

**STATE LEVEL INTERVENTIONS FOR THE IMPLEMENTATION OF THE
DISTRICT PRIMARY EDUCATION PROGRAMME**

1995

DEPARTMENT OF ELEMENTARY EDUCATION

**GOVT OF TAMIL NADU
MADRAS**

**STATE LEVEL INTERVENTIONS FOR THE IMPLEMENTATION OF THE
DISTRICT PRIMARY EDUCATION PROGRAMME**

I. STATE COMPONENT FOR THE DPEP IN TAMIL NADU ACTION PLAN :

In implementing District Primary Education Programme, it is now well recognised that the State at the macro level has to intervene in several ways. There has to be for this purpose an appropriate organisational structure at the State Level which will make the entire educational administration in Tamil Nadu, management oriented which consists in planning at the State Level, organising human material and financial resources, co-ordinating various activities at different levels, commanding through appropriate kinds of accounting and budgetting. The state level interventions seek to achieve the above five elements of management through the instrumentality of the appropriate structure and taking note of its functioning. Therefore the proposed action plan takes into account both structural and functional aspects of Tamil Nadu Educational Administration.

GENERAL PROFILE OF THE STATE : TAMIL NADU

Tamil Nadu is the Southern most State of India. It covers an area of 1,30,058 Sq.Km., representing about 4% of India's Geographical area. Its population in 1991 as per provisional total was 55.64 Million out of the total population of 844.32 Millions of India. Thus Tamil Nadu has 6.59% of India's population and it is the

Seventh State in terms of the size of population. The density of 428 persons per sq.km., makes it the 10th densest State of India which has only 257 persons per sq.km. It has also to be noted that the density of population per sq.km. varies from one District to the other of Tamil Nadu.

The density of population of Tamil Nadu State as a whole has risen from 372 persons per sq.km. in 1981 to 428 persons per sq.km. in 1991. The No. of women for 1000 men - the sex ratio is 972 and it is more than the sex ratio of 929 in India as per 1991 Census. The decline in the sex ratio between 1981 and 1991 from 977 to 972 is a cause for great concern underlining among other things the need for higher level of literacy and education for women.

EDUCATION PROFILE OF THE STATEProgress of Education in Tamil Nadu :

According to 1991 Census, the literacy rate was 63.72% with 74.88% for males and 52.29% for females. But the State is characterised by regional variations in literacy rates among the different districts, blocks, villages as well as among the different socio-economic groups.

Thus among the districts literacy varied from 46.5% for Dharmapuri, 45.23% for Thiruvannamalai Sambuvarayar and 45.76% for South Arcot for persons. For Dharmapuri, female literacy in 1990-91 was only 36.8% and for Thiruvannamalai Sambuvarayar 39.2% and for South Arcot 38.8%. Thus, even though Tamil Nadu has a literacy rate for females which is above the All India average of 39.42% of female literacy, there are 3 districts in Tamil Nadu, viz. Dharmapuri, Thiruvannamalai Sambuvarayar and South Arcot (excluding Cuddalore Municipal Area) wherein the female literacy is lower than the All India female literacy rate of 39.42%.

It is indeed true that the population growth in Tamil Nadu has only been 1.39% which is only slightly more than Kerala of 1.31% and less than 2.11% of National Average. It is also true that the literacy rate of Tamil Nadu (63.72%) is lower than that of Kerala (90.6%). But Tamil Nadu has infant mortality of 70.3 per 1000 live

births, while Kerala has only 27. Also the longevity rate of Tamil Nadu is lower than the longevity rate of Kerala. Tamil Nadu has a life expectancy of only 59, while Kerala has 70 years.

Therefore it becomes necessary to look at the female literacy rate and demographic factors, like infant mortality and longevity. Such an approach will have to take note of the situation not only in the state as a whole but among different districts, blocks and villages in the state.

Development of Primary Education :

Primary Education both among boys and girls has increased phenominally from 64.07 lakhs to 79.36 lakhs between 1981-82 and 1992-93. Enrolment ratio for total and for boys and girls for primary level has increased from 94.76% in 1981-82 to 100.67% in 1992-93, 102.29% to 106.75% for boys during the same period and for girls from 87.65% to 94.41%. The number of primary, middle and total schools also has grown from 27767 to 30098, 5526 to 5608 and 33293 to 35706 respectively.

In Tamil Nadu 1,87,107 teachers are working in 30098 Primary and in 5608 Middle Schools in 1992-93.

Primary Schools	..	71538	Men Teachers
	..	49674	Women Teachers
Middle School	..	34100	Men Teachers
	..	31795	Women Teachers

Total	..	187107	Teachers

Recently between 1981-82 and 1992-93, it should be pointed out at this stage, that the progress of Elementary Education in Tamil Nadu has been improving steadily due to the number of welfare schemes that have been in operation since 1966-67 and their intensification from year to year..

Universalisation of Primary Education is a major objective of State Government's Policy. The concept of UPE lays greater emphasis on the elimination of discrimination among various strata of society through better quality education in the public funded schools so that the poorer and deprived classes in the society, get education in their locality. Therefore the state-policy has attached great priority for (1) Universal enrolment and retention of children upto 14 years (2) substantial improvements in quality of Education to achieve minimum levels of learning (3) Improvement of Girls Education (4) Removal of gender discrimination and (5) Providing education for the socially disadvantaged group. The above objectives of State Policy are in conformity with that of DPEP which is also trying to

achieve the same goals and thus there is convergence between state policy and DPEP objectives.

Already there are a number of welfare schemes for reducing the drop outs which constitute the major problem in elementary education. The latest policy note of Tamil Nadu Government is going to intensify these efforts embodied in ;

1. Puratchi Thalaivar Dr. M.G.R. Nutritious Meal Scheme.
2. Free supply of Text Books to students.
3. Free supply of Uniforms.
4. Free supply of footwear to the school going children.
5. Free Bus passes are given to all school going children upto VIII Standard.
6. Supply of free slates to children in Standard I.

EDUCATIONAL STATISTICS
TAMIL NADU AT A GLANCE

I. GENERAL INFORMATION :

1. Geographical Area	:	1,30,058 Sq.Km.
2. Revenue District	:	23
3. Revenue Divisions	:	60
4. Educational Districts	:	56
5. Taluks	:	172
6. Development Blocks	:	384
7. Educational Ranges	:	406
8. Corporations	:	3
9. Municipalities	:	98
10. Townships	:	8
11. Town Panchayats	:	628
12. Village Panchayats	:	12,616
13. Villages	:	17,275
14. Village Electrified	:	17,275
15. Villages connected with pucca and semi pucca Road	:	17,275
16. Assembly Constitutions	:	234
17. Parliamentary Constitutions	:	39

II. DEMOGRAPHIC INFORMATION : (1991 CENSUS)

1. Population :

Total	:	5,56,38,318
Male	:	2,82,17,947
Female	:	2,74,20,371

2. SC.ST. Population :

Total	:	1,12,86,460
Male	:	57,07,611
Female	:	55,78,849

Literacy Rate :

All : Total	:	63.72
Male	:	74.88
Female	:	52.29
Sex Ratio (Tamil Nadu)	:	972
All India Sex Ratio	:	959
Density of Population (Tamil Nadu)	:	428 per k.m.

3. Scheduled Caste & Scheduled Tribes (1991 Census)

Total		
Male		Estimated
Female		Literacy : 56.51

III. EDUCATIONAL INSTITUTIONS :

1. Universities	:	15
2. Colleges	:	234
3. Engineering Colleges including I.I.T. Madras	:	40
4. Medical Colleges	:	26
5. Polytechnics	:	132
6. Higher Secondary Schools	:	
Government	:	891
Local body	:	68
Private	:	772
Central School	:	89
Matriculation School	:	373
Anglo-Indian Schools	:	28

	Total	: 2221

7. D.I.E.T.	:	21
8. Teacher Training Institutions	:	78

9. High Schools :

Government	:	1889
Local body	:	83
Private	:	440
Central Schools	:	759
Anglo-Indian Schools	:	13

Total	:	3184

10. Middle Schools :

Government	:	3272
Local body	:	417
Private	:	1919

Total	:	5608

11. Primary Schools :

Government	:	24,079
Local body	:	1,134
Private	:	4,885

Total	:	30,098

IV. ENROLMENT (IN LAKHS) 30.09.93.

(In Lakhs)

1. Pre-Primary Schools	:	0.05		
2. Primary Schools	:	57.19		
3. Middle Schools	:	31.75		
4. High Schools	:	18.15		
5. Higher Secondary Schools	:	7.29		
6. Percentage of Enrolment	:	Boys	Girls	Total
6 to 11 age group	:	104.54	96.43	100.54
11 to 14 age group	:	106.55	85.51	96.18
14 to 16 age group	:	76.28	52.36	64.46
16 to 18 age group	:	34.21	24.97	29.64

V. TEACHERS :

		Men	Women	Total
Pre-Primary Schools	:	76	51	127
Primary Schools	:	68,601	47,795	1,16,396
Middle Schools	:	32,299	29,893	62,192
High Schools	:	24,524	17,805	42,329
Higher Secondary Schools	:	43,883	30,613	74,496

VI. TEACHER PUPIL RATIO :

Primary Stage	:	48
Middle Stage	:	45
High School Stage	:	31
Higher Secondary Stage	:	24

VII. DROP OUT RATE :

		Boys	Girls	Total
1. General	: I to V	16.39	18.35	17.30
	VI to VIII	32.16	41.20	36.35
	I to X	62.98	69.85	66.17
	I to XII	81.89	84.28	83.00
2. Drop out rate SC & ST :				
	I to V	22.05	29.98	25.80
	I to VIII	49.25	52.74	50.89
	I to X	70.89	81.14	75.12
	I to XII	89.17	92.76	90.90

VIII. AVAILABILITY OF EDUCATIONAL FACILITIES :

(within the Radius of)

Primary	:	0.7 k.m.
Middle	:	2.2 k.m.
High	:	4.0 k.m.
Higher Secondary	:	5.8 k.m.

IV. ENROLMENT TARGET & ACHIEVEMENT 1993-94 (IN LAKHS)

T A R G E T			A C H I E V E M E N T			
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
6 to 11	0.42	0.43	0.85	0.42	0.43	0.85
11 to 14	0.57	0.68	1.25	0.57	0.68	1.25
14 to 16	0.25	0.25	0.50	0.26	0.26	0.52
16 to 18	-	-	-	0.18	0.13	0.31

DISTRICTWISE COMPARITIVE LITERACY RATE AS PER CENSUS 1991

District	Literacy Rate		
	Persons	Male	Female
Tamil Nadu	63.72	74.88	52.29
1. Madras	84.7	90.8	78.1
2. Chengai Anna	67.1	78.0	55.7
3. North Arcot Ambedkar	61.1	73.0	49.1
4. Dharmapuri	46.5	56.6	36.8
5. Thiruvannamalai	52.8	66.2	39.2
6. South Arcot	53.4	66.88	38.77
7. Salem	55.5	66.5	43.9
8. Periyar	56.9	69.1	44.2
9. The Nilgiris	74.3	84.8	63.8
10. Coimbatore	71.0	80.1	61.0
11. Dindigul Quaid-e-millath	58.8	71.3	45.9
12. Tiruchirappalli	62.7	75.4	49.9
13. Thanjavur	67.2	78.8	55.7
14. Pudukottai	58.4	72.8	44.2
15. Pasumpon Devar	64.1	78.4	50.2
16. Madurai	62.2	74.2	49.9
17. Kamarajar	64.0	76.9	51.1
18. Ramanathapuram	61.3	74.4	48.6
19. Chidambaranar	73.7	82.7	65.2
20. Tirunelveli Kattabomman	65.9	77.7	54.6
21. Kanyakumari	84.2	88.1	80.3

ENROLEMENT IN I-V STAGE IN ALL TYPE OF SCHOOLS

FOR THE PERIOD 1980-81 - 1993-94

	Boys	Girls	Total
1980-81	34,80,342	28,63,887	63,46,229
1981-82	34,97,125	29,10,132	64,07,257
1982-83	36,11,065	30,22,592	66,33,657
1983-84	37,23,949	31,49,637	68,73,586
1984-85	38,11,164	32,32,691	70,43,855
1985-86	38,90,204	33,03,205	71,93,409
1986-87	38,63,462	33,64,643	73,28,105
1987-88	40,38,834	34,35,602	74,74,436
1988-89	40,89,172	34,85,967	75,75,139
1989-90	41,40,009	35,37,807	76,77,816
1990-91	41,82,459	35,81,414	77,63,873
1991-92	42,20,530	36,24,565	78,50,095
1992-93	42,67,866	36,67,979	79,35,845
1993-94	43,06,431	37,14,919	80,21,850

THE DISTRICT PRIMARY EDUCATION PROGRAMME

Management Structure at the State and District Level :

A new State level society namely the "Tamil Nadu State Mission of Education for All" has been formed to implement the District Primary Education Programme in 3 selected Revenue Districts of Tamil Nadu State. For this society there is a Governing Council under the Presidentship of the Hon'ble Chief Minister with Hon'ble Education Minister as Vice-President. This Governing Council consists of as members Chief Secretary, Secretaries to various Departments, Directors of different Departments, representative of M.H.R.D., N.C.E.R.T., NIEPA, Education consultantts, representatives of teachers, Women, S.C./S.T., and representatives from Non-Governmental Organisations.

