrolled in the above mentioned nursery schools.

2.15 FUNCTIONING OF VILLAGE EDUCATION COMMITTEE

Village Level Education Committees have been functioning in 654 schools in Nilgiris District.

Elected president/ Co-ordinator will be the chairmen and Headmaster of the schools as the member secretary. The committee includes Educationists, VAO, Health Worker, Teacher Representative, Parents and members of NGO, SHG and ICDS.

The VECs meet twice a month to review the monitoring of the implementation on the programme at village level . The minutes of the meetings are recorded and sent to the DPO.

The monitoring by the village community enhances not only community participation but also community ownership of the delicated programmes of elementary education at village level.

2.16 ACTIVITIES IN CLUSTER RESOURCE CENTRES

Cluster Resource Centres are Teacher Empowerment professional forums. The teachers meet at the CRCs once in a month to discuss and share their professional expertise. They prune their professional skills in teaching and evaluation. They disseminate the research findings and their implications. They discuss how best they can implement the research based strategies to solve the problems they face at schools. They share their knowledge and techniques of making and using Teaching Learning Materials. They discuss about all activities connected with curricular and co-curricular activities.

55 Cluster Resource Centres have been functioning in Nilgiris District. Each centre consists of 40 to 50 teachers.

2.17 PROGRAMMES IN BLOCK RESOURCE CENTRES

The Block Resource Centres are for the professional enrichment and training of teachers at the block level. The function of BRCs are similar to that of DIETs at the district level. The Teacher educators and the Supervisors function as nodal agencies for enriching and enabling the primary and upper primary schools at the block level to provide qualitative education. The BRC Teacher educators are involved in monitoring the progress of students and ensuring qualitative improvement of teaching and learning at the block level. They also conduct training programmes in continuous and comprehensive evaluation, joyful learning, multigrade teaching and content and methodology training programmes. The BRCs adopt low performing schools in the block in order to improve the performance of students qualitatively. They conduct baseline midterm and terminal assessment surveys as part of their duties. Moreover they are the empowering bodies that make the vision of universalization of elementary education a reality.

The Nilgiris District has four Block Resource Centres. Each BRC is headed by an experienced Teacher educator in the cadre of High school Headmaster. There are Seven teacher educators in each block under the supervision of the BRC Supervisor.

2.18 RESEARCH, EVALUATION AND MONITORING

The role of community assumes paramount significance regarding research, monitoring and evaluation. The community leaders and groups are monitoring children's progress and other quality related school activities.

Since implementation of the SSA, the need for involvement of the local community, it becomes imperative that all aspects of the social background are studied.

The BRC personnel/Assistant/Additional elementary educational officers evaluate at the block level. District programme co-ordinator/ Additional District Programme co-ordinator/Asst. District Programme Co-ordinator evaluate and monitor the implementation of SSA at the District level. There is a District level committee under the chairmanship of the district collector entrusted to carry out research, evaluation and monitoring.

A Joint Director of the education department who is incharge of the implementation of the SSA of the Nilgiris frequently evaluates all the aspects of SSA.

Educational Planning and Management requires special attention and separate schemes for research and development should be launched in these areas. Researches will be conducted in components such as CR, RR , DR , AL and AR. Problems will be sorted out and remedial measures will be taken. State, District, Block, Cluster resource research groups are functioning in collaboration with DIET/BRC and CRC respectively.

2.19 IMPROVING INFRASTRUCTURE

2.19.1 BRCs

The construction is entrusted with the public works department, technical wing coimbatore for all the 4 blocks.

2.19.2 CRCs

The construction of 4 CRCs are entrusted with the VEC under the guidance of the PWD.

Table 29

2.19.3 Construction of Two Class Rooms / Three Class Rooms

Block	No. of Schools with adequate buildings	No. of Schools provided with 3 Class rooms	No. of Schools provided with 2 Class rooms	No. of Schools need class rooms
Ooty	123	2	7	23
Coonoor	47	7	2	20
Kotagiri	52	2	3	9
Gudalur	43	8	9	48
Total	265	19	21	100

Source: Dise 2002

2.19.5 Provision of Toilet Facilities

Block	No. of Schools with adequate Toilet Facilities	No. of Schools provided with Toilet Facilities	No. of Schools need Toilet Facilities
Ooty	36	25	85
Coonoor	7	13	42
Kotagiri	7	3	47
Gudalur	12	7	78
Total	62	48	252

2.19.6 Provision of Drinking Water Facilities

Block	No. of Schools with adequate Drinking Water Facilities	No. of Schools provided with Drinking Water Facilities (2002-2003)	No. of Schools need Drinking Water Facilities
Ooty	32	25	86
Coonoor	1	13	46
Kotagiri	29	3	30
Gudalur	37	7	53
Total	99	48	215

The above tables show the need of Class rooms, Toilet facilities and Drinking water facilities in the four blocks of Nilgiris District. The need will be fulfilled in a phased manner through civil works grant.

2.20 MAINTENANCE AND REPAIRS

In the year 2002-2003 all the primary and upper primary schools were given school grants and maintenance grants. With these grants schools have been white washed. Desks, Benches, Windows, Doors were repaired and flooring work corrected. Black Boards were painted.

2.21 PROGRAMMES FOR QUALITY IMPROVEMENT

The district Project office staff are given periodical training as to the implementation and improving the quality aspect of the SSA. BRC supervisors are given training by Kotagiri DIET. The Block Resource Teacher Trainers had undergone the School Attachment Programme for Three months to know the real position at primary, upper primary, High & Higher Secondary Schools.

Tamilnadu State mission for education for all has arranged five days orientation course regarding school based training and school adoption programme. After ranking of schools the teacher trainers will visit the schools, evaluate the hot spots of the teachers and the children, interact with them in a friendly positive manner and find a way for the progress.

2.21.1 Capacity building for project staff

Planning starts from gross roots level. So VEC members need orientation. Similarly CRC, BRC, DPC staff require periodical training.

School Attachment Programme

From July 2002 to October 2002 BRC teacher – educators were put up on school attachment programme to get on land experience.

Five one day orientation programme

From 05.11.2002 to 09.11.2002 BRC personnel were provided with inputs needed for discharging their duties.

SBT, SAP Training

Scheme Based Training and school adoption programme for the low-performance schools were given to the project staff in Jan. 2003.

2.21.2 Training Teachers

Capacity building training in content and methodology has been given to the teachers at the elementary level for 10 days.

2.21.3 Orientation to VEC Members

Orientation to VEC Members was given for 2 days to empower them to monitor the functioning of the school.

Blockwise No. of Teachers given Training in 2002-2003

Table 30

S.No	Name of the Training	No. of Participants			
		Ooty	Coonoor	Kotagiri	Gudalur
1	Content & Methodology	75	45	65	-
2	Training to Teachers handling Std. I & II	40	50	28	58
3	Training to Teachers handling Std. III, IV & V	50	50	28	46
4	Training to teachers handling Std. VII & VIII	55	50	34	51
5	Training to HMs	152	108	65	98
6	Training to VEC members	170	30	68	229
7	Cohort Training	152	110	65	103
8	DISE Training	152	110	38	105

In the year 2000-2002, Training for Teachers were not given through SSA but they were given training through DTERT and DIET.