The entire functions of the State level society shall be demonstrated and administrated by an Executive Committee consisting of Secretary to Government, Education Department as chairman, Secretaries of different departments to Government of Tamil Nadu, Directors of various departments, representatives of teachers, women, non-governmental organisations and SC/STs.

The Government of Tamil Nadu has already designated the Director of Elementary Education as the State Project Director of DPEP who is also the Member Secretary for both the Governing Council and the Executive Committee of the State level society.

There is a State Task Force headed by the State Project Director of DPEP assisted by a full time Additional State Project Director and a group of consultants who will offer technical expertise for the successful implementation of different components of DPEP like Non Formal Education, ECCE and Girls Education, School building construction, curriculum revision and Text Books.

At the district level a District Executive Committee for the implementation of the DPEP with Collector of the concerned district as Chairman has been formed with Chief Educational Officer of the District as Member-Secretary. This district executive committee consists of district level officers of different departments to assist the Chairman during the process of implementation of DPEP. The Chief Educational Officer of the revenue district has already been designated as the District Project Co-ordinator.

A District task force committee is being formed with district project co-ordinator as Chairman and officers for different components like Non-formal Education, women development and ECCE school building construction, teacher training programmes and primary formal education etc. There will be a close link between the district task force committee and State task force committee so that the DPEP will be implemented successfully in Tamil Nadu State.

At the block level, Block Education Officer (Assistant Educational Officer) will implement the programmes in coordination with the officers of the other departments, teachers and members of non-governmental organisations.

At the village level, members of the village education committee, members of Parent-Teacher Association and Mother Teacher Council will assist the Assistant Educational Officer in the effective implementation of the programme in primary schools.

In Tamil Nadu State in all the primary schools, Mother Teacher Councils are established with local women folk as President, Secretary and members and the Headmaster of primary school as treasurer. The Mother Teacher Councils are formed with the following objectives and goals. They will help the school authorities in achieving cent percent enrolment of school age children and retaining the enrolled children till they complete 5 years of primary schooling. They will also see that the students after 5 years of schooling achieve the expected learning outcomes (minimum levels of learning). They will also see that the different incentive schemes given by the Government of Tamil Nadu to school children reach them properly without any problem and they will also involve themselves in the overall developmental activities of the primary school.

The Secretary to Government of Tamil Nadu Education Department as Chairman of Executive Committee of the State Level Society shall ensure that the affairs of the society are run efficiently in accordance with the provisions of the project and monitor the overall progress in the implementation of various components of DPEP in Tamil Nadu State.

The State Project Director will be the Principal, Executive Officer and will be responsible for proper administration of the affairs, controlling the expenditure of finance, implementing various activities of the project in a mission made under the direction of the

Chairman of the Executive Committee. As task force committee Chairman, State Project Director will have a close link with the district task force committee headed by the District Project Co-ordinator (Chief Educational Officer) to implement the different programmes under DPEP in the selected revenue districts of Tamil Nadu State.

At the state level new staff components have been proposed as detailed below:

1. One State Project Director in the cadre of Director of School Education.
2. One Additional Project Director in the cadre of Joint Director of School Education.
3. One Senior Planning and Development Officer in the cadre of Chief Educational Officer.
4. One Senior Research Assistant Statistics in the cadre of District Educational Officer.
5. One Finance and Accounts Officer in the cadre of District Educational Officer.
6. 3 Superintendents, 6 Assistants, 5 Steno-Typists, 2 Drivers and 7 Office Assistants.

For the state level task force 6 task force officers (appointment on contract basis on monthly consolidated pay) will be there to take care of the various DPEP components such as one Non-formal Education,

School building construction, teacher training programmes, women development and ECCE activities, text books and curriculum developments and primary formal education.

For each revenue district the following staff components have been proposed :

1. One District Project Coordinator in the cadre of Chief Educational Officer.
2. One Assistant District Project Co-ordinator in the cadre of District Educational Officer.
3. One Statistical Assistant in the cadre of P.G. Teacher.
4. One Finance and Administrative Supervisor.
5. Two Assistants.
6. Two Steno-Typists.
7. One Driver.
8. One Office Assistant.

The cost towards salary for the proposed staff components at the state and district levels is seperately shown in the tables.

STAFF COMPONENT (State Level)

Name of the posts with	I	II	III	IV	V	Total
1. One State Project Director in the cadre of Director of School Education (5100-150-6700)	1.16	1.18	1.22	1.25	1.28	6.09
2. One Additional Project Director in the cadre of Joint Director of School Education (4100-125-4850-1501-5300)	0.96	0.96	0.96	0.96	1.08	4.92
3. One Senior Planning and Development Officer in the cadre of Chief Educational Officer (3000-100-3500-1251-4500)	0.72	0.84	0.84	0.84	0.84	4.08
4. One Finance and Accounts Officer in the cadre of District Educational Officer (2200-75-2800-100-4000)	0.56	0.58	0.60	0.62	0.64	3.00
5. One Senior Research Assistant (Statistics) in the cadre of District Educational Officer (2200-75-2800-100-4000)	0.56	0.58	0.60	0.62	0.64	3.00
6. Supporting Staff for District Primary Education Programme- Headquarters at Madras						
3 Superintendents (1600-50-2300-60-2660)	1.23	1.27	1.30	1.34	1.37	6.51
6 Assistants (1200-30-1560-40-2040)	1.83	1.86	1.91	1.96	2.00	9.56
5 Steno-Typists (1200-30-1560-40-2040)	1.53	1.56	1.60	1.63	1.66	7.98
2 Drivers (975-25-1150-30-1660)	0.50	0.51	0.52	0.53	0.54	2.60
7 Office Assistants (750-12-870-14-940)	1.36	1.36	1.40	1.40	1.43	6.95
7. State Level Task force officers and staff (appointments on contract basis by monthly consolidated pay) for 6 branches viz. 1) Non-formal 2) Construction 3) Training Programmes 4) Womens' Development and Pre School activities 5) Curriculum Development and quality improvement 6) Primary formal education and special coaching classes	7.20	7.20	7.20	7.20	7.20	36.00
Total	17.61	17.90	18.15	18.35	18.68	90.69

S T A T E L E V E L (Contd.)

Other Components	I	II	III	IV	V	Total
8. Stationery, Duplicating Machine, Electronic Typewriter, Xerox Machine, Fax Machine, Typewriters (English - 4, Tamil - 2).	3.00	3.00	-	-	-	6.00
9. Consumable Stationery	2.00	3.00	3.00	2.00	2.00	12.00
10. Vehicles (Ambassador Car one and Jeep one @ 3 Lakhs (2x3))	6.00	-	-	-	-	6.00
11. Furniture	3.00	2.00	2.00	-	-	7.00
12. Library Books	1.00	1.00	1.00	1.00	1.00	5.00
13. Miscellaneous Expenditure	2.00	2.00	2.00	2.00	2.00	10.00
14. Fuel, Repairs and Maintenance and othr office contingencies	5.00	5.00	5.00	5.00	5.00	25.00
15. Travelling Allowances	3.00	3.00	3.00	3.00	3.00	15.00
Total	25.00	19.00	16.00	13.00	13.00	86.00
Grand Total	42.61	36.90	34.15	31.35	31.68	176.69

STAFF COMPONENT - DISTRICT LEVEL

NAME OF THE POSTS WITH THE SCALE OF PAY	I	II	III	IV	V	Total
1. 3 District Project Co-ordinator in the cadre of Chief Educational Officer (3000-100-3500-125-4000)	2.32	2.39	2.48	2.55	2.64	12.38
2. 3 Assistant District Project Co-ordinator in the cadre of District Educational Officer (2200-75-2800-100-4000)	1.69	1.75	1.80	1.87	1.92	9.03
3. 3 Statistical Assistant with M.Sc., (Statistics) B.Ed., Degree (1820-60-2300-75-3200)	1.38	1.45	1.49	1.53	1.57	7.42
4. 3 Financial and Administrative Supervisors (1600-50-2300-60-2660)	1.23	1.27	1.30	1.34	1.37	6.51
5. 6 Assistants (1200-30-1560-40-2040)	1.83	1.87	1.91	1.96	2.00	9.57
6. 6 Steno-Typists (1200-30-1560-40-2040)	1.83	1.87	1.91	1.96	2.00	9.57
7. 3 Drivers (975-5-1150-30-1660)	0.74	0.76	0.78	0.80	0.81	3.89
8. 3 Office Assistants (750-12-870-14-940)	0.58	0.59	0.59	0.60	0.61	2.97
Total (Staff Component)	11.60	11.95	12.26	12.61	12.92	61.34

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OTHER COMPONENTS	I	II	III	IV	V	Total
1. Furniture	3.00	3.00	1.50	-	-	7.50
2. Vehicle - 3 Jeep at Rs. 3 Lakhs per one vehicle	9.00	-	-	-	-	9.00
3. Library Books	0.30	0.30	0.30	0.30	0.30	1.50
4. Stationery	0.75	0.75	0.75	0.75	0.75	3.75
5. Typewriters (6 Nos. at Rs.6000/-)	0.36	-	-	-	-	0.36
6. Office contingencies	1.20	1.20	1.20	1.20	1.20	6.00
7. Fuel at 200 litres per month per vehicle	1.80	1.80	1.80	1.80	1.80	9.00
8. Repairs and Maintenance	0.60	0.60	0.60	0.60	0.60	3.00
9. Travelling Allowance	0.90	0.90	0.90	0.90	0.90	4.50
Total	17.91	8.55	7.05	5.55	5.55	44.61
Grand Total	29.51	20.50	19.31	18.16	18.47	105.95

**DISTRICT PRIMARY EDUCATION PROGRAMME
MANAGEMENT INFORMATION SYSTEM**

1. INTRODUCTION

Information is vital to any organisation, especially for organisation like Department of Education, which has to deal with very large number of institution, teachers, students and budget. District level informations at user level that flow upward to state level will provide good monitoring facilities for implementing any project. The District officers would be in possession of vital information and can take necessary steps to achieve the goal of education policy and the state officer will have overall information for planning.

2. PROJECT MONITORING SYSTEM

This system can be developed as a general education program monitoring system for the state which will also immediately serve the purpose of District Primary Education Programme. The system can be first developed and tested for the project districts with a overall monitoring at the state level and later extended to the other districts.

3. INTEGRATED EDUCATIONAL INFORMATION SYSTEM

The major objective of the educational information system is to monitor all parameters in the state education like enrolment, infrastructure, teacher administration, teacher training, text book and instruction material production and supply, achievement levels in exams, and so on. Hence all the concerned state level officers should be involved in the system development.

4. DPEP MIS SYSTEM

The DPEP monitoring system would consist of the following three aspects:

- (i) School statistics
- (ii) Progress on project inputs, expenditure / disbursement and outcomes
- (iii) Evaluation and research studies

The information developed can be utilized to track the progress against outcome indications for each project component. In addition, the software to be developed should include features to monitor project input like civil works, procuremen, training and resource flows.

4.1 School Statistics

The school statistics will consist of many factors like infrastructure facilities already available and newly created during the project period, data on enrolment and completion, teachers available and appointed in the project period, number of teachers trained during the period, availability of teaching, learning and play materials etc. A bass line figure may be generated and achievement can be updated year after year in a continuing basis. Quarterly / half yearlyand annual reports can be produced on key factors.

4.2 Progress on Project Inputs

A MIS can be developed to monitor the progress on project inputs. This could be basically developed as a financial accounting system

which would take care of all the expenditures and disbursements by providing an analysis of expenditures on various items.

An inventory module can also be built in to monitor the procurement of various equipments, furniture and expendables and their disbursement.

4.3 Evaluation and research studies

Special analysis can be conducted on the effectiveness of the program on key parameters like learning achievement gross enrollment etc. The data gathered and updated will lend itself for different research analysis on educational policies.

5. REQUIREMENTS FOR MIS

The main components required for the implementation of MIS are as follows:

- (i) Computer Hardware and Software
- (ii) Infrastructural facility for installing the computer systems
- (iii) Development of Application Software for the specific purpose
- (iv) Data collection and Data Entry
- (v) Management and Analysis of Data
- (vi) Personnel and Training
- (vii) Maintenance of the system.

The implementation of MIS has to be done in a systematic way identifying the different parameters, that are necessary for the district, state and national levels. The requirement can be finalized by the state level committee and national level meetings.

5.1. District Systems

At the District level the District officers are the real implementors and monitors of the project where from the information emanates. At the district office the data has to be collected, entered, verified analyzed, maintained and monitored. For each district, provision for Data Entry terminals and for processing have to be made. The lower end of computers now available in the market may be sufficient.

One 386 system and two nos. of 286 or 386 -SX with networking software may be provided.

- This system, in the second phase, can be connected through modem to NIC district system for onward transmission to state and national offices.

- Partitioning a small room can accommodate the system.

5.1.3. State level Offices

It has already been suggested that the MIS should be an integrated educational system connected to a common database. All the state level officers can access the main database at the

project office through the computer Link. Each state level officer may have a similar system as that of the district level office (one system and two data entry systems all connected to the main server).

5.2.1. State Computer Cell

A small room in the state head quarters can be constructed to accommodate the system. Since all the data entry terminals, DTP system and file server have to be housed in this, it may be airconditioned and provided with uninterrupted power supplies.

5.2.2. State Officers

No special room is necessary, so all the air conditioners are not necessary. This system can be on the table of state officer for his data retrieval and the data entry terminal and printer can be on the PC's table to facilitate data entry and word processing.

5.2.3. District Officers

A small room or a partition in the district office with stabilizer can be provided. Room may be kept dust free.

5.3. Application software Development

The application software development for use of all officers can be developed by an external agency (similar to that of COPE of NIEPA with further modules of financial accounting etc) for a cost. The software should be menu driven and user friendly.

5.4. Data Collection and Data Entry

The basic data has to be collected from the schools and villages by the Head Masters of the Schools. The District officer will be in-charge of the data collection and verification.

The data may be collected in proper format with all necessary details and instructions. A common format which would satisfy the state and centre has to be worked out.

When the data is collected for the first time, it is going to be voluminous. The process of training the personnel will also take time. It is suggested that the first time data entry could be done by the professional agents for a cost and verified by the district officer's staff.

5.5. Management and Analysis

When a user friendly software is developed, the officer himself, state/district level, can very easily retrieve any information, that is needed. However at the state level in order to maintain the system and to take periodical reports and critical analysis a programmer/system analyst has to be appointed.

5.6. Personnel and Training

Most of the Staff required for this purpose can be diverted/redeployed and trained for the specific use.

Data Entry operators can be typists and stenos with a little bit

of training in data entry. They can also be trained in the use of MIS software.

Programmer/Systems Analyst has to be recruited. He will have the knowledge of computers and program development and maintenance. He will also be trained in the use of MIS software in addition to its maintenance.

All users including the state level officer will be trained on the using of MIS software. In addition general computer awareness programmes may also be conducted for all DEO's and Head Masters.

5.7. The Software Maintenance

The software maintenance, modification and updation have to be done by the Programmer/System Analyst.

6. COST ESTIMATES

The cost estimates for the installation of computers and creation of database are given in the following sections.

**ESTABLISHMENT OF MANAGEMENT INFORMATION SYSTEM IN THE D.P.I. CAMPUS
FOR THE IMPLEMENTATION OF DISTRICT PRIMARY EDUCATION**

P R O G R A M M E

	E X P E N D I T U R E					Total
	I	II	III	IV	V	
	(Rupees in Lakhs)					
For successful implementation of the District Primary Education Programme a Management Information System is to be established in the DPI campus where the building for the State Training Centre of DPEP is proposed to be constructed. The system covers the establishment of Computer network in the office of the State Project Director of DPEP, MIS Units for the 3 DPEP Districts in the respective Office of the District Project Co-ordinator/Chief Educational Officer are also being provided. The proposal includes expenditure towards stationeries, consumables, maintenance of the systems and also for giving training programme for the persons who handle the systems.		State Level				
	22.240	37.075				59.315
	35.718	68.967				104.685
Total	57.958	106.042				164.000

Sl.No.	H E A D	1994-95	1995-96	1996-97	1997-98	1998-99	Total
1.	Non Recurring						
1.1	Room Construction	100000					100000
1.2	Furnishing	30000					30000
1.3	Furniture	90000					90000
1.4	Air Conditioner	45000					45000
1.5	Hardware	910000					910000
1.6	Software	195000					195000
1.7	Training Materials		200000				200000
1.8	Telephone	8000					8000
	Total (Non Recurring)	1378000	200000				1578000
2.	Recurring						
2.1	Hardware Maintenance			104500	104500	114500	323500
2.2	Salaries	216000	216000	216000	216000	216000	1080000
2.3	Training and Workshop	100000	100000	100000	100000	100000	500000
2.4	T.A. and D.A.	100000	100000	100000	100000	100000	500000
2.5	Data Transmission	100000	100000	100000	100000	100000	500000
2.6	Consultancy & S.W. Development	50000	50000	50000	50000	50000	250000
2.7	Consumable	150000	150000	150000	150000	150000	750000
2.8	Contingency	40000	40000	40000	50000	50000	220000
2.9	Telephone Charges	10000	10000	10000	10000	10000	50000
2.10	Printing of Formats	80000	40000	20000	20000	20000	180000
	Total (Recurring)	846000	806000	890000	900500	910500	4353500
	Grand Total (Recurring & Non Recurring)	2224000	1006000	890500	900500	910500	5931500

2. RECURRING & NON RECURRING EXPENDITURE FOR FIRST FIVE YEAR

District Component

No.	Head	1994-95	95-96	96-97	97-98	98-99	
NON RECURRING							
1.	Room Construction	50,000					
2.	Furniture	70,000					
3.	Air Conditioner	45,000					
4.	Hardware	415,000					
5.	Software	102,500					
6.	Telephone Install.	8,000					
	TOTAL	6,90,500					
RECURRING							TOTAL
1.	Hardware Maintenance		50,000	50,000	60,000	60,000	220,000
2.	Salaries	96,000	96,000	96,000	108,000	108,000	504,000
3.	Training and Workshop	145,000	145,000	145,000	145,000	145,000	725,000
4.	T.A. and D.A.	25,000	25,000	25,000	30,000	30,000	135,000
5.	Data Transmission	100,000	100,000	100,000	150,000	150,000	600,000
6.	Consumable	70,000	70,000	70,000	80,000	80,000	370,000
7.	Telephone	10,000	10,000	10,000	10,000	10,000	50,000
8.	Contingency	25,000	25,000	25,000	25,000	25,000	125,000
9.	Data entry charges	30,000	10,000	10,000	10,000	10,000	70,000
	TOTAL	501,000	531,000	531,000	618,000	618,000	2,799,000

Total amount : (Rs.) 34,89,500 for One District.

Total Amount : (Rs.) 104,68,500 for three Districts.

PROGRAMME INPUTS

Government of Tamil Nadu have already decided to achieve universal primary education before 2000 A.D. as a policy matter. Provision of free and compulsory education for the children of age group 6 to 11 is the duty and responsibility of the respective State Governments. Keeping this in mind, Government of Tamil Nadu have already formulated many incentive schemes as ongoing programme inputs for achieving Universal Primary Education. Now Government of Tamil Nadu have decided to go in for a massive programme inputs to achieve this goal by implementing the District Primary Education Programme in three selected districts namely Dharmapuri, Tiruvannamalai Sambuvarayar and South Arcot where the female literacy rate is lower than the national female literacy rate.

For achieving Universal Primary Education in Tamil Nadu State the following three important factors in the field of Primary Education are to be kept in mind.

1. Cent percent enrolment of all school age children of 6 to 11 age group.
2. Cent percent retention of enrolled children upto 5th standard in Primary Schools.
3. Completion of Primary Schooling in 5 years and achievement of minimum levels of learning by the children.

LIBRARY & DOCUMENTATION CENTRE
National Institute of Educational
Planning and Administration,
17-B, Sri Aurobindo Marg,
New Delhi-110016
DOC, No D-8937
Date..... 14-12-85

There are two types of programme inputs under DPEP and they are the programme inputs of district plans and the programme inputs of state level interventions.

THE PROGRAMME INPUTS OF DISTRICT PLANS

The following inputs have been proposed in the District Plans of DPEP.

1. Improving facilities (Provision of infrastructure facilities like construction of class room building, provision of drinking water and toilet facilities for girls).
2. Training Programme for teachers and educational administrators (Training programmes for block level educational officers, Headmasters of primary schools and Secondary Grade Teachers of Primary Schools, these inservice teacher training programmes will help the teachers to update their skills in teaching learning process).
3. Improving teaching learning process (provision of teaching learning materials, equipments and play materials).
4. Strengthening of women's education (appointment of women Secondary Grade Teachers, organising mother teacher councils in primary schools).
5. Improving readiness to learn (Provision of medical check-up facilities for the Primary School students atleast once in a year and an integrated educational programme for disabled children).
6. Innovative programmes through community and non-governmental organisations (starting of non-formal education centres in the school less habitations and for dropped out children and

non enrolled children, special coaching classes for SC/ST and Most Backward girl students, training programmes for supervisors of I.C.D.S. centres and members of Magalir Mandrams).

7. Management and monitoring. Appointment of training supervisors for Block Resource Centres.

STATE LEVEL PROGRAMME INPUTS

The following state level programme inputs have been proposed.

1. Establishment of Management Information System in D.P.I. Campus.
2. Construction of a building for the State Training Centre of DPEP cum State Project Director's Office. In this building the proposed two divisions for Educational Planning, Management Training, Research and Evaluation will also be housed and the training programmes for various functionaries in the field of education and others will be conducted in the training centre. The building plan of the State Training Centre of DPEP is enclosed seperately.
3. Provision of Guide books for teachers.
4. Strengthening of the District Institutes of Education and Training. *Dist level activity*
5. Strengthening of the Directorate of Teacher Education Research and Training :-
 1. expanding the library of the D.T.E.R.T., by adding more no.of reference books and subject books;

2. establishing a Resource Centre for Language, Science and Mathematics;
3. purchasing equipments and furniture ;
4. giving DPEP orientation training programmes for state level and district level officers;
5. preparing training materials;
6. organising training programmes for text book writing and curriculum revision
7. conducting training programmes for master trainers of D.I.E.T.s in the concept of minimum levels of learning.

6. Creation of two separate divisions exclusively for the educational research and evaluation and also for educational planning, managment and training as separate wings of an institution like SIEMT.
7. Provision of Project Staff components at state level and district levels.

TAMIL NADU TEXT BOOK CORPORATION

The Tamil Nadu Text Book Corporation has been in existence since 1970. It has been designing, printing and distributing the required Text Books for all subjects for all Standards from I to XII in a satisfactory manner. Its functioning has been so much streamlined in such a way that as soon as the schools are reopened in every academic year the prescribed Text Books reach the schools. The Text Book Corporation alongside with the Directorate of Elementary Education,

Directorate of School Education and Directorate of Teacher Education, Research and Training has ensured that the Text Books are prepared by the subject experts in accordance with the requirements of National Policy on Education 1986.

The Text Book Corporation has got adequate storage facilities all over the State of Tamil Nadu and they also have a sound system of distribution of Text Books all over the State.

The 3 DPEP districts have regional godowns of Tamil Nadu Text Book Corporation for storage and distribution of text books to the children. But Tamil Nadu Text Book Corporation needs financial assistances for the following components so that its functions will be further strengthened in the field of Text Book designing, printing and distribution.

1. Provision of a Desk Top Publishing unit in the head quarters of Tamil Nadu Text Book Corporation located in the D.P.I. Campus.
2. Provision of computers for control of production, stock and distribution.
3. Setting up Publishing Control Unit (PCO).
4. Manuscript development, illustration, book design, trialling and preparation of Camera Ready Copy (CRC) for curriculum, new MLL core text books for primary classes guide book for teachers, minority language materials supplementary printed learning

materials including work books for the students.

5. Providing Training Programmes for specialist training of curriculum developers, text book authors, editors, illustrators, book designers, production staff, distribution staff, management and other staff of Text Book Corporation.
6. Exchange visits and joint workshops with other states.

The costs towards the implementation of these activities are shown in a separate table.

TEXT BOOK REVISION

The Text Books in Tamil Nadu have been revised based on the guidelines stipulated in the National Policy on Education 1986.

The Director of School Education submits proposals to the Government for constituting Syllabus Committees to take-up the revision fo Text Books.

The Government constitutes Syllabus Committees for various subjects and languages. Eminent educationists, experts and experienced teachers including women representatives and teachers from Primary Schools are the members of the Committee. The Committees in their sittings will finalise the frame work for revising the syllabus.

Committees for various subjects and languages are constituted to write text books based on the frame work given by the Syllabus Committees.

Experts, experienced teachers including Primary Teachers, women teachers prepare the draft manuscript. These drafts are reviewed by a high level committee consisting of educationists, experts and teachers.

The manuscript is handed over to the Tamil Nadu Text Book Corporation for designing, printing and distribution.

The Government of Tamil Nadu have in principle decided to revise the text book based on minimum levels of learning from the year 1995-96 / 1996-97.

During the academic year 1994-95 and 1995-96 preliminary works such as regional workshops for reviewing the text books, training for the authors/teachers for revision of Text Book and actual revision and writing will be undertaken. The new Text Books for Primary School Children will be based on competencies.

WORK BOOKS FOR THE STUDENTS OF PRIMARY SECTIONS

Provision of Work Books/interactive materials for the students of all the Primary Schools and the students of the Primary Sections of Middle Schools is one of the important components of State Level interventions of DPEP in Tamil Nadu. The introduction of this Component is envisaged in DPEP in order to improve the learner achievement so that the retention rate will be enhanced in the Primary Schools.

Tamil Nadu Text Book Corporation will design and print the work books and the expenditure towards the designing, printing and field testing of the work books are detailed in the state level programmes of Tamil Nadu Text Book Corporation. (The expenditure towards the production and distribution of work books are reflected in the respective district proposals. The proposed work books will be distributed only to the students of all the Primary Sections in 3 DPEP districts.