In the years 2002-2003, 725 secondary grade teachers were given training in Content & Methodology. The remaining 1656 Teachers will be given training in Content & Methodology and Capacity Building in a phased manner in 2003 --2004.

2.21.4 Provision of TLM, TLE, School Grant

TLM : Teaching Learning Material helps delivering in the curriculum to the children. Our senses are the gateways to acquire knowledge.

	Primary	Upper Primary
No.of teachers benefitted	1209	1172
Amount Released as TLM	6.045 lakhs	5.860 lakhs

TLE : It is suggested to have mini laboratory in term of teaching and learning equipments. A sum of Rs.10.7 lakhs had been sanctioned towards TLE for 7 primary schools and 20 upper primary schools.

School Grant : In the year 2002-03, 365 primary schools and 164 upper primary schools have been provided with school grants for the tune of 10.58 lakhs.

2.21.5 Curriculum Revision – VI Standard Text Book

One of the most important determinants of the quality of education is the curriculum followed. The development of the curriculum should be developed to suit the learning needs of children. To promote quality curriculum revision is suggested, bearing in mind the State Government has directed curriculum revision of VI std. This year the preparation of Text-books based on the new curriculum is being processed by the DTERT.

2.21.6 Innovation – Computer Literacy, Vocational Skill Development Skills

In innovations, the following activities are to be given to the children:

1. Computer Literacy

This is the age of communication, computer. Here Knowledge plays the major role. Knowledge is the source of income today. And so, the computer literacy is advocated every where in the society. It has become the most essential skill for each and every citizen in our country. Computer attracts everyone and school children too have the thirst for computer knowledge as they have frequent exposure to it. In the modern world a man without the computer knowledge is known as a computer illiterate. Hence, it is the accepted fact that computer literacy should be given to all children right from the primary level. In the higher secondary schools also computer literacy has been given through CLASS PROJECT and it has been going on very successfully. At the primary and upper primary school levels computer education will be given through SSA from 2003. Hence in the Nilgiris District Planning has been done to impart computer literacy to the children in the upper primary education level.

2. Floriculture

The Nilgiris is the queen of hills and it is the abode of Flora & Fauna. The students of the Nilgiris district have very good geographical background and climatic condition to grow beautiful flowers. The climatic condition of the district enables the people quite a lot for doing floriculture, Therefore healthy knowledge of floriculture could help the children to earn money to lead their life. In the modern world floriculture attracts the attention of people. In the Nilgiris district in schools a knowledge of floriculture should be imparted to the children and hence planning has been done to give training to our children in floriculture.

2.22 PROJECT MANAGEMENT

2.22.1 Establishment of MIS

Information provided by the heads of schools should be genuine and DISE formats should be properly filled in so that future planning will be possible and meaningful. An orientation programme had been given for all HMs to fill in the DISE forms. Data furnished should tally with the monthly returns sent to AEEEO Office.

Through School Based Training and School Adoption Programme, low performance schools may be identified and help may be rendered to improve the achievement level of students.

Survey of Out of School Children, and Child labour Survey had been undertaken during 2002-2003.

2.22.2 Implementation of DISE

The school information system is established under the name of District Information System for Education (DISE). The DISE reports on key variables and performance indicators and the school, CRC, Block and district level. It is much useful for monitoring purposes.

2.22.3 Appointment of Project Staff

All the project staff are appointed either in Foreign Service Terms or on contract basis. There are 11 posts at the Office of the DPO. Similarly at BRC, one BRC supervisor in the rank of High School Headmaster and seven teacher educators, in the rank of school BT Asst. are working in time-scale or pay.

2.23 CONVERGENCE WITH ONGOING SCHEMES

Coordination of all departments had community mobilization forms part of SSA. It helps the state along with other ongoing schemes.

1. ECCE- Social Welfare Department
2. Rehabilitation of the Disabled- Social Welfare Department
3. Eradication of Child labour- Labour Department
4. Special Focus Groups- Adi-Dravidar and Tribal Welfare Department
5. Improving Qualities- Adi- Dravidar Welfare Department, Backward and MBC Department
6. Health and Hygiene of the Children- Health Department
7. Infrastructure Facilities- PWD department.

2.24 ISSUES & STRATEGIES

Though the Nilgiris is a hilly region, accessibility is good except in the Tribal areas and settlements where road facilities are not available. 27 EGS & ALS have been formed in Kotagiri and Gudalur Blocks. Several Schools(Primary) have been opened and schools have to be upgraded in some remote areas where the tribals live.

Awareness campaigns are being conducted in all the four blocks, priority being given to tribal habitations. Community mobilization programmes are being carried out.

2.24.1 Intervention for weaker sections

Special attention has been paid to the weaker sections. The VEC meetings were organized for the parents of weaker section and enough briefing were given regarding the welfare schemes.

2.24.2 Thrust areas and strategies

Full concentration has to be laid on the remote areas where tribal population live. Since tribals in Nilgiris live in small groups or families, conveyance to a particular place is difficult. Hence special arrangement like building a small class room with basic amenities is a must. Teachers who belong to the nearby areas must be posted so that they can spend more time on teaching activities. VEC has to be formed. Tribal parents are to be educated to take active participation in charting out the strategies. In urban areas, with the co-operation of officials from labour department and police department, frequent checking in shops and other business places should be done so as to prevent the child labour activities besides creating awareness among parents.

2.24.3 Activity based Training

Primary education in our country has undergone a sea change in recent years with regard to teaching learning activities. Mere oral teaching will not bring the desired result. The Government introduced the operation Black Board Scheme- a box containing kits to display activities to children was supplied to many schools. Without activities teaching will become monotonous. Children should be involved in the activities like helping the teachers in making TLM, Dolls and Preparing Charts etc. Joyful Learning needs Physical activities too. Physical education plays an important roll and extra curricular activities like singing, dancing may be of immense help.

Teachers' activities should focus on hard spot understanding and learning . Financial assistance should be given to primary and upper primary schools to purchase play things like sea-saw, swings and ladder etc.,

2.24.4 Class room activities with TLM

A primary school classroom should be adorned with pictures, charts, colorful play things, TLM and the improvised teaching materials. Since activity Based teaching is stressed for better learning and understanding, the teachers must use teaching learning materials for the execution of the teaching learning activities and the attainment of the required competencies by the children.

2.24.5 Competency based Teaching

Children completing V std. should attain 663 competencies. Each competency needs strong emphasis and repetition. Regular class activities and follow-up activities will help the students to attain the competencies. Continuous assessment in each subject by the way of daily and weekly test should be made.

2.24.6 Learning Syllabus

Syllabus in each subject has been found in such a way that each child may get required competencies by the experts. Children must know the syllabus in which they are being taught. Teachers must finish the syllabus within the allotted working days.

2.24.7 Including IED Children

IED children are to be taken care of. This is a priority and thrust area where not only the government but also the NGOs should play a major role. IED children are brought to camps where Doctors from various fields diagnose their deficiency and

give proper needed medical appliances to them. Unenrolled Disabled children are identified and are being enrolled through these camps. Teachers and BRC Teachers will get training to handle IED children. Each child will get Rs.1200/- assistance per year.

2.24.8 NER,DR & RR

Net enrolment ratio must be raised from the present level to reach cent percent enrolment. In other words all school aged children should be brought into schools. By giving incentives and implementing other welfare schemes the Drop out ratio can be reduced to 0%. Through imparting quality education by introducing TLM based teaching, joyful learning and providing basic amenities, the Repetition rate can be brought down significantly.

2.24.9 Resource Mobilisation

Civil works should not be hampered for want of resources. With the amount allotted by the SPD/DPC, work has to be completed by VEC. Otherwise they have to arrange for a meeting to be attended by the inhabitants to discuss about the funds mobilisation.

2.24.10 Team visit of VEC, CRC & BRC

VEC members may visit other schools to get first hand knowledge about the implementation of the scheme. The CRC team must sort out the strategy to make the CRC meeting useful and meaningful. BRC team has to visit all schools and CRC centres.

2.24.11 Evolving new Strategy

VEC members are to be invited to CRC meeting for discussion and the needs of their school and children have to be analysed. The BRC staff must visit the centres and assist them for evolving new strategies for better teaching & learning and using the TLM, conducting seminars, celebrating functions, holding IED camps and health camps, etc.

CHAPTER – III

ACTIVITIES & BUDGET

3.1 PRIMARY SCHOOLS

To achieve 100% access at primary level, proposals have been submitted to open two new primary schools in Ooty block in unserved habitation, one primary school in Coonoor block, two primary schools in Kotagiri block and five primary schools in Gudalur block.

List of EGS Centres/Places where new schools to be opened

1. Ooty- Kappathorai and Annamalai Onikandy
2. Coonoor: Kekkatty
3. Kotagiri: Semmenarai and Pudhur
4. Gudalur: Pulikundha, Ovalley Marapalam, Bandhakappu , Verkadavu and Kodamoola.

3.2 UPPER PRIMARY SCHOOLS

To achieve 100% access at upper primary level proposals are being submitted to upgrade four primary schools in Ooty Block and One in Gudalur Block.

In primary schools 20 additional teachers are to be appointed in Gudalur block and Two additional teacher posts are proposed for upper primary schools.

In 2003-2004, we propose to appoint ~~44~~ teachers at the primary level and 5 teachers at the upper primary level.

The same norms will be followed in appointing 5 teachers at primary level and 3 teachers at upper primary level in Kotagiri block.

In Gudalur Block, 32 Tamil medium teachers, 17 Malayalam medium teachers & 2 Kannada medium teachers are to be appointed at primary and 3 Tamil medium teachers & 2 Malayalam medium teachers are to be appointed at upper primary level.

Totally 112 teachers will be appointed at a consolidated pay of Rs.1,500/- per month by the SSA functionaries.

List of primary schools to be upgraded as middle schools

1. Ooty- Adasholai, Sholur Kotagiri, Pykara, Kenthorai
2. Gudalur - Nayakkansholai

10 primary schools and 5 upper primary are proposed to be opened and upgraded respectively during the year 2003-04. A sum of Rs. 51.790 lakhs for primary schools and a sum of Rs. 62.375 lakhs for primary schools have been suggested as overall budget for this purpose.

3.3 ALTERNATIVE AND INNOVATIVE EDUCATION

To cater to the needs of unenrolled and dropped out children in the age group of 6-14 years of age, five AIE centers and 22 Bridge course centers with 27 volunteers are functioning in habitations which are not served by primary/ upper primary schools in the year 2002-2003.

We propose to open 103 more Bridge course centres besides 10 EGS centres and 2 Residential camps in the year 2003-2004.

As per the perspective plan, the number of out of school children is 9569 upto the age of 14 as per the Household survey 2001.

In the year 2002-2003, 2669 Out of school children have been identified from the age group 6-13. 720 have been enrolled in EGS & 2160 were enrolled in regular schools. The remaining 4647 out of school children will be mainstreamed. Out of 4647 children, 1814 are to be sent to 8th Standard Examination, 164 child labour children are to be mainstreamed and other 2669 out of school children are to be enrolled in 15 EGS centres and 125 bridge courses. We propose to start 10 new primary schools and 5 primary schools which are going to be upgraded.

Access may be raised to 100% by the help of VEC members, CRC, BRC and DIET.

We plan the mainstreaming of children through bridge courses of different duration depending upon the various tribal areas in our district.

With the convergence of labour department, revenue, health & agriculture 164 child labour children will be totally abolished. Street children of migrating families, tribal children, children who are working in the Tea Garden, Tea factory, Tea shops and Hotels will be identified and will be enrolled in schools by September 2003.

All habitations not having a primary school within one km and having a minimum of school aged children will be entitled to have an EGS type School. Children who have dropped out – of – School are having an opportunity to avail themselves of Bridge courses, aimed at their mainstreaming. The objective is to see the EGS and AIE as integral to the quest of UEE. The linkages with CRC/BRC/DIET will be required for EGS and AIE. There are four broad focus areas:

Full time community schools for small unserved habitations.

Mainstreaming of children through bridge courses of different duration

Specific strategies for special groups like child labour, street children of migrating families etc.

Innovative programmes - the innovations can be in the areas of pedagogic practices, curriculum, programme management, textbooks and TLMs, etc.

Identity cards are issued by the committee consisting of member secretary / HM, AEO and BRC supervisor and signed by the Block Supervisor. Register numbers are allotted and follow up activities are tracked down to achieve the objectives of SSA.

We expect attitudinal changes in the areas of pedagogic practices, curriculum, Scholastic & non Scholastic areas and programme management to achieve UEE.

To cater to the needs of unenrolled and dropped out children in the age group of 5+ to 13+, 10 EGS centres, 2 Residential camps(100 children) 125 Bridge course (125) will be conducted during 2003-2004 at a total cost of ~~44.935~~ akhs.

3.4 SPECIAL FOCUS GROUP

Disabled children are no longer regarded as the liabilities of our district. They are now regarded as assets and useful citizens. Disabled children suffering from severe disabilities will be identified and they will be admitted in special schools. Medical Assessment camps will be conducted and children with moderate disabilities will be identified. Such children will be admitted in the regular schools. Free Bus pass, ID cards and Special Scholarships will be awarded to these children. Medical equipments will be supplied to these disabled children through District Rehabilitation Officer or through Sarva Shiksha Abhiyan.

Emphasis has been laid on education of the **Girls** for ensuring women's equality. Women constitute about 50% of the total population in Nilgiris District. They should be given special recognition in the society. Education of Girls is considered to be the most sensitive index of development, Social or National. Girls education immensely influences fertility rate, infant mortality, population growth, marriage age, life expectancy and national productivity.

Upper primary girls are to be given special, vocational skill developmental activities like Knitting, Tailoring, Embroidery , Music and Dance, Interior Decoration, etc.

Each Upper primary /High/ Higher Secondary school will be given Rs.2000/- each towards procurement for these items and staff on consolidated pay are to be recruited for imparting useful vocational and skill developmental training.

A special training will be given to all the upper primary girls on Sanitation, Hygiene, Protected Drinking water, First Aid and so on.

Practically 665 children with special needs have been identified. Medical assessment camp are to be conducted and aids and appliances are to be provided to the Disabled Children.

All the teachers are to be trained on IED. NGOs have been identified and are placed incharge of executing IED programmes in the District. A sum of Rs. 12 lakhs and 98 Thousand has been earmarked for this purpose for the year 2003-04.