DISTRICT PRIMARY EDUCATION PROGRAMME

CONSTRUCTION OF A BUILDING FOR STATE TRAINING CENTRE OF

D.P.E.P AND STATE PROJECT DIRECTOR'S OFFICE :

E X P E N D I T U R E						

	I	II	III	IV	V	Total

(Rupees in lakhs)						
Construction of a building for the State Training Centre of DPEP alongwith the accommodation facilities for the State Project Director and DPEP Office. This building will consist of Ground Floor with two floors. The Ground Floor will have three class-rooms and one training hall. The first floor will have a Conference Hall, a room for training co-ordinator, a room for training centre staff and office rooms for State Project Director and Additional State Project Director. The second floor will have Computer room, DPEP staff room, rooms for Planning and Administration and rooms for Finance/Accounts Officer and other sub-ordinate staff.						
For Civil Work	50.00	35.00	-	-	-	85.00
For Electrification, Sanitary and Furniture etc.	-	15.00	-	-	-	15.00

Total	50.00	50.00	-	-	-	100.00

PROVISION OF GUIDE BOOK FOR TEACHERS

	I	II	III	IV	V	Total
For Designing, printing and distribution of Guide Book at the rate of Rs.50/- for 25,000 teachers working in the primary schools and in the primary sections of the Middle Schools in Three District						
		PHYSICAL				
Primary Education Programme Districts.		25,000	-	-	-	25,000
			FINANCIAL (Rupees in Lakhs)			
		12.50				12.50

**STRENGTHENING OF THE DISTRICT INSTITUTE OF
EDUCATION AND TRAINING**

In Tamil Nadu State there are 21 District Institutes of Education and Training. In each Revenue District there is one DIET. In Dharmapuri District the DIET is located at Krishnagiri, in South Arcot District it is located at Vadalur and in Thiruvannamalai Sambuvarayar District the DIET is at Keelpennathur. It is the nucleus for all the training activities for the teachers working in primary and middle schools. Therefore in the first phase the above mentioned 3 DIETS are to be strengthened by means of State Level Interventions under the DPEP as detailed below. Normally when the DIETs are established , they have been equipped to a certain extent only and when the DIETs are fully occupied with the different types of inservice training programmes the equipments available now in the DIETs are not adequate. Therefore, additional equipments and other audio visual items are to be provided for the all the three DIETs. Moreover, the DIET library is to be strengthened by adding many subject books and reference books. The details are given below:

1. Towards the purchase of Library Books, Reference

Books for the DIET Library including Steel Almirahs
and Racks

Rs. 3 Lakhs

2.	Purchase of laboratory materials and also to establish a psychology Lab. with required equipments		Rs.1.5 Lakhs
3.	Furniture :		
	Tables, Chairs, Furniture for Conference Hall and other Faculty Rooms		Rs.2.0 Lakhs
4.	Audio Visual Equipments :		
	Overhead Projector	- 1	
	Slide Projector	- 1	
	Public Address System	- 1	
	Two-in-One	- 1	
	Video Cassettes, Audio Cassettes, Film strips		Rs.0.5 Lakhs
5.	Xerox Machine, Electronic Duplicator, Electronic Typewriter and connected furniture for these equipments		Rs.1.0 Lakh
6.	Musical instruments		Rs. 0.5 Lakh
7.	Games Articles		Rs.1.5 Lakhs

	Total		Rs.10.00 Lakhs

DISTRICT PRIMARY EDUCATION PROGRAMME

PLANS FOR MANAGEMENT TRAINING THROUGH SIEMT PATTERN

In Tamil Nadu State, there is a separate Directorate namely the Directorate of Teacher Education, Research and Training, which takes care of Teacher Training Activities both pre-service and in-service and Educational Research Activities. The erstwhile S.C.E.R.T is an important organ of this Directorate consisting of 3 divisions headed by 3 professors and 4 or 5 Assistant Professors. These 3 divisions normally look after open school, women's education and E.C.C.E., Population Education and Educational Technology and M.L.L. Training Programmes. The DTERT also controls 21 DIETs and about 100 Teacher Training Institutes in Tamil Nadu. 8 English Language Training Centres are also controlled by the DTERT.

For Tamil Nadu State, there is no proposal to form U.P., like State Institute of Educational Management and Training for the D.P.E.P., activities at present whereas two different divisions have been proposed separately and exclusively for looking after the successful implementation of different activities of D.P.E.P., as an academic and planning wings of the institution like SIEMT in U.P.

One division will take care of the Educational Research, Evaluation and Monitoring and another division will take care of Educational Planning, Management and Training for educational

administrators at all levels (VEC, PTA and MTC Members, Head Masters of all types of Educational Institutions, Block, Division, District and State level administrators of Education Department). Each division will have one Professor, one Reader, one Lecturer, one Research Assistant, one Typist, one Steno-Typist, one Junior Assistant and Two Office Assistants.

As there are different vital components under D.P.E.P. that are to be implemented in Tamil Nadu State the planning and academic activities like Educational Planning, Management and Training as well as Educational Research, Evaluation and Monitoring will have to be strengthened. If the above 2 divisions proposed under the State level interventions are considered for creation, these 2 divisions will be functioning separately in the Directorate of Teacher Education, Research and Training as two different wings of a State Level Organisation like S.I.E.M.T and they will successfully conduct all the important works connected with various studies and research for the effective implementation of D.P.E.P., in Tamil Nadu State. The staff members of these two divisions may report either to the Director of Elementary Education or to the Director of Teacher Education Research and Training.

Tamil Nadu would like to have link with the National Institutes like NCERT and NIEPA for getting expert opinion and technical expertise in the conduct of different Training Programmes that are envisaged in the project and also in the preparation of training

modules for different categories of administrators in the field of education. The faculty members of NIEPA will be invited for different types of training programmes at Madras for State and District level educational functionaries so that their expertise will be utilised for the successful implementation of DPEP in Tamil Nadu State. The cost towards the salary for the proposed staff components is separately shown in the tables.

DISTRICT PRIMARY EDUCATION PROGRAMMEStrengthening of Directorate of Teacher Education Research and Training

Details	I	II	III	IV	V	TOTAL
1. Purchase of Library Books	2.00	6.00	6.00	6.00	5.00	25.00
2. Purchase of Equipments and Furniture and facilitating the seminar hall	2.00	4.00	4.00	----	----	10.00
3. Establishing a resource centre for language, science and mathematics	----	5.00	5.00	5.00	----	15.00
Total	4.00	15.00	15.00	11.00	5.00	50.00

Formation of a separate division as in "SIEMT. for Educational Research and Evaluation

	I	II	III	IV	V	Total
	(Rupees in lakhs)					
<u>Staff Component</u>						
1. One Professor with Ph.D (3700-100-5100)	1.00	1.03	1.05	1.08	1.11	5.27
2. One Reader, Planning and Administration (3000-100-5100)	0.90	0.95	1.00	1.05	1.10	5.00
3. One Lecturer (2200-75-2800-100-4000)	0.56	0.58	0.60	0.62	0.64	3.00
4. One Senior Research Asst. (2200-75-2800-100-4000)	0.56	0.58	0.60	0.62	0.64	3.00
5. One Steno Typist (1200-30-1560-40-2040)	0.30	0.31	0.32	0.33	0.33	1.59
6. One Typist (975-25-1150-30-1660)	0.25	0.26	0.26	0.27	0.28	1.32
7. One Junior Assistant (975-25-1150-30-1660)	0.25	0.25	0.26	0.27	0.27	1.30
8. Two Office Assistants (750-12-870-14-940)	0.39	0.39	0.40	0.40	0.41	1.99
Total	4.21	4.35	4.49	4.64	4.78	22.47

Formation of a separate Division as in SIEMT for Educational Planning, Management and Training

	I	II	III	IV	V	Total
	(Rupees in lakhs)					
<u>Staff Component</u>						
1. One Professor with Ph.D (3700-100-5100)	1.00	1.03	1.05	1.08	1.11	5.27
2. One Reader, Planning and Administration (3000-100-5100)	0.90	0.95	1.00	1.05	1.10	5.00
3. One Lecturer (2200-75-2800-100-4000)	0.56	0.58	0.60	0.62	0.64	3.00
4. One Senior Research Asst. (2200-75-2800-100-4000)	0.56	0.58	0.60	0.62	0.64	3.00
5. One Steno Typist (1200-30-1560-40-2040)	0.30	0.31	0.32	0.33	0.33	1.59
6. One Typist (975-25-1150-30-1660)	0.25	0.26	0.26	0.27	0.28	1.32
7. One Junior Assistant (975-25-1150-30-1660)	0.25	0.25	0.26	0.27	0.27	1.30
8. Two Office Assistants (750-12-870-14-940)	0.39	0.39	0.40	0.40	0.41	1.99
Total	4.21	4.35	4.49	4.64	4.78	22.47

S.No.	O T H E R C O M P O N E N T S	I	II	III	IV	V	Total
1.	Furniture	1.00	3.00	-	-	-	4.00
2.	Equipments	0.125	0.125	2.00	2.75	-	5.00
3.	Library Books	-	2.00	3.00	-	-	5.00
4.	Studies & Research	-	0.50	0.50	0.50	0.50	2.00
5.	Training & Workshop	0.25	2.50	2.75	2.75	2.75	11.00
6.	Library Books	-	0.25	0.25	0.25	0.25	1.00
7.	TA / DA	0.25	0.75	1.00	1.00	1.00	4.00
8.	Consumable Material	0.25	0.75	0.50	0.50	0.50	2.50
9.	Contingencies	0.25	0.25	0.25	0.25	0.25	1.25
10.	Total	2.125	10.125	10.25	8.00	5.25	35.75

TAMIL NADU TEXT BOOK CORPORATION

S.No.	Particulars of the Components	I	II	III	IV	V	VI	VII	TOTAL
1.	Provision of DTP unit in the headquarters of T.N. T.B. Corporation in the D.P.I. campus.	8.05	--	7.80	1.50	1.50	1.50	---	20.35
2.	Provision of computers for control of production stock and distribution	--	10.00	10.00	10.00	--	--	---	30.00
3.	Setting up publishing control unit (PCU)	--	10.00	10.00	10.00	--	--	---	30.00
4.	Manuscript development illustration, book design trialling and preparation of Camera Ready copy (CRC) for curriculum, new MLL core Text Books, guide books for teachers and work books for students	10.00	10.00	10.00	10.00	--	--	---	40.00
5.	Providing Training Programmes for specialist training of curriculum developers text book authors, editors illustrators, book designers distribution staff and others	2.00	5.00	5.00	5.00	--	--	---	17.00
6.	Exchange visits and joint workshops with other states	----	0.50	0.50	0.50	0.50	0.50	---	2.50
7.	Total	20.05	35.50	43.30	37.00	2.00	2.00	---	139.85

TAMIL NADU STATE COMPONENTS COST ESTIMATES

1. Programme Components	Year					TOTAL
	I	II	III	IV	V	
	(Rupees in lakhs)					
Establishment of Management Information System:						
(i) State Level	22.240	-----	37.075	-----		59.315
(ii) District Level	35.718	-----	68.967	-----		104.685
Construction of a building for DPEP Educational Planning Management and Training and State Project Director's Office.	50.000	50,000	--	--	--	100.000
Strengthening of the Directorate of Teacher Education Research and Training. Purchase of Library Books, Equipments, Furniture and Resource Centre for Maths, Science & Language..	4.000	-----	46.000	-----		50,000
Formation of two separate divisions for Educational Research, Evaluation Planning, Management & Training like SIEMT	3.025	-----	70.225	-----		73.250
Strengthening of DIETs purchase of Furniture Equipments, Library Books and Games musical materials	--	30.000	--	--	--	30.000
Provision of guide book/hand book for teachers of 3 Project Districts @ Rs.50/- for 25000 teachers	--	12.500	--	--	--	12.500
Strengthening of Tamil Nadu Text Book Corporation in Text Book designing printing and distribution. For 2 DTP units, Computer for production control PCU units, CRC, MLL core, curriculum revision, Writing of guide book for teachers work book for students and for training programmes.	21.550	-----	117.300	-----		138.850

1. Programme Components	Year					TOTAL
	I	II	III	IV	V	
8. Staff Component Management Structure:						
a. State Level	6.600		84.100			90.700
b. District Level	4.700		56.800			61.500
c. Other Components Purchase of furniture, Equipments, Library Books and Consumables						
i. State Level	18.000		68.000			86.000
ii. District Level	14.000		30.600			44.600
9. Training Programmes including ECCE activities for State and District level functionaries and DIET faculty members. Development of training materials.	5.010		33.930			38.940
TOTAL	184.843	92.500	612.997			890.340

TAMIL NADU STATE COMPONENTS COST ESTIMATES (Rs. IN LAKHS)
INCLUDING WORK PLAN FOR 1994-95

S.No	PROGRAMME COMPONENTS	Non-Recurring		Recurring		Total	
		I Year 1994-95	Project Period	I Year 1994-95	Project Period	I Year 1994-95	Project Period
1.	Establishment of Management Information System (i) State Level	13.780	15.780	8.46	43.535	22.240	59.315
	(ii) District Level	20.715	20.715	15.03	83.970	35.745	104.685
2.	Construction of a building for DPEP Educational Planning Management and Training and State Project Director's Office	50.000	100.000	-	-	50.000	100.000
3.	Strengthening of the Directorate of Teacher Education Research and Training. Purchase of Lib. Books, equipments, furniture and resource centre for Maths, Science Language	4.000	50	-	-	4.000	50.000
4.	Formation of two separate divisions for Educational Research, Evaluation Planning, Management and Training like SIEMT	1.125	14.000	1.900	59.25	3.025	73.250
5.	Strengthening of DIETs, Purchase of furniture equipments Library books and games musical materials	-	30.00	-	-	-	30.00
6.	Provision of guide book/hand book for teachers of 3 Project Districts @ Rs.50/- for 25,000/- teachers	-	12.50	-	-	-	12.50
7.	Strengthening of Tamil Nadu Text Book Corporation in Text Book designing printing and distribution for 2 DTP Units, Computer for production control PCU Units, CRC, MLL Core, curriculum revision writing of guide book for teachers and for training programmes and work book for students	6.300	12.60	0.75	6.75	7.05	19.35
		-	30.00	-	-	-	30.00
		-	30.00	-	-	-	30.00
		-	-	10.00	40.00	10.00	40.00
		-	-	2.00	17.00	2.00	17.00
		-	-	-	2.50	-	2.50