3.5 VILLAGE EDUCATION COMMITTEE

Village Education Committee would be responsible for Administration of delegated programmes in the field of education. The major responsibility of the VEC should be operationalization of micro level planning and school mapping in the village through systematic house to house survey and periodic discussion with the parents. It should be the endeavor of the VEC that every child in every family participates in the primary education. In these activities, they will provided expert guidance and support by BRCs and DIET.

This year we intend to involve the VEC in **community ownership and community based monitoring with full transparency**. In view of the critical role and function of the VEC it would be vested with the necessary financial and administrative authority.

Village Education Committee members are to be given periodic training in planning , implementation and monitoring at grass roots level. A sum of Rs. 11 lakh and 77 thousand is to be spent on this very important area of capacity building and empowerment.

3.6 CLUSTER RESOURCE CENTRES

It is felt imparative to make school an attractive place for children and to make its programmes interesting to them. Once the children are inspired and motivated, they take interest from the tender age. Participant teachers interact and arrive about effective strategies of using TLM, TLE, Scholastic and non Scholastic subjects, classroom activities and so on. They evolve decisions about the teaching aids

1. Display Boards : Chalk boards, flannel boards, bulletin boards
2. Graphics Media : Pictures, Photographs, Flash cards, Maps
3. Three Dimensional Media : Models, Objects, Specimens
4. Projected Media : Slides, TV, Video Tapes
5. Audio Media : Radio, Gramaphones

The meeting will be conducted on the third Saturday every month in all the Cluster Resource Centres to discuss about important issues and strategies in teaching learning process.

An orientation programme will be conducted for two days in a year for all the CRC co-ordinators and assistant co-ordinators.

The TLE supplied by the SSA to the CRCs will be demonstrated to all the schools clubbed with that particular CRC.

Awareness campaigns, science exhibitions, maths clubs field trips will also be arranged by the CRC.

The Cluster Resource centres are the professional forum of teachers in which they discuss issues of qualitative improvement of elementary education. Therefore this management structure is to be strengthened at a cost of 7 lakhs and seventy four thousand Rupees.

3.7 BLOCK RESOURCE CENTRE

The Block Resource Centres are for the professional enrichment and training of teachers at the block level. The function of BRCs are similar to that of DIETs at the

district level. The Teacher educators and the Supervisors function as nodal agencies for enriching and enabling the primary and upper primary schools at the block level to provide qualitative education. The BRC Teacher educators are involved in monitoring the progress of students and ensuring qualitative improvement of teaching and learning at the block level. They also conduct training programmes in continuous and comprehensive evaluation, joyful learning, multigrade teaching and content and methodology training programmes. The BRCs adopt low performing schools in the block in order to improve the performance of students qualitatively. They conduct baseline midterm and terminal assessment surveys as part of their duties. Moreover they are the empowering bodies that make the vision of universalization of elementary education a reality.

The Nilgiris District has four Block Resource Centres. Each BRC is headed by an experienced BRC Supervisor in the cadre of High school Headmaster. There are Seven teacher educators in each block under the supervision of the BRC Supervisor.

The BRC will monitor the following:

1. Enrolment
2. CRCs
3. Activities of VEC
4. Special Focus Group
5. School Adoption Programme
6. Distribution of TLM grant, School Grant, Maintenance Grant etc.,
7. SC/ST coaching classes
8. Training Programmes

There are 4 BRC Centres in the Nilgiris District. Each block resource centre has highly qualified teacher educators, who can ensure qualitative education at the block level. The provision has been made for the salary of the staff, training equipments, library books, workshop and other contingent expenditure at a cost of Rs. 49 Lakh seventy two thousand.

3.8 RESEARCH, EVALUATION AND MONITORING

Educational Planning and Management requires special attention and separate schemes for research and development should be launched in these areas. Researches will be conducted in components such as CR, RR , DR , AL and AR. Problems will be sorted out and remedial measures will be taken.

Education of research and evaluation are important quality inputs. They can bring out drastic changes in the elementary education. Constant monitoring and evaluation of data obtained will help the education administration to analyse and find out new strategies based on research to solve the problems. Therefore a sum of Rs. 8 lakhs and 82 thousand has been proposed for the year 2003-04.

3.9 CIVIL CONSTRUCTION WORKS

In the year 2003-2004, Proposals have been submitted to open 15 new primary schools. 10 two classroom buildings are to be constructed.

5 primary schools will be upgraded this year. Therefore, Additional Three 3 classroom buildings have been proposed for these 5 primary schools.

Proposals have been submitted to construct 10 CRC buildings.

Proposals have been submitted to construct 18 two classroom buildings.

Proposals have been submitted for the construction of 23 classrooms, 100 drinking water facilities and 100 toilets on priority basis.

Being a hilly area, 10% of the Budget amount has been added towards the construction of CRC, two classroom and three class rooms due to the escalation of the cost of construction. Total cost of Rs. 218.9 lakhs have been suggested for this purpose.

3.10 MAINTENANCE & REPAIR WORKS

A proposal has been submitted for the sanction of maintenance grant to 439 schools @ Rs.5000 per school. The schools will utilize this amount for white washing, to repair the bench, desks, doors and windows. The flooring work will also be undertaken at a proposed cost of 21.95 lakhs.

3.11 MANAGEMENT

Proposals have been made to get two more computers and to appoint one more data entry operator in the District Project Office through the Management Head.

In the same way, proposals has also been made for Hiring of Vehicles for visiting Schools and Construction Sites . As per the perspective plan the need for providing logistic support for the staff of the District project office in monitoring the implementation of the programme in a hilly district by buying a new vehicle was felt but the SSA frame work and the state guidelines state that the vehicles are to be hired for monitoring and supervision purposes.

The management cost of the staff of the DPO are to be met with an allocation of Rs. 36. lakhs.

3.12 TRAINING

In the year 2002-2003, 725 secondary grade teachers were given training in Content & Methodology. The remaining 1656 Teachers will be given training in Content & Methodology and Capacity Building in a phased manner in 2003 –2004.

It is proposed to give training to the Co-ordinators and Asst. Co-ordinators of Cluster Resource Centres in capacity building and in administration.

It is proposed to give training to VEC members for two days in a year. Training will be given to the Balwadi and Anganwadi workers.

Training will also be given to all the Heads of school at the primary and upper primary level.

The capacity building of primary and upper primary class teachers is an important quality component .The training, and capacity building both at primary and middle school level is estimated at a cost of Rs. 36.68 lakhs for the year 2003-04.

3.13 INNOVATION

In the modern world a man without the computer knowledge is known as a computer illiterate. Hence, it is the accepted fact that computer literacy should be given to all children right from the upper primary level.

SSA plans are being executed for the overall development of students. Innovations like sports, games and vocational skills are being introduced to bring out the individual skills. Yoga will also be taught at the primary and upper primary level to enhance the physical and mental growth of the students.

It is proposed to give Rs.10,000/- for the schools to improve sports & games. The children will be trained in the major games like volley ball & foot ball. Minor games will also be taught.

To make the education life oriented, vocational activities are supplemented to develop the vocational skills. Students will be taught wood work, candle making, tailoring, etc.,. Rs.2000/- will be provided to the schools to make a maximum coverage of vocational area. With the above mentioned vocational activities, the individual skills of children will be improved.

Innovation are the activities that enhance learning especially at elementary level. The sum of Rs. 50 lakhs is projected to be spent for computer education, education for SC/ST, useful vocational activities and Nursery education during the year 2003-04.