S.No.	P R O G R A M M E	C O M P O N E N T S	Non-Recurring		Recurring		Total	
			I Year 1994-95	Project Period	I Year 1994-95	Project Period	I Year 1994-95	Project Period
		Staff Component Management Structure						
8.	a.	State Level	-	-	6.60	90.70	6.60	90.70
	b.	District Level	-	-	4.70	61.50	4.70	61.50
	c.	Other components purchase of furniture, equipments Library books and consumables						
	i.	State Level	13.00	24.00	5.00	62.00	18.00	86.00
	ii.	District Level	12.70	18.40	1.30	26.20	14.00	44.60
9.		Training Programmes including ECCE activities for State and District Level functionaries and DIET faculty members. Development of Training materials	1.000	-	4.01	38.94	5.01	38.94
		Total	122.620	357.995	59.75	532.345	182.370	890.34

DISTRICT PRIMARY EDUCATION PROGRAMME
PROJECT COST DETAILS FOR THREE DISTRICTS

S.NO.	PROGRAMME DETAILS	THIRUVANNAMALAI SAMBUVARAYAR	SOUTH ARCOT	DHARMAPURI	TOTAL
1.	Improving Access	2612.64	2183.57	2487.10	7283.31
2.	Retention and learners achievement	1136.31	1663.98	1301.81	4102.10
3.	Capacity Building	127.53	153.49	94.72	375.74
	TOTAL	3876.48	4001.04	3883.63	11761.15

TOTAL COST ESTIMATES

1. Total cost Estimates of District Primary Education Programme in 3 Revenue Districts	11761.15
2. Total cost estimates for State Level Interventions	890.34
GRAND TOTAL	<u>12651.49</u>

STATE LEVEL INTERVENTIONS

WORK PLAN FOR 1994-1995

Cost Estimates (Rupees in Lakhs)

Sl. No.	PROGRAMME COMPONENTS	NON-RECURRING	RECURRING	TOTAL
1.	Establishment of Management Information system			
	i) State Level	13.780	8.46	22.240
	ii) District Level	20.715	15.03	35.745
2.	Construction of a building for District Primary Education Programme Educational Planning Management and Training and State Project Director's Office	50.000	---	50.000
3.	Strengthening of the Directorate of Teacher Education Research and Training. Purchase of Library Books, Equipments, Furniture and Resource centre for Maths, Science Language	4.000	---	4.000
4.	Formation of two separate divisions for Educational Research, Evaluation Planning, Management and Training like SIEMT	1.125	1.900	3.025
5.	Strengthening of DIETs, Purchase of Furniture, Equipments Library Books and games musical materials	---	---	---
6.	Provision of Guide Book/handbook for teachers of 3 project District @ Rs.50/- for 25,000/- teachers	---	---	---
7.	Strengthening of Tamil Nadu Text Book Corporation in Text Book designing printing and distribution for 2 DTP Units, Computer for production control PCU units, CRC, MLL Core, curriculum revision writing of guidebook for teachers and for training programmes and work book for students	6.300	0.75	7.05
		---	---	---
		---	---	---
		---	10.00	10.00
		---	2.00	2.00
		---	---	---

S.No.	PROGRAMME COMPONENTS	NON-RECURRING	RECURRING	TOTAL
8.	Staff Component Management Structure			
	a) State Level	---	6.60	6.60
	b) District Level	---	4.70	4.70
	c) Other components purchase of furniture, equipments library books and consumables			
	i) State Level	13.00	5.00	18.00
	ii) District Level	12.70	1.30	14.00
9.	Training Programmes including ECCE activities for State and District Level functionaries and DIET faculty members. Development of Training materials	1.000	4.01	5.01
	TOTAL	122.620	59.75	182.370

The total outlay for I Year Work Plan - 1994 - 95 (Rupees in Lakhs)

Non-Recurring Expenditure	...	122.620
Recurring Expenditure	...	59.750
Total		182.370

STATE EXPENDITURE ON ELEMENTARY EDUCATION

(Rupees in Lakhs)

Year	Accounts	Total
1981-82	---	1,17,48
1982-83	---	1,57,92
1983-84	---	1,78,70
1984-85	---	2,14,04
1985-86	---	2,78,85
1986-87	---	2,95,98
1987-88	---	3,35,82
1988-89	---	3,61,78
1989-90	---	4,57,84
1990-91	---	6,18,70
1991-92	---	7,30,02
1992-93	---	7,35,28
1993-94	---	8,84,74 (Budget Estimate)

STATE ON NON PLAN EXPENDITURE ON ELEMENTARY EDUCATION

(Rupees in Lakhs)

Year	Non-Plan
1981-82	1,15,80
1982-83	1,55,15
1983-84	1,75,08
1984-85	2,02,71
1985-86	2,50,28
1986-87	2,65,30
1987-88	2,93,05
1988-89	3,24,03
1989-90	4,19,51
1990-91	5,84,00
1991-92	6,94,26
1992-93	7,01,04
1993-94	8,46,44 (Budget Estimate)

Source : Budget Memorandum

STATE PLAN EXPENDITURE ON ELEMENTARY EDUCATION

(Rupees in lakhs)

Year	Plan
1981-82	1,68
1982-83	2,77
1983-84	3,62
1984-85	11,33
1985-86	28,57
1986-87	30,68
1987-88	42,77
1988-89	37,75
1989-90	38,33
1990-91	34,70
1991-92	35,76
1992-93	34,24
1993-94	38,30 (Budget Estimate)

TABLE No. 1TOTAL EXPENDITURE ON EDUCATION (Plan and Non-Plan)

Year	Expenditure on Education		
	Revenue	Capital	Total
	(Rupees in Lakhs)		
1980-81	2,31,72	4.27	2,35,99
1981-82	2,60,98	4.78	2,65,76
1982-83	3,33,61	6.21	3,39,82
1983-84	3,79,27	3.55	3,82,82
1984-85	4,44,45	4.04	4,48,49
1985-86	5,61,77	3.61	5,65,38
1986-87	6,07,80	5.76	6,13,56
1987-88	6,93,57	5.49	6,99,06
1988-89	7,94,90	7.23	8,02,13
1989-90	10,67,41	10.38	10,77,79
1990-91	13,44,35	9.34	13,53,69
1991-92	14,69,25	8.34	14,77,59
1992-93	15,95,06	8.00	16,03,06
	(RE)	(RE)	(RE)
1993-94	---	---	---

Statement showing the Budget Allocation, Expenditure incurred & amountt surrendered for

1990-91 to 1993-94

Name of the Scheme : Free Supply of Text Books

Year	Non-Plan			Plan			Special Component Plan		
	Amount Allotted	Total Expenditure	Amount Surrendered	Amount Allbtted	Total Expenditure	Amount Surrendered	Amount Allotted	Total Expendi- ture	Amount Surrend- ered
1990-91	Nil	Nil	Nil	11,50,00,000	11,50,00,000	Nil	1,00,00,000	1,00,00,000	Nil
1991-92	Nil	Nil	Nil	17,39,18,000	17,39,18,000	Nil	1,50,00,000	1,50,00,000	Nil
1992-93	17,54,21,000	15,04,03,557	2,50,17,443	Nil	Nil	Nil	2,50,00,000	2,00,00,000	50,00,000
1993-94	17,54,21,000	10,04,21,000	Nil	Nil	Nil	Nil	2,50,00,000	Nil	Nil

(upto 22.02.94.)

Statement showing Budget Allocation, Expenditure incurred & amount surrendered for
the year 1990-91 to 1993-94

Name of the Scheme : Free Supply of Uniforms

Year	Plan 2202-01-800-JC-2617			Special Component Plan		
	Amount Allotted	Total Expenditure	Amount Surrendered	Amount Allotted	Total Expenditure	Amount Surrendered
1990-91	15,00,00,000	14,97,37,200	2,62,800	2,00,00,000	2,00,00,000	Nil
1991-92	20,39,26,000	19,97,75,335	41,50,665	1,50,00,000	1,50,00,000	Nil
1992-93	24,40,75,000	24,28,16,069	12,58,931	1,50,00,000	1,50,00,000	Nil
1993-94	30,38,95,000	30,38,94,833	---	1,50,00,000	1,50,00,000	Nil
(upto 22.02.94.)						

Statement showing Budget Allocation, Expenditure incurred & amount surrendered for
the year 1990-91 to 1993-94

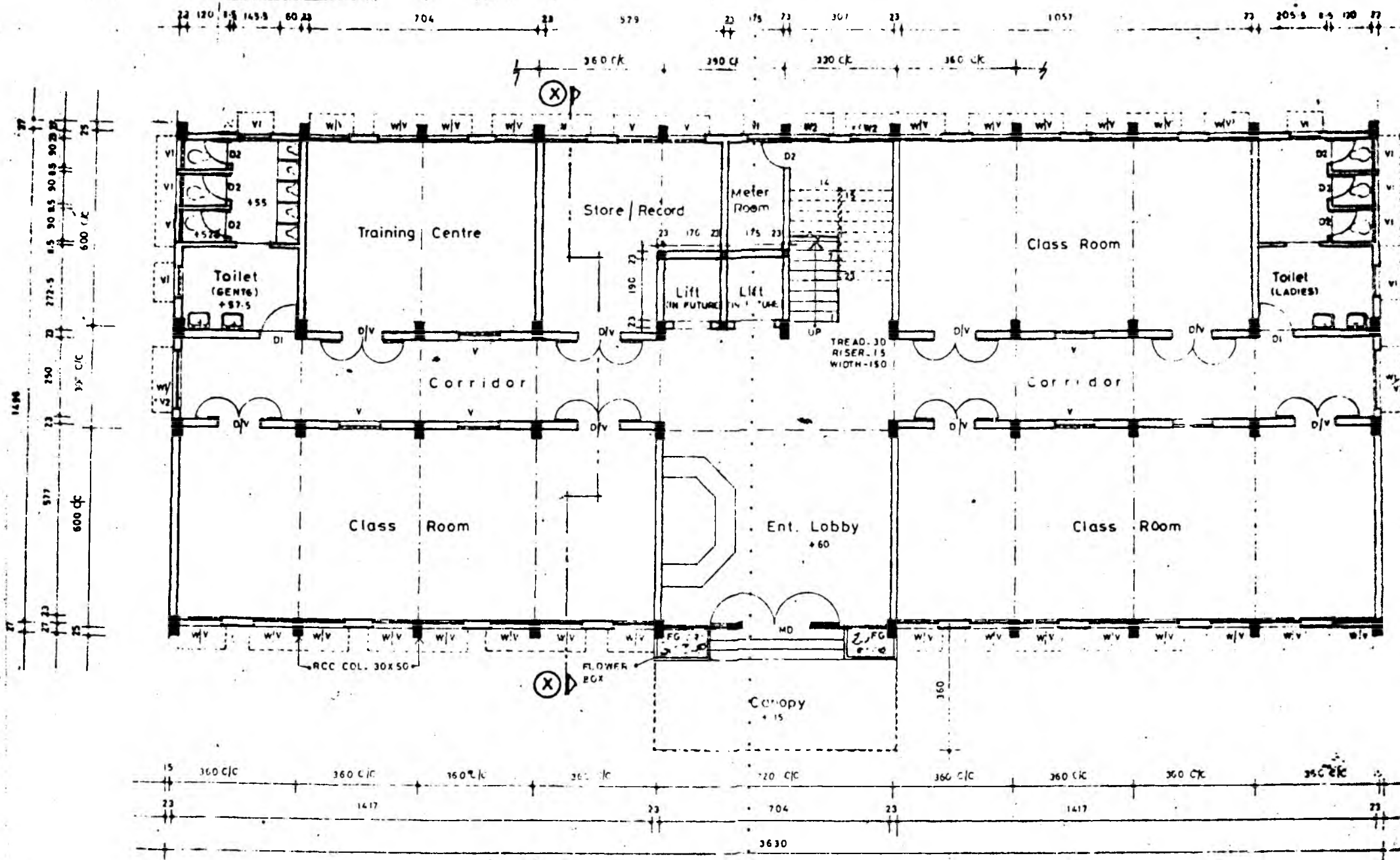
Name of the Scheme : Free Supply of Footwears

Year	Non Plan			Plan		
	Amoun Allotted	Total Expenditure	Amount Surrendered	Amount Allotted	Total Expenditure	Amount Surrendered
1990-91	-	-	-	5,37,46,000	5,13,46,000	24,00,000
1991-92	-	-	-	5,61,73,000	5,57,07,121	4,65,879
1992-93	-	-	-	6,10,15,000	5,83,78,800	26,26,200
1993-94	-	-	-	6,10,15,000	2,94,18,750	-
(Upto 22.02.94.)						