3.14 PROCUREMENT PLAN

Every year in the annual work plan & budget will be prepared and presented to the state project director. After the relevant approval, the state project director will sanction the fund to the District Programme Co-ordinator. An account is being operated in the joint name of the DPC(CEO) and Additional DPC(DEEO) in IOB, Ooty.

At the Block level, A joint Account is being operated by the BRC Supervisor and the Assistant Educational Officer.

At the School level, The joint bank account is operated with the name of the member secretary (headmaster) and Chairman (Elected Panchayat Presidents Or Chairmen).

The funds will be sanctioned to the BRCs , DIET and schools through demand drafts or by cheques. There is no centralized purchase at the district level. Purchases are made after the suitable resolutions made at the school level (By VEC), at the block level block education committee, and at the district level at the District Level Committee.

Implementation Schedule for 2003-2004

S. No.	Maj. Act.	Activity Description	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
1	PFE	Opening of new schools	***			
		Appointment of new teachers	***			
		Appointment of addl. Teachers	***			
		School Grants	***			
		Teachers Grants	***			
		TLE Grants	***			
2	UPE	Upgrading of Primary schools	***			
		Appointment of new teachers	***			
		Appointment of addl. Teachers	***			
		School Grants	***			
		Teachers Grants	***			
		TLE Grants (New & uncovered OBB schools)	***			
3	AIE	EGS Centres		***	***	***
		Residential Camps		***	***	***
		Bridge courses		***	***	***
4	SFG	Education of disabled		***	***	***
		Education of Girls		***	***	***
		Education of SC/ST		***	***	***
5	CRC	Workshops and Meetings	***	***	***	***
		Furniture	***			
		Contingency Grant	***	***	***	***
		TLM grant	***	***	***	***
6	BRC	Salary of Staff	***	***	***	***
		Furniture	***	***		
		Contingency Grant	***	***	***	***
		Workshops and Meetings	***	***	***	***
		TLM Grant	***		***	
		Training Equipments		***		
7	REM	Research and Evaluation Programme		***	***	***
8	CCW	Construction of BRCs	***	***	***	***
		Construction of CRCs	***	***	***	***
		Construction of two classroom	***	***	***	***
		Construction of three classroom	***	***	***	***
		Drinking Water	***	***	***	***
		Toilets	***	***	***	***
9	MRW	Repairs	***	***	***	***
10	MGT	Salary of staff	***	***	***	***
		Furniture and Equipment	***	***		
		Books and Periodicals		***		
		Maintenance of equipment	***	***	***	***
		Consumbale and Stationery	***	***	***	***
		T.A/D.A	***	***	***	***
		Consultancy	***	***	***	***
		Contingency	***	***	***	***
		Training to CRC staff		***		***
		Training to BRC staff		***		***
11	TRG	Training to Teachers (Primary)		***	***	***
		Training to Teachers (Middle)		***	***	***
12	VEC	Training to VEC Members	***			
13	INO	Computer Education		***	***	***
		Edn. of Girls - Inn. Programmes		***	***	***
		Edn. of SC/ST - Inn. Programmes		***	***	***
		ECE (New Centers)		***	***	***

Table A

S. No.	Maj. Act.	Activity Description	The Nilgries 2001-2002				
			Receipt		Exp.	Spill	
			Phy.	Fin.		Phy.	Fin.
1	PFE	Primary Schools					
i		No. of Schools	6			6	
ii		Salary of new teachers	12	3.000		12	3.000
iii		Salary of addl. Teachers					
iv		School Grants					
v		Teachers Grants					
vi		TLE Grants	0	0		0	0
		Total		3.000			3.000
2	UPE	Upper Primary Schools					
i		No. of Schools					
ii		Salary of new teachers					
iii		Salary of addl. Teachers					
iv		School Grants					
v		Teachers Grants					
vi		TLE Grants	8.000	2.000		8.000	2.000
		Total		2			2
3	AIE	Alternative & Innovative Education					
i		EGS Centres (Unserved Habitations)					
ii		Bridge Courses/Transit Camps					
iii		Residential Camps					
		Total		0			0
4	SFG	Special Focus Groups					
i		Education of disabled	203	2.436		203	
ii		Education of Girls					
iii		Education of SC/ST Children					
		Total		2.436			0
5	VEC	Village Education Committees					
i		Meetings					
ii		Training					
		Total		0			0
6	CRC	Cluster Resource Centres					
i		Workshops and Meetings					
ii		Furniture	26	2.600		26	2.600
iii		Contingency Grant	26	0.650		26	0.650
iv		TLM Grant					
v		TLE Grant					
vi		Library Books					
vii		TA/DA					
		Total	52	3.25		52	3.25
7	BRC	Block Resource Centres					
i		Salary of Staff					
ii		Furniture	8	4.5		8	4.5
iv		Workshops and Meetings					
v		TLM Grant					
vi		Training Equipments					
vii		Library Books					
viii		TA/DA					
		Total	8.000	4.500		8.000	4.500
8	REM	Research, Evaluation & Monitoring	595	7.630			4.500
9	CCW	Civil Construction Works				595	7.630

S. No.	Maj. Act.	Activity Description	The Nilgries				
			2001-2002				
			Receipt		Exp.	Spill	
			Phy.	Fin.		Phy.	Fin.
i		Construction of BRCs	1	6.000		1	6.000
ii		Construction of CRCs	1	2.000		1	2.000
iii		Construction of two classroom	2	6.000		2	6.000
iv		Construction of three classroom	6	27.000		6	27.000
v		Drinking Water	8	1.200		8	1.200
vi		Toilets	8	1.600		8	1.600
		Total	26.000	43.800		26.000	43.800
10	MRW	Maintenance & Repair Works					
11	MGT	Management					
i		Salary of staff					
ii		Furniture and Equipment					
iii		Books and Periodicals					
iv		Maintenance of equipment					
v		Consumable and Stationery					
vi		Management Information System					
vii		Media and Documentation					
viii		Training to Project Staff					
ix		Consultancy					
x		Contingency					
xi		TA/DA					
		Total	0.000	0.000		0.000	0.000
12	TRG	Training					
i		Training to Teachers (Primary)					
ii		Training to Teachers (Middle)					
		Total	0.000	0.000		0.000	0.000
13	INO	Innovation					
i		Computer Education					
ii		Edn. of Girls (Arts and Crafts)		15.688			15.688
iii		Edn. of SC/ST Children (Arts and					
iv		Nursery Education					
		Total	0.000	15.688		0.000	15.688
		Grand Total	681.000				

Table B

S. No.	Maj. Act.	Activity Description	The Nilgries						
			Receipt		Expenditure		Spillover		
			Phy	Fin	Phy	Fin	Phy	Fin	
1	PFE	Primary Schools							
i		No. of Schools			7				0.000
ii		Salary of new teachers	102	47.880	14	18.511			29.369
iii		Salary of addl. Teachers	6	2.520					2.520
iv		School Grants	382	7.640	365	7.300			0.340
v		Teachers Grants	1345	6.725	1209	6.045			0.680
vi		TLE Grants	45	4.500	7	0.700			3.800
		Total	1880.000	69.265	1602.000	32.556	0.000		36.709
2	UPE	Upper Primary Schools							
i		No. of Schools			20				0.000
ii		Salary of new teachers	32	16.800	24	8.418			8.382
iii		Salary of addl. Teachers	2	0.840					0.840
iv		School Grants	169	3.380	164	3.280			0.100
v		Teachers Grants	1269	6.345	1172	5.860			0.485
vi		TLE Grants	24	12.000	20	10.000			2.000
		Total	1496.000	39.365	1400.000	27.558	0.000		11.807
3	AIE	Alternative & Innovative Education							
i		EGS Centres (Unserved Habitations)	10	2.112	27	0.837		0	1.275
ii		Bridge Courses/Transit Camps							0.000
iii		Residential Camps							0.000
		Total	10.000	2.112	27.000	0.837	0.000		1.275
4	SFG	Special Focus Groups							
i		Education of disabled	400	1.600	319	1.000			0.600
ii		Education of Girls							0.000
iii		Education of SC/ST Children							0.000
		Total	400.000	1.600	319.000	1.000	0.000		0.600
5	VEC	Village Education Committees							
i		Meetings	496	2.381	6345	0.191			2.190
ii		Training			6345	0.191			-0.19
		Total	496.000	2.381	12690.000	0.382	0.000		1.999
6	CRC	Cluster Resource Centres							
i		Workshops and Meetings	26	0.364	55	0.719		0	-0.355
ii		Furniture							0.150
iii		Contingency Grant	26	0.650	55	0.500			0.260
iv		TLM Grant	26	0.260					0.000
v		TLE Grant							0.000
vi		Library Books							0.000
vii		TA/DA							0.000
		Total	78.000	1.274	110.000	1.219	0.000		0.055
7	BRC	Block Resource Centres							
i		Salary of Staff	4	33.6	8	30.165		0	3.435
ii		Furniture							

S. No.	Maj. Act.	Activity Description	Receipt		The Nilgries Expenditure		Spillover	
			Phy	Fin	Phy	Fin	Phy	Fin
iii		Contingency Grant	4	0.500				0.500
iv		Workshops and Meetings	4	0.140				0.140
v		TLM Grant	4	0.200				0.200
vi		Training Equipments						0.000
vii		Library Books						0.000
viii		TA/DA						0.000
		Total	16.000	34.440	8.000	30.165	0.000	4.275
8	REM	Research, Evaluation & Monitoring	486	4.374	558	0.064		4.310
9	CCW	Civil Construction Works						
i		Construction of BRCs	3	18.000				18.000
ii		Construction of CRCs						0.000
iii		Construction of two classroom	20	60.000	17	40.500		19.500
iv		Construction of three classroom	14	63.000	14	45.500		17.500
v		Drinking Water	30	4.500	25	2.500		2.000
vi		Toilets	40	8.000	30	2.500		5.500
		Total	107.000	153.500	86.000	91.000	0.000	62.500
10	MRW	Maintenance & Repair Works	486	24.300	387	19.350		4.950
11	MGT	Management						
i		Salary of staff	1	15.000	1	6.778		8.222
ii		Furniture and Equipment	1	1.000				1.000
iii		Books and Periodicals	1	0.500				0.500
iv		Maintenance of equipment	1	0.500				0.500
v		Consumable and Stationery	1	0.250		0.450		-0.200
vi		Management Information System	2	2.000				2.000
vii		Media and Documentation						0.000
viii		Training to Project Staff	92	1.462				1.462
ix		Consultancy	1	2.500				2.500
x		Contingency	1	0.150				0.150
xi		TA/DA	1	1.000				1.000
		Total	102.000	24.362	1.000	7.228	0.000	17.134
12	TRG	Training						
i		Training to Teachers (Primary)	403	5.649	787	2.118		3.531
ii		Training to Teachers (Middle)	380	5.316	587	1.220		4.096
		Total	783.000	10.965	1374.000	3.338	0.000	7.627
13	INO	Innovation						
i		Computer Education		15.000	1	0.012		14.988
ii		Edn. of Girls (Arts and Crafts)		15.000				15.000
iii		Edn. of SC/ST Children (Arts and Crafts)		15.000	2206	1.548		13.452
iv		Nursery Education						0.000
		Total		45.000		1.560		43.440
		Grand Total		412.938		216.257		196.681

Table - C

S. No.	Maj. Act.	Activity Description	The Nilgries				2002-03 spillover
			2001-2002				
			Spillover		Expenditure		
Phy.	Fin.	Phy.	Fin.				
1	PFE	Primary Schools					
i		No. of Schools	6		6		0.000
ii		Salary of new teachers	12	3.000	12	3.000	29.369
iii		Salary of addl. Teachers					2.520
iv		School Grants					0.340
v		Teachers Grants					0.680
vi		TLE Grants	0	0	0	0	3.800
		Total		3.000		3.000	36.709
2	UPE	Upper Primary Schools					0.000
i		No. of Schools					0.000
ii		Salary of new teachers					8.382
iii		Salary of addl. Teachers					0.840
iv		School Grants					0.100
v		Teachers Grants					0.485
vi		TLE Grants	8.000	2.000	8.000	2.000	2.000
		Total		2		2	11.807
3	AIE	Alternative & Innovative Educatio					0.000
i		EGS Centres (Unserved Habitations)					1.275
ii		Bridge Courses/Transit Camps					0
iii		Residential Camps					0.000
		Total		0		0	1.275
4	SFG	Special Focus Groups					0.000
i		Education of disabled	203	2.436	203		0.600
ii		Education of Girls					0.000
iii		Education of SC/ST Children					0.000
		Total		2.436		0	0.600
5	VEC	Village Education Committees					0.000
i		Meetings					2.190
ii		Training					-0.191
		Total		0		0	1.999
6	CRC	Cluster Resource Centres					0.000
i		Workshops and Meetings					-0.355
ii		Furniture	26	2.600	26	2.600	0.000
iii		Contingency Grant	26	0.650	26	0.650	0.150
iv		TLM Grant					0.260
v		TLE Grant					0.000
vi		Library Books					0.000
vii		TA/DA					0.000
		Total	52	3.25	52	3.25	0.055
7	BRC	Block Resource Centres					0.000
i		Salary of Staff					3.435
ii		Furniture	8	4.5	8	4.5	0.000
iv		Workshops and Meetings					0.140
v		TLM Grant					0.200
vi		Training Equipments					0.000
vii		Library Books					0.000
viii		TA/DA					0.000
		Total	8.000	4.500	8.000	4.500	4.275
8	REM	Research, Evaluation & Monitoring	595	7.630		4.500	4.310

S. No.	Maj. Act.	Activity Description	The Nilgries				2002-03 spillover
			2001-2002				
			Spillover		Expenditure		
			Phy.	Fin.	Phy.	Fin.	
9	CCW	Civil Construction Works			595	7.630	0.000
i		Construction of BRCs	1	6.000	1	6.000	18.000
ii		Construction of CRCs	1	2.000	1	2.000	0.000
iii		Construction of two classroom	2	6.000	2	6.000	19.500
iv		Construction of three classroom	6	27.000	6	27.000	17.500
v		Drinking Water	8	1.200	8	1.200	2.000
vi		Toilets	8	1.600	8	1.600	5.500
		Total	26.000	43.800	26.000	43.800	62.500
10	MRW	Maintenance & Repair Works					4.950
11	MGT	Management					0.000
i		Salary of staff					8.222
ii		Furniture and Equipment					1.000
iii		Books and Periodicals					0.500
iv		Maintenance of equipment					0.500
v		Consumable and Stationery					-0.200
vi		Management Information System					2.000
vii		Media and Documentation					0.000
viii		Training to Project Staff					1.462
ix		Consultancy					2.500
x		Contingency					0.150
xi		TA/DA					1.000
		Total	0.000	0.000	0.000	0.000	17.134
12	TRG	Training					0.000
i		Training to Teachers (Primary)					3.531
ii		Training to Teachers (Middle)					4.096
		Total	0.000	0.000	0.000	0.000	7.627
13	INO	Innovation					0.000
i		Computer Education					14.988
ii		Edn. of Girls (Arts and Crafts)		15.688		15.688	15.000
iii		Edn. of SC/ST Children (Arts and					13.452
iv		Nursery Education					0.000
		Total	0.000	15.688	0.000	15.688	43.440
		Grand Total	681.000				196.681