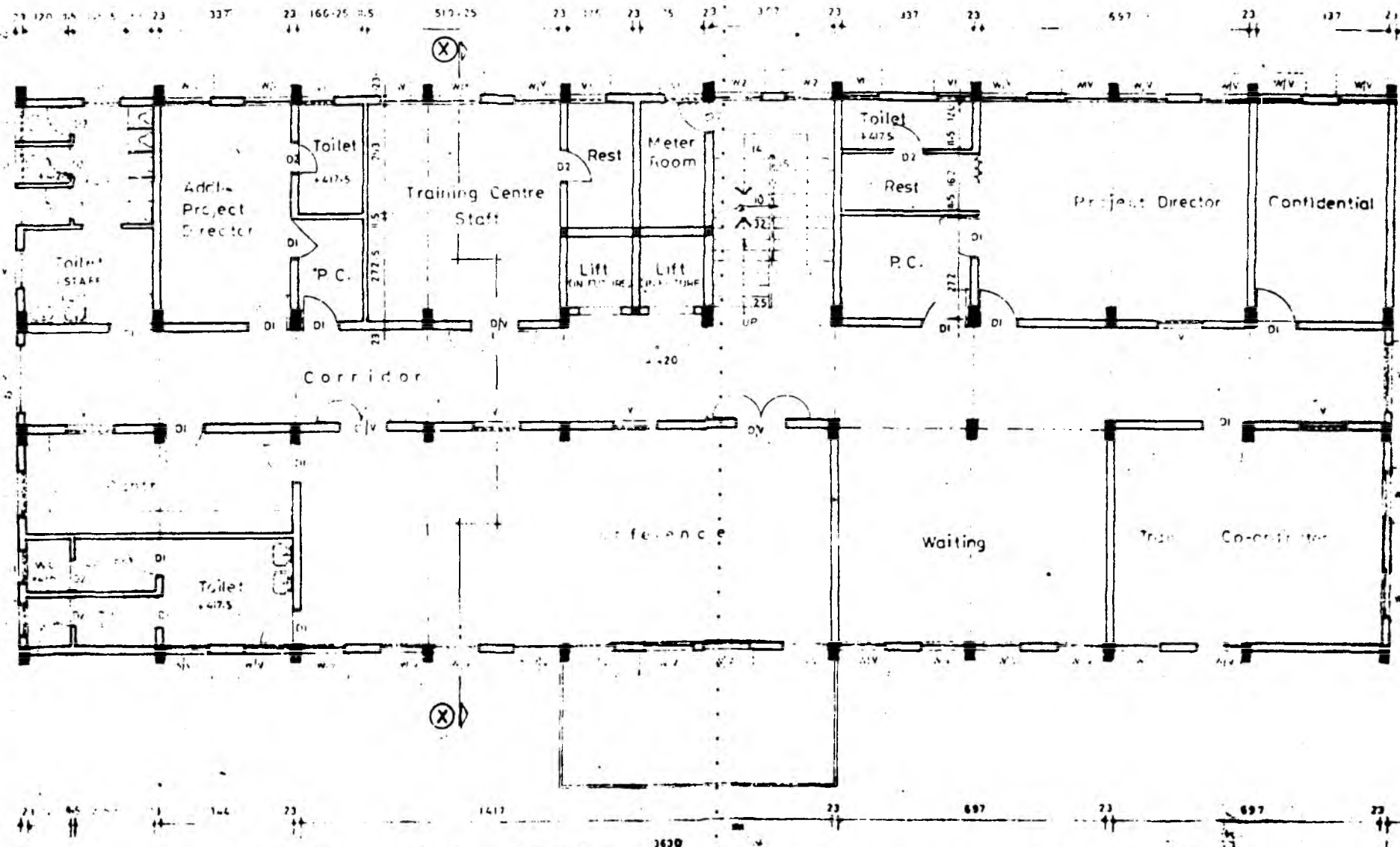
Statement showing Budget Allocattion, Expenditure incurred and amount surrendered for
the year 1990-91 to 1993-94

Name of the Scheme : Free Supply of Slates

Year	Amount Allotted	Non-Plan		Plan		
		Total Expenditure	Amount Surrendered	Amount Allotted	Total Expenditure	Amount Surrendered
1990-91	11,50,000	11,06,507	43,493			
1991-92	13,15,000	11,47,007	67,993			
1992-93	11,77,000	11,23,569	53,431			
1993-94	15,20,000	15,19,915	.			
(Upto 22.02.94.)						



Ground Floor Plan



First Floor Plan

TECHNICAL EDUCATION CIRCLE
TAMILNADU

S
NOTES

Read with drawing of this job no.
PLINTH AREA:
Ground Floor 556.55 M²
First Floor 543.00 M²
Second Floor 543.00 M²
Total 1542.55 M²

TRAINING CENTRE-CUM-OFFICE FOR D.P.E.P. TAMILNADU, AT D.P.I. CAMPUS, MADRAS.

Drawn by,
M. Sathya Johnson

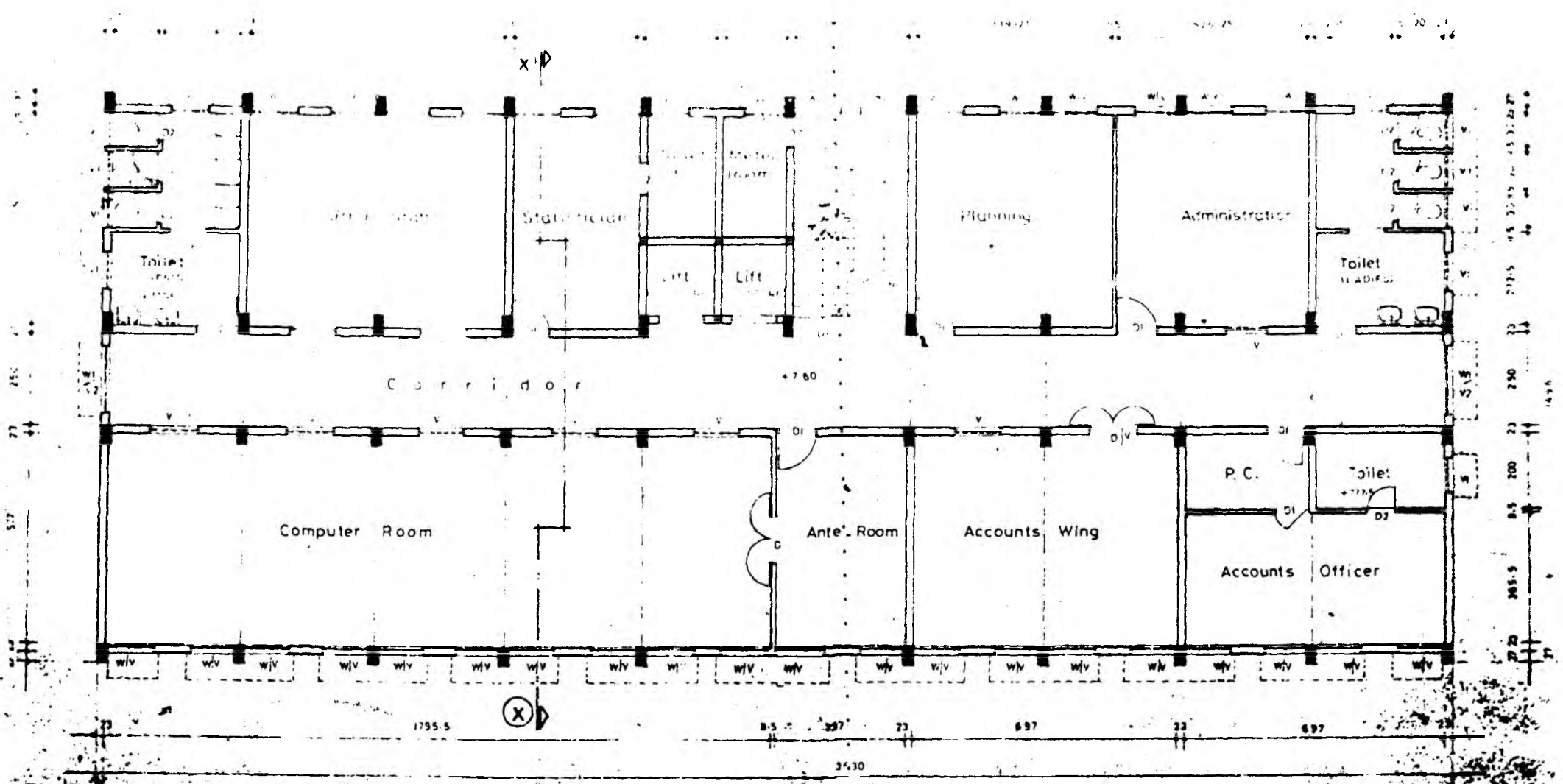
Check by,
J. Ar. *A.E.E.(D)* 18-2-94

D. Senthil Kumar 18/2/94 D.S.E. *18/2/94* S.E.

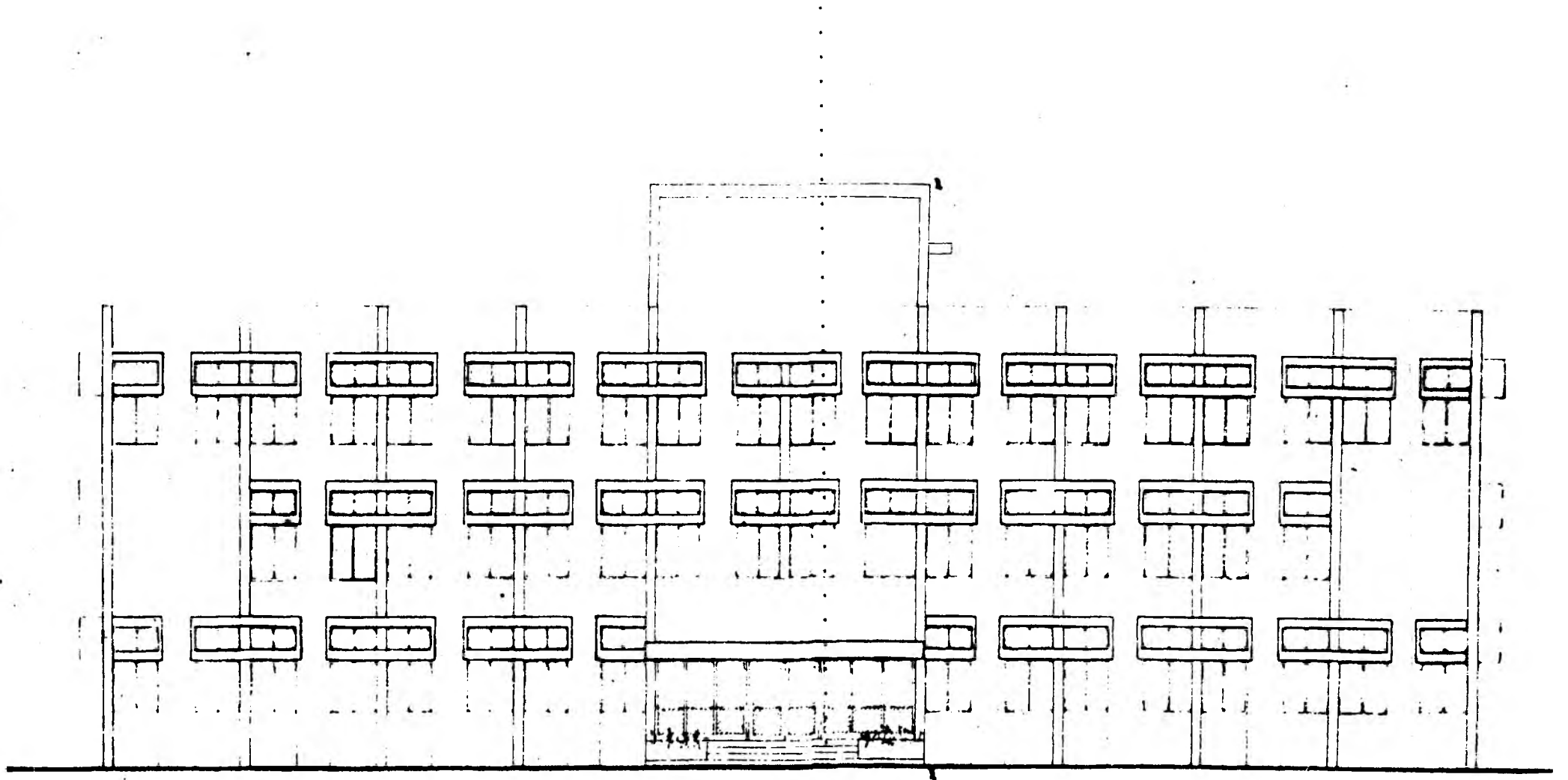
GROUND FLOOR & FIRST FLOOR PLAN

All dimensions are in c.m.