Sarva Shiksha Abhiyan, Tamilnadu

**Table D
Budget Estimate for 2003-2004**

S. No.	Maj. Act.	Activity Description	Unit Cost	The Nilgiris	
				Phy.	Fin.
1	PFE	Primary Education			
i		No. of Schools		15	
ii		Salary of new teachers	0.840	44	36.960
iii		Salary of addl. teachers	0.840	10	8.400
iv		School Grant	0.020	371	7.420
v		Teachers Grant	0.005	1282	6.410
vi		TLE Grant	0.100	15	1.500
		Total			60.690
2	UPE	Upper Primary Education			
i		No. of Schools		5	
ii		Salary of new teachers	0.840	5	4.200
iii		Salary of addl. teachers	0.840	2	1.680
iv		School Grant	0.020	217	4.340
v		Teachers Grant	0.005	1267	6.335
vi		TLE Grant	0.500	5	2.500
		Total			19.055
3	AIE	Alternative & Innovative Education			
i		EGS Centres (Unservd Habitations)	0.211	10	2.113
ii		Bridge Courses/Transit Camps	0.211		39.8220
iii		Residential Camps	0.030		3.0000
		Total			44.935
4	SFG	Special Focus Group			
i		Education of disabled	0.012	665	7.980
ii		Education of Girls	0.002	2500	5.000
iii		Education of SC/ST Children	0.002		
		Total			12.980
5	VEC	Village Education Committees		654	
i		Meetings	0.018		5.886
ii		Training	0.009		5.886
		Total			11.772
6	CRC	Cluster Resource Centres		55	
i		Workshops and Meetings	0.002		1.320
ii		Furniture	0.100		2.000
iii		Contingency Grant	0.025		1.375
iv		TLM Grant	0.010		0.550
v		TLE Grant	0.250		2.500
vi		Library Books	0.100		
vii		TA/DA	0.002		
		Total			7.745
7	BRC	Block Resource Centres		4	
i		Salary of Staff	10.000		40.000
ii		Furniture	1.000		
iii		Contingency Grant	0.125		0.500
iv		Workshops and Meetings	0.005		0.020
v		TLM Grant	0.050		0.200
vi		Training Equipments	1.000		4.000
vii		Library Books	0.250		1.000
viii		TA/DA	1.000		4.000
		Total			49.720

S. No.	Maj. Act.	Activity Description	Unit Cost	The Nilgiris	
				Phy.	Fin.
8	REM	Research, Evaluation & Monitoring	0.015	588	8.820
9	CCW	Civil Construction Works			19.900
i		Construction of BRCs	6.000		
ii		Construction of CRCs	2.000	10	20.000
iii		Construction of two classroom	3.000	18	54.000
iv		Construction of three classroom	4.500	20	90.000
v		Drinking Water	0.150	100	15.000
vi		Toilets	0.200	100	20.000
		Total			218.900
10	MRW	Maintenance & Repair Works	0.050	439	21.950
11	MGT	Management			
i		Salary of staff	22.000		22.000
ii		Furniture and Equipment	3.000		3.000
iii		Books and Periodicals	0.500		0.500
iv		Maintenance of equipment	0.500		0.500
v		Consumable and Stationery	0.350		0.350
vi		Management Information System	2.000		2.000
vii		Media and Documentation	2.000		2.000
viii		Training to Project Staff	0.010		1.000
ix		Consultancy	2.500		2.500
x		Contingency	0.140		1.150
xi		TA/DA	1.000		1.000
		Total			36.000
12	TRG	Training			
i		Training to Teachers (Primary)	0.014	1282	17.948
ii		Training to Teachers (Upper Primary)	0.014	1267	17.738
		Total			35.686
13	INO	Innovation			
i		Computer Education	15.000		15.000
ii		Edn. of Girls (Arts and Craft)	15.000		15.000
iii		Edn. of SC/ST Children (Arts and Craft)	5.000		5.000
iv		Nursery Education	15.000		15.000
		Total			50.000
		Grand Total			578.253

ABSTRACT - BUDGET - MAJOR ACTIVITYWISE

Activity	Budget Amount	Percentage
MGT	36.910	6.16
Civil	215.400	35.94
Quality Improvement	347.032	57.90
Total	599.342	100.00

Page 1

Regn. No. **Identity Card**
Never Enrolled/Dropout Child

District : BRC : CRC : VEC :

- 1) Name of the Child :
- 2) Father's/Guardian's Name :
- 3) Address :
- 4) Age :
- 5) Sex : Male/Female
- 6) Community : SC/ST/MBC/BC/Others
- 7) Religion : Hindu/Muslim/Christian/Others

page 2

- 8) Whether Disabled : Yes/No
- 9) Status of the child during enumeration : Dropout/Never enrolled/Child labourer
- 10) Present Status : Admitted in School
- 11) Address of the School and class :

Signature : _____

BRC Supervisor : _____

Block : _____

1. List of Schools in need of additional teacher posts

S.NO	Name and address of the Govt. Schools Pri/Mid./HS/HSS	Enrolment in I- V/ 1- VIII std.	No. of sanctioned teacher posts	Teacher Pupil Ratio	No. of Teacher posts needed
1	PUPS, BENNAI	52	1	1:52	1
2	PUPS, EMERALD	68	1	1:68	1
3	PUPS, PAKKANNA	321	6	1:54	2
4	PUPS, VILANGORE	166	3	1:55	1
5	PUPS, BITHERKAD	330	7	1:47	1
6	PUPS, KARIASHOLAI	130	2	1:65	1
7	PUMS, LOWERBEKKI	348	7	1:58	1
8	PUMS, PEARL DIV	231	4	1:58	1
9	PUPS, ERUMAD	692	14	1:49	2
10	PUPS, KAIYUNNI	243	5	1:49	1
11	PUPS, AMBALAVAYAL	355	8	1:44	1
12	PUPS, CHERAMBADI	478	9	1:43	3
13	UPS, NAYAKANSHOL	156	2	1:78	4
14	UPS, BHARATHINAGA	171	2	1:76	2
15	PUPS, KAMRAJNAGAR	133	2	1:85	1
16	PUPS, MATCHIKOLLI	122	2	1:67	2

2. List of Schools in need of classrooms

S.NO	Name and address of the Govt. Schools Pri/Mid./HS/HSS	Enrolment in I- V/ 1- VIII std.	No. of class rooms available	Two/Three class rooms needed
1	PUPS ATHOOR	45		2
2	PUMS ARROTPARAI	189	4	2
3	TT NELLIYALAM	223	4	1
4	PUPS NADUGANI	144	2	2
5	PUMS PONNUR	322	6	2
6	PUMS BAGYANAGAR	132	1	5

4. List of Schools in need of toilet facilities

S.NO	Name and address of the Govt. Schools Pri/Mid./HS/HSS	Status of availability of toilets common/girls/staff	Toilet facilities needed common/girls/staff/ boys
1	PUPS MILK VILLAGE	-	GIRLS
2	PUMS YEDAPPALLI	-	GIRLS
3	PUMS, KODAMALAI	-	GIRLS
4	PUMS, ALAKARAI	-	GIRLS
5	PUPS, KILINJADA	-	GIRLS
6	PUPS, MANJAKOMBAL	-	GIRLS/BOYS
7	PUPS, DEVIVIEW	-	GIRLS/BOYS
8	GHS, KOOKAL THORAI	-	GIRLS/BOYS
9	PUPS, MANDHADA	-	GIRLS
10	PUPS, WELBECK	-	GIRLS
11	PUPS, GANDHIPET	-	GIRLS
12	PUMS, SOKKATHORAI	-	GIRLS/BOYS

3. List of Schools in need of Drinking water facilities

S.NO	Name and address of the Govt. Schools Pri/Mid./HS/HSS	Present ststus of availability of drinking water facilities
1	PUPS Kattabettu	-
2	PUPS SOLURMATTAM	-
3	PUPS MILIDHANE	-
4	PUPS ARAVENU	-
5	PUPS KILKOTAGIRI	-
6	PUPS, KONAVAKORAI	-
7	GTR MS, GARIKIYOOR	-
8	PUMS, SULLIGUDU	-
9	PUPS, MAYFIELD	-
10	PUPS, PAKKANNA	-
11	PUPS, KARIKUTRI	-
12	PUMS, PATTAVAYAL	-
13	PUPS, KOOVAKOLLI	-
14	PUPS, SRIMADURAI	-
15	PUMS, MARADI	-
16	PUPS, GOLSLAND	-
17	PUPS, KANNANVAYAL	-
18	PUPS, KOOKAL	-
19	PUPS, EKONI	-
20	PUPS, ODAIYARATTY	-
21	PUPS, KANDAL	-
22	GHS, KOOKALTHORAI	-
23	PUPS, DODDANNI	-

TRAINING SCHEDULE 2003- 2004

Name of the Training	Duration	Date	
		From	To
April-2003			
Trg. To VEC Members	2 days	7.4.2003	10.4.2003
		15.4.2003	16.4.2003
Trg. to AEEOs and Supervisors	2 days	12.5.2003	13.5.2003
May- 2003			
Trg. to AIE Instructors	2 days	19.5.2003	20.5.2003
Trg. to ECCE Workers	2 days	22.5.2003	23.5.2003
June - 2003			
Resource person to BRC personnel	5 days	16.6.2003	20.6.2003
July-2003			
Trg. To Teacher handling Tamil in Primary	3 days	7.7.2003	9.7.2003
		10.7.2003	12.7.2003
Trg to teachers handling Tamil in Upper primary	3 days	21.7.2003	23.7.2003
Trg. to AIE Instructors	2 days	24.7.2003	25.7.2003
Trg to HMs on SDP	1 days	28.7.2003	29.7.2003
August -2003			
Trg to teachers handling Mathe I.II Std	3 days	4.8.2003	6.8.2003
		11.8.2003	13.8.2003
Trg to teachers handling Maths III.IV,V Std	3 days	18.8.2003	20.8.2003
		21.8.2003	24.8.2003
Trg to teachers handling Maths in Upper Primary	3 days	25.8.2003	27.8.2003
September -2003			
TLM Workshop for Primary Teachers	3 days	2.9.2003	4.9.2003
		8.9.2003	10.9.2003

Trg. to AIE Instructors	2 days	25.9.2003	26.9.2003
October-2003			
TLM Workshop for Primary Teachers	3 days	6.10.2003	8.10.2003
Trg to Primary teachers handling English	3 days	13.10.2003	15.10.2003
		16.10.2003	18.10.2003
Trg to Upper Primary teachers handling English	3 days	20.10.2003	22.10.2003
Trg to HMs EMIS	1 days	27.10.2003	28.10.2003
November-2003			
Trg to Primary teachers on Scholastic subjects	2 days	3.11.2003	6.11.2003
Trg to Upper Primary teachers on Scholastic subjects	2days	10.11.2003	11.11.2003
Trg. to AIE Instructors	2 days	24.11.2003	25.11.2003
December-2003			
Trg to Primary teachers handling Science	3 days	3.12.2003	5.12.2003
Trg to Upper Primary teachers handling Science	3 days	8.12.2003	10.12.2003
Trg to teachers on IED both Primary and Upper Primary	2 days	11.12.2003	12.12.2003
		15.12.2003	16.12.2003
January-2004			
Trg to Primary teachers handling Social Science	3 days	5.1.2004	7.1.2004
		8.1.2004	10.1.2004
Trg to Upper Primary teachers handling Social Science	3 days	19.1.2004	21.1.2004
Trg. to AIE Instructors	2 days	27.1.2004	28.1.2004
Feb-2004			
Trg to Primary teachers handling Science	3 days	2.2.2004	4.2.2004
		9.2.2004	11.2.2004
March-2004			
Trg. to AIE Instructors	2 days	22.3.2004	23.3.2004

ABBREVIATIONS

SSA	Sarva Shiksha Abhiyan
EFA	Education for ALL
DPC	District Programme Co-ordinator
ADPC	Additional District Programme Co-ordinator
ADPC	Assistant District Programme Co-ordinator
AEEEO	Assistant Elementary Education Officer
AAEEEO	Additional Assistant Elementary Education Officer
BRC	Block Resource Centre
CP	Community Participation
CRC	Cluster Resource Centre
DEP	Distance Education Programme
DIET	District Institute of Education and Training
DISE	District Information System for Education
DPEP	District Primary Education Programme
DRDA	District Rural Development Agency
ECCE	Early Childhood Care and Education
EGS	Education Guarantee Scheme
EMIS	Educational Management Information System
FAO	Finance and Accounts Officer
GAR	Gross Access Ratio
IED	Integrated Education for the Disabled
MDO	Media and Documentation Officer

LIBRARY & DOCUMENTATION CENTER
 National Institute of Educational
 Planning and Administration.
 17-B, Sector 4, Connaught Marg,
 New Delhi-110002
 DOC, No. D-12169
 Date 05-12-2003

MGT	Management
MIS	Management Information System
NER	Net Enrolment Ratio
NGO	Non Governmental Organization
OBB	Operation Black Board
PMIS	Project Management Information System
PRI	Panchayat Raj Institution
PTA	Parent Teacher Association
RR	Repetition Rate
SIM	Self Instructional Material
THADCO	Tamil Nadu Harijam Development Corporation
TLE	Teaching Learning Equipments
TLM	Teaching Learning Materials
TR	Transition Rate
TRI	Tribal Education
UEE	Universalisation of Elementary Education
UPE	Universalisation of Primary Education
VLEC	Village Level Education Committee
WDO	Women Development Officer
WDP	Women Development Programme
ADWO	Adi Dravidar Welfare Officer
GTRS	Government Tribal Residential School