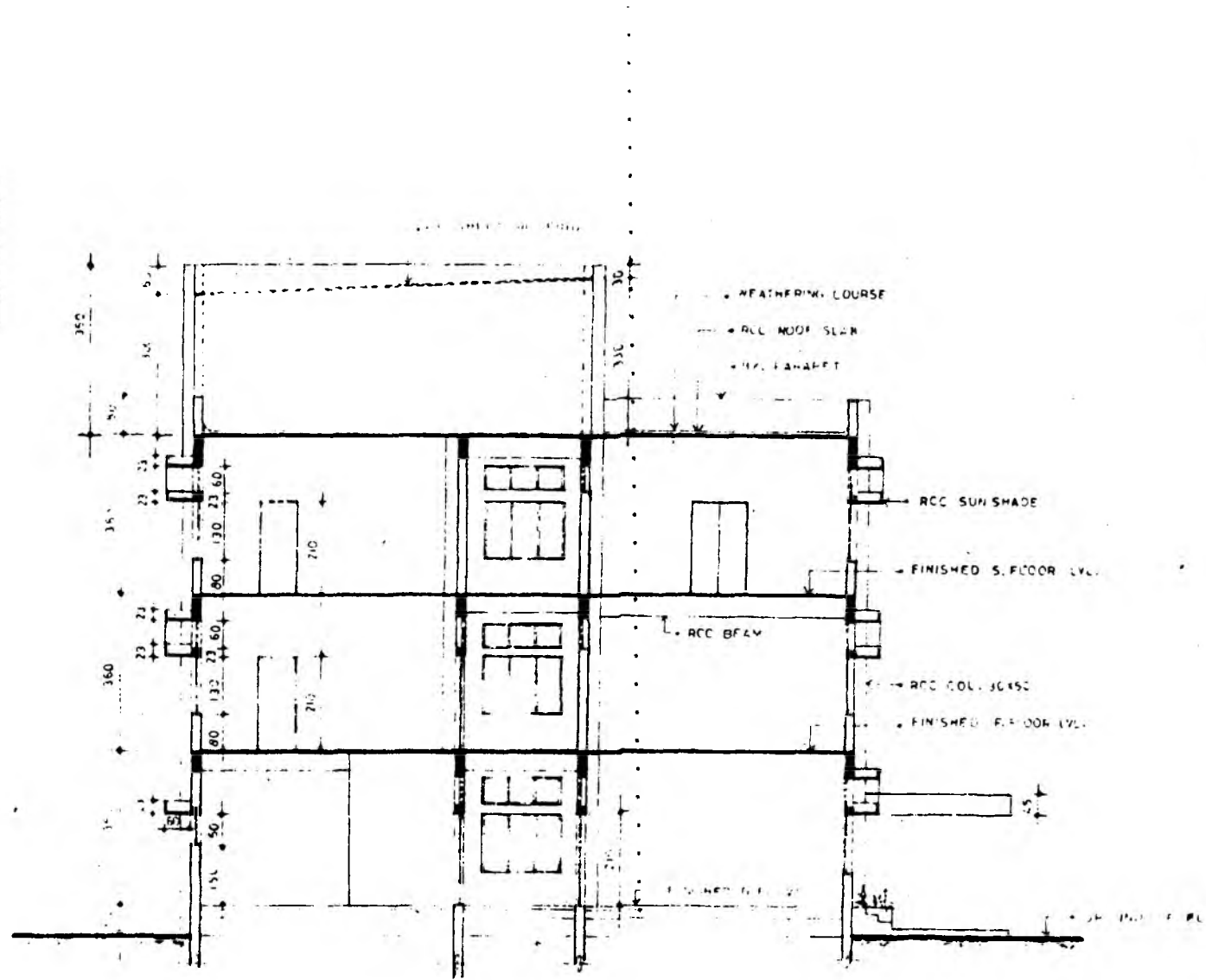
SCALE: 1:100	JOB No.	DRG. No.
DATE: 18-2-94	457	3



Second Floor Plan



Front Elevation



Section - (X) (X)

Schedule of Joinery

Sl. No.	Type	Size	Description
1	MD	210 X 210	T.W. GLAZED DOOR WITH BOTTOM 1/3 PANELLED AND TOP PORTION GLAZED WITH GRILL
2	D	120 X 210	T.W. DOOR - 2 LEAVES
3	D1	100 X 210	T.W. DOOR - SINGLE LEAF
4	D2	90 X 210	T.W. DOOR - SINGLE LEAF
5	F1	240 X 210	T.W. FIXED GLAZING WITH BOTTOM 1/3 PANELLED AND TOP PORTION GLAZED WITH GRILL
6	W	120 X 120	T.W. GLAZED WINDOW WITH GRILL - 2 SHUTTERS
7	W1	140 X 120 D6 - 3 SHUTTERS
8	W2	120 X 120	T.W. GLAZED WINDOW WITH GRILL (80 ABOVE LANDING SLAB)
9	V	120 X 60	T.W. VENTILATOR WITH LOUVRES (67 BELOW TOP OF THE SLAB)
10	V1	90 X 60	T.W. VENTILATOR WITH LOUVRES (AT LINTEL LEVEL)
11	V2	140 X 60	T.W. VENTILATOR WITH LOUVRES (67 BELOW TOP OF THE SLAB)

TECHNICAL EDUCATION CIRCLE
TAMILNADU

Sl. No.	NOTES
1	Refer to the drg. no. 3 of this job no.

TRAINING CENTRE - CUM -
OFFICE FOR D.P.E.P.
TAMILNADU, AT
D.P.I. CAMPUS, MADRAS.

Drawn by,

S. Saranya Johna

Dealt by,

J. Ar.
J.Ar.

18.2.94
A.E.E.(D).

18/2/94
D.S.E.

18/2/94
S.E.

S.F. PLAN, SECTION & FRONT ELEVATION

All dimensions are in c.m.

SCALE: 1:100

JOB No.

DRG. No.

DATE: 18.2.94

457

4

PROGRAMME OF CONSTRUCTION

<u>Sl.No.</u>	<u>STAGE OF WORK</u>	<u>DURATION IN MONTHS</u>
1.	Foundation and Basement	2
2.	Ground Floor	
	a. Lintel level	1
	b. Roof level	1
	c. Internal Finishing	1
3.	First Floor	
	a. Lintel level	1
	b. Roof level	1
	c. Internal Finishing	1
4.	Second Floor	
	a. Lintel level	1
	b. Roof level	1
	c. Internal Finishing	1
5.	External Finishing	1

	Total Period	12

NAME OF WORK : CONSTRUCTION OF OFFICE BUILDING FOR
THE STATE PROJECT DIRECTOR OF THE
DISTRICT PRIMARY EDUCATION

PROGRAMME IN D.P.I. CAMPUS IN MADRAS.

ABSTRACT ESTIMATE

Estt. Amt. 85,00,000/-

Qty. (2)	Description (3)	Rate (4)	Per (5)	Amount (6)
800M ³	Earthwork excavating for foundation to full depth as may be directed in all soils and sub-soils except soft disintegrated rock, medium rock and dense medium rock not requiring blasting and hard rock requiring blasting inclusive of shoring shuttering and bailing water whenever necessary refilling the sides of foundation with excavated earth other than sand in layers of 15cm thick well rammed and compacted depositing the surplus earth in places shown by the departmental officers with an initial lead of 10m and initial lift of 2m and clearing and levelling the site etc. complete complying with a standard specification.	20.85	M ³	16680
310M ³	Filling in foundation and basement with filling sand in layers of 15cm thick well rammed and consolidated including watering complying with standard specification including supplying sand complete.	118.45	M ³	36720
55M ³	Concrete with hard broken granite stone jelly using 40mm gauge in cement concrete 1:5:10 (One cement, Five sand and Ten broken stone) for foundation including dewatering wherever necessary laid in layers of not more than 15cm thick.	683.40	M ³	37587
270M ³	Filling in foundation and basement with excavated earth in layers of 15cm thick well-rammed and consolidated including watering complying with standard specification complete.	4.00	M ³	1080

(2)	(3)	(4)	(5)	(6)
320 M ³	Filling in foundation and basement with river sand in layers of 15cm thick well rammed and consolidated including watering complying with standard specification including supplying sand complete.	173.40	M ³	55488
	Brick work in cement mortar 1:6 (One cement and six sand) using first sort table moulded chamber burnt stock bricks of size 9"x4½"x3" complying with standard specification (Masonry projection wherever necessary for obtaining required elevations shall be done without extra cost) complying with standard specification. 2.83M ³			
	<u>RATE FOR</u>			
48 M ³	a) Foundation and basement	716.40	M ³	34387
	<u>For Superstructure</u>			
105 M ³	b) Ground Floor	723.90	M ³	76010
115 M ³	c) First Floor	731.40	M ³	84111
105 M ³	d) Second Floor	746.40	M ³	78372
40 M ³	e) Third Floor	776.40	M ³	31056
	Supplying and fixing iron hold fasts to doors and windows and ventilators.			
372 Nos.	(a) Bigger size (Not less than 35cm long)	12.00	Each	4464
720 Nos.	(b) Smaller size (Not less than 15cm long)	10.00	Each	7200
60 M ²	Damp proof course in Cement mortar 1:4 (One cement and four sand) 12mm thick with 2% (Two percent) water proofing compound conforming to ISI specification by weight of cement used	28.00	M ²	1680

(2)	(3)	(4)	(5)	(6)
	<p>Providing form work for centering shuttering 30VII etc. for all R.C.C. works including strutting upto 3.29m. in all floors using mild steel sheets of size 90cm x 60cm of BG 10 Stiffened with mild steel angles of size 25mmx3mm laid over silver oak (Country wood) joists of size 10cm.x6.5cm. spaced at about 90cm. centre to centre and supported by casurina props of 10cm. to 13 cm. dia (Spaced at 75cm. Centre to Centre) complying with standard specification and as directed and removing the same after specified period without damaging the concrete etc. complete</p>			
310 M ²	a) for column footing, plinth beam, bed blocks, templates, staircase, steps, pier raft beam, raft slab etc.	77.60	M ²	24056
1350 M ²	b) For square or Rectangular column boxing top and bottom slab, sill slab sun shade, fascia, drops etc.	114.00	M ²	153900
2950 M ²	c) For slab, rectangular, tee or ell beams, lintels, staircase, waist, landing slab, landing beams, loft slab, canopy slab, beams etc.	95.00	M ²	280250
930 Qtl.	<p>Supplying fabricating and placing in position mild steel or ribbed for steel grill for reinforcement of all works as per the design given including cost of steel and bindings wire in all floors. MS/TRS rods will be supplied departmentally at Section at issue rates and binding wire shall be supplied by the contractor complying with standard specification and drawings.</p>	1739.00	Qt1.	1617270
	<p>Cement concrete 1:2:4 (One Cement: two sand:and four broken stone) for reinforced cement concrete raft slabs, column footing, plinth beam, templates, rectangular beams, tee, ell beams, square or rectangular columns, floor or roof slabs, lintel staircase, waist slab, steps, landing slab beams, sunshade canopy R.C. drop cum parapet fins, louvers window boxing, similar sills and projections, side walls of staircase and other similar work etc. using 20mm. gauge hard broken blue granite stone jelly excluding cost of reinforcement grill in position</p>			

(2)	(3)	(4)	(5)	(6)
230 M ³	shuttering and centering but including laying curing, etc, complete. 10M ³	1318.30	M ³	303209
	Cement concrete 1:1½:3 (One Cement: One and half sand: three broken stone) for reinforced cement concrete raft slabs, column footing, plinth beam, templates, rectangular beam, Tee, Ell beams square or rectangular columns, floor or roof slabs, lintal staircase, waist slab, steps, landing slab, beams, sunshade canopy R.C. drop cum parapet fins, louvers, window boxing, similar sills and projections, side walls of staircase and other similar work etc., using 20mm. gauge hard broken blue granite stone jelly excluding cost of reinforcement grill in position shuttering and centering but including laying curing etc., complete.			
	a) <u>For Superstructure:</u>			
150M ³	Ground Floor	1598.80	M ³	239820
145M ³	b) First Floor	1610.05	M ³	233457
145M ³	c) Second Floor	1632.55	M ³	236720
23M ³	d) Third Floor	1677.55	M ³	38584
5M ³	e) In foundation and basement	1587.55	M ³	7938
	Hacking and rendering the R.C.C. exposed surfaces including sills, fins, and projections, smooth with cement mortar 1:3 to an average thickness of 10mm in all floors wherever necessary and as directed by the Departmental Officers, including chipping etc., complete complying with standard specification.			
2650M ²		27.15	M ²	71948
	Supplying and fixing teakwood frames for doors windows and ventilators and for any other joinery works of the following sizes including fixing holdfasts (payment for supply of holdfasts will be made under separate item).			
11.50M ³	a) Teakwood scantling upto 2m length - 1 M ³	29151.00	M ³	335237
2.10M ³	b) Teakwood scantling about 2m and upto 3 m length - 1 M ³	33351.00	M ³	70037

(2)	(3)	(4)	(5)	(6)
-----	-----	-----	-----	-----

Supplying and fixing best Indian teakwood panelled shutter with five equal panels NBO type for fully panelled doors of height generally upto 2100 mm. including labour wrought and put-up fixing of wind appliances furniture fittings which will be supplied departmentally free of cost at site of work etc., complete, complying the department officers with styles and rails of size 100mm. x 40mm. excluding lock and bottom rail which shall be 175mm x 40mm and 150mm x 40mm. respectively within a finished plank thickness of 22mm. and depth of insertion into styles and rails being 16mm. clear rebate in frames for housing shutters 15mm. floor clearance for shutters 5mm. with single or double shutters. All dimensions are to be finished measurements. The rate is including of supplying and fitting of 3/4" GI tube (Ferrube) and metal plate 2"x1/8" of required length. Consider door of size 1.20m x 2.10m. shutter area 1.08m x 2.045m = 2.209m²

41M²

a) 40mm thick

1387.00 M² 56867

Supplying and fixing best Indian Teakwood glazed shutters for windows generally upto a height of 1300mm. including labour charges for fixing of wind appliances, furniture fittings which will be supplied departmentally free of cost at site of work as directed by the departmental officers etc. complete complying with standard specifications with styles and rails of size 75mm x 35mm. the thickness of glass panes are being 3mm. plain fixed with T.W. beading of size 15 x 15mm. The rate is inclusive of supplying and fixing of 3/4" G.I. tube and metal plate strips 2" x 1/8".

132M²

30mm thick

471.50 M² 62238

(2)	(3)	(4)	(5)	(6)
64M ²	Supplying and fixing 4mm thick grooved glazed louvers for the ventilators of generally up to a height of 60cm including labour charges for cutting the glass panes and grinding and fixing the louvers in the grooves of the ventilator frames and fixing the ½" x ½" T.W. beedings in the inner side of the ventilator etc. complete complying with the standard specification and as directed by the departmental officers.	348.00	M ²	22272
60M ³	Concrete broken brick jelly 20mm. gauge in pure slaked lime over R.C.C. roof slab, the proportion of brick jelly to slaked lime being 32:12½ well beaten by wooden beaters for giving side and thickness required.	574.20	M ³	34452
470M ²	Finishing the roof with one course of pressed tiles of size 20x20x2cm of approved quality laid in cement mortar 1:3, 20mm thick mixed with 2% water proofing compound (conforming to Indian Standard Specification) by weight of cement used and pointed with the same mortar including mixing of red-oxide complete.	120.30	M ²	56541
125RM	Providing flashing at the junction of parapet and roof slab with 20mm thick pressed tiles set in cement mortar 1:3 (One cement and three sand) 20mm. thick mixed with two percent water proofing compound conforming to Indian standard specification by weight of cement used, including providing necessary brick jelly concrete in pure lime and forming coves at bottom and pointing the same with red-oxide and mortar complete.	20.95	RM	2619
	Flooring with a bed of cement concrete 1:5:10 (One cement, five sand and ten broken stone) using 40mm gauge hard broken stone jelly including consolidating as per standard			

(2)	(3)	(4)	(5)	(6)
47M ³	specification curing etc., complete and top left rough to receive the floor finish.	683.40	M ³	32120
210M ²	<p>Finishing the flooring with light grey mosaic in situ of all floors over a base layer of cement mortar 1:3 (One cement and three sand) 20mm. thick and the top layer of 12mm. thick mosaic in situ using marble chips (Other than Salem Magnesite) of a grade 1 & 2 equivalent 4mm to 7mm. and 7 to 10mm. chips of multicoloured chips respectively including border and necessary coves of the same materials laid in situ and also providing continuous aluminium strips of 2mm. thickness to the full depth with their top at proper level giving shapes etc., forming bays of size 60mmx600mm. including polishing with hand or electric polisher to a high degree of glossy so as to make it perfectly smooth and shining etc., complete complying with standard specifications and as directed. The sample of chips colour of ships and the percentage of mixing the chips should be got approved before execution from the departmental Officers.</p>	182.70	M ²	38367
	<p>Skirting the walls with light grey mosaic in situ work with a base layer of cement mortar 1:3 (One cement and three and) 4mm thick and a top layer of 8mm thick mosaic in situ using best Indian marble chips (Other than Salem Magnesite) of Zero grade equivalent to chips of size 2mm to 4mm multicoloured chips including providing borders and necessary coves of the same materials laid in situ including polishing with hand or electric polisher to a high degree of glossy so as to make it perfectly smooth and shining etc., complete complying with standard specification and as directed. The</p>			

(1)	(2)	(3)	(4)	(5)	(6)	
	50 M ²	coves will be measured and paid as part of skirting itself. The sample of marble chips the colour and the percentage of mixing of chips should be got approved before execution from the departmental officers.	158.05	M ²	7903	
24.	1150M ²	Providing granely thick floor finish of the following thickness with plaint cement concrete 1:2:4 (One cement, two sand, and four metal using broken stone jelly of size 10mm and 12mm. broken stone jelly and top rubbed smooth etc. complete complying with standard specifications as directed.	1240.05	M ³	35650	
25.	.140. M ²	Paving the floor with ceramic floor tiles of size 200x200mm of approved quality laid in CM 1:2,10mm thick and painting with white cement including finishing, the joint etc., complete..	.607.20	M ²	. 85008. .	
26.	305 M ²	Dadoing and skirting walls with 200x100mm ceramic floor tiles of approved colour and quality laid in CM 1:2 10mm thick and pointing with white cement including finishing the joint and pointing flush with wall surface etc., complete.	681.20	M ²	207766	
27.	30 M ²	Brick work wall 4½" thick for brick partition using I sort table moulded chamber burnt stock bricks of size 9"x4½"x3 in cement mortar 1:3 (One cement and three sand) including plastering both the faces with cement mortar 1:5 (One cement and five sand) 12mm thick complete.	138.75	M ²	4163	
	38 M ²		a) Ground Floor	139.60	M ²	12285
	60 M ²		b) First Floor	141.30	M ²	8478
		c) Second Floor				

(1)	(2)	(3)	(4)	(5)	(6)
28.	3300Kg	Supplying and fixing M.S. grill to doors, windows and ventilators etc. using necessary M.S. flats for inner members and outer members which should be fixed to window frames as directed by departmental officers inclusive of cost of providing one coat of best quality red-oxido primer (The design of M.S. grills should be got approved from departmental officers before their use in execution)	22.00	Kg	72600
29.	3600 M ²	Plastering with cement mortar 1:5 (One Cement and five sand) 12mm thick in all floors.	24.00	M ²	86400
30.	2500 M ²	White washing two coats using best shell lime in all floors.	2.40	M ²	6000
31.	3750 M ²	Colour washing two coats using best shell lime in all floors	3.60	M ²	13500
32.	780 M ²	Supplying and painting three coats over doors windows and ventilators consisting of two coats of approved first class synthetic enamel paint and a priming coat of approved quality. (The quality and colour of paint shall be got approved by the Executive Engineer before use)	55.30	M ²	43134
33.	165 M ²	Supplying and painting of two coats of painting over iron grill work approved first class synthetic enamel anti-corrossive paint over the existing priming coat in the grill. (The quality and colour of paint shall be got approved by the Executive Engineer before use)	31.80	M ²	5247
34.		Providing and fixing Aluminium anodized handrail to a height of 90cm using extruded section of size 80x30mm of 4mm thick gauge as hand-rail and ballustrades as 20x20mm M.S. square rods fixed to the floor of each step and the handrail arrangements is fixed to the flats of size 45x6mm. jointed to the squarerods and welded			

(1)	(2)	(3)	(4)	(5)	(6)
		and it should be given two coats of anti-corrosive synthetic enamel paint consisting the coat of red oxide primer etc. complete as per standard specification.	500.00	RM	15500
31	RM				
35.		Providing and fixing Asbestos Cement rain water down fall pipes of the following sizes with necessary shoes specials, clamps, bends, screws, nails, teakwood, blocks, etc. complete	61.00	RM	11590
	190 RM				
36.		Supplying and fixing 40MM dia 'B' class G.I. Pipe for A.C. Sheet roofing	110.00	RM	6050
	55 RM				
37.		Supplying and fixing (by drilling holes and not by punching) best quality A.C. corrugated sheets 6mm or 7mm thick grey colour necessary A.C. specials for L bolts of 8mm dia and 3.2mm thick G.I. flats washers of 25mm dia 10 x 1.6mm thick including cutting the sheet to the required sizes found necessary during execution and top covered with best quality of bitumen compound etc. complete including provision and binding wire as directed complying with standard specification.	195.00	M ²	13650
	70 M ²				
38.		Cement concrete 1:8:16 (One cement, Eight sand sixteen aggregate) using 20mm gauge hard broken stone jelly for dummy column etc., complete. (Cement concrete 1:2:4 for slabs to be extended upto top of flooring with pressed tiles and futware extensions bays to be extended in cement concrete 1:8:16 and dummy column should be atleast 1 metre height	702.30	M ³	3512
	5 M ³	(a) Third Floor			
39.	L.S.	Provision for Internal Water Supply arrangements	L.S.		200000
40.	L.S.	Provision for External Water Supply arrangements including bore well	L.S.		325000

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41.	L.S.	Provision for Internal Sanitary arrangements	L.S.		200000
42.	L.S.	Provision for External Sanitary arrangements	L.S.		200000
43.	L.S.	Provision for Internal and External Electrification	L.S.		850000
44.	L.S.	Provision for Teakwood Flush shutters	L.S.		85000
45.	L.S.	Provision for Vinyl Flooring For Computer Room	L.S.		140000
46.	L.S.	Provision for False Ceiling For Computer Room	L.S.		140000
47.	L.S.	Provision for Entrance Ornamental Door	L.S.		25000
48.	L.S.	Provision for Furniture Fittings	L.S.		100000
49.	L.S.	Provision for Air-Conditioning	L.S.		200000
50.	L.S.	Provision for Advertisement Charges	L.S.		12000
51.	L.S.	Provision for Tender Excess at 5%	L.S.		374909
52.	L.S.	Unforeseen Items	L.S.		326918
53.	L.S.	Petty Supervision and Contingencies	L.S.		300000
			TOTAL		85,00,000

(Rupees Eighty Five Lakhs only)

THE DISTRICT PRIMARY EDUCATION PROGRAMME PRE APPRAISAL MISSION - STATE OF TAMILNADU

Sl. No.	Observations of the Pre-appraisal Mission	Remarks of the Government of Tamil Nadu
(1)	(2)	(3)
<u>I. GIRLS' EDUCATION</u>		
<p>Improving access to and benefit from primary Education for girl students is a high priority objective of DPEP. During preparation, the GOI and IDA recommended that state and district planning teams adopt an integrated and phased approach to improving education for girls. Such an integrated approach would include atleast the following activities:</p>	<ol style="list-style-type: none">a) Awareness creation campaigns;b) Support for the involvement of women's groups in motivating families to send their girls to school and in monitoring school performance;c) Gender sensitization of teachers and educational officials as an integral component of in service training programs; andd) State review of curricula, textbooks and learning materials to eliminate gender (and other social) bias. Other activities to encourage enrolment and attendance could include special training for newly appointed female teachers designed to help them deal with problems of rural teaching, provision of educational incentives (books, writing materials) to all girls and educational	<p>The thrust area of the District Primary Education programme is the improvement in the girls education, qualitatively and quantitatively. An integrated approach is to be adopted to achieve this programme.</p> <p>This supplementary plan includes the present status of girls education, problems and issues, the on going schemes and the strategies to be adopted to achieve the envisaged goals.</p> <p>In all the 3 DPEP districts in Tamil Nadu the enrolment of girl children in Primary schools has not given any problem to the educational functionaries. But the drop-out rate among girls varies from one district to another (between 20% and 25%) and among SC/ST Girls it is little more higher than the other girl children. The main aim of this DPEP to be implemented in Dharmapuri, Thiruvannamalai, Sambuvarayar and South Arcot Districts is to reduce the drop-out rate by 10% from the present status and thereby enhance the retention rate considerably.</p> <p>Special strategies have been planned to retain the SC/ST and other girl children in the primary schools under DPEP. The enrolled girl children in primary schools are to be ensured that they complete the 5 years Primary Schooling without getting themselves dropped out with the achievement of MLL.</p>

prizes (i.e. in kind) for attendance. State and Districts should ensure that atleast one-third of the members of Village Education Committees and other community school Organisations would be women. Current district proposals for improving the educational status of girls are largely restricted to cash award (not eligible for IDA financing), expensive residential schools, and appointment of female teachers. Integrated strategies have yet to be developed. the mission is deeply concerned that, as presently, district proposals do not meet the requirements of DPEP and of IDA. It has been agreed that each district and state will prepare a supplementary plan for girls' education taking into account the mission's comments and the results of the gender study, for review by IDA at negotiations.

On going Schemes:

- 1.) The TLC which is being implemented aims at increasing the literacy rate, particularly adult females and also the empowerment of women.
- 2.) The following welfare schemes implemented by Government of Tamil Nadu namely:-
Free Noon-meal, Free Uniforms, Free Text Books, Free chappal, Free Slates for I std., students only and Free Bus passes upto VIII Std. help to increase enrolment and retention of girl students.
- 3.) The appointment of only women teachers in primary standards contributes to raise the facilities of access girl children enrolment, and retention.
- 4.) The other welfare schemes of the Tamil Nadu Government like Moovelur Ramamirtham Ammaiyyar Marriage scheme, supplying sewing machines and other such self employment schemes improve the status of the poor women folk which in turn improves the education of their female children.

Strategies in district Primary Education

Programme:

- 1) Providing toilet and drinking water facilities to schools;
- 2) Appointment of additional women teachers;
- 3) Conducting special coaching classes in the selected primary and middle schools with emphasis of girl children, especially SC/ST.

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- 4) Organising Mother Teacher Councils in all the primary schools.
- 5) Conducting social awareness campaigns for rural women folk.
- 6) Organising Non-formal centres in schoolless habitations.
- 7) Strengthening the educational component of pre-primary centres.
- 8) Establishing an adult escort system to bring the girl children to schools with the co-operation of Mother Teacher Councils.
- 9) Arranging Training programmes for Magalir Mandrams, Members of MTC, VEC and Parent-Teachers Association.
- 10) Removing gender bias in text books.
- 11) Sensitising the teachers to the needs of girl children while giving inservice training as well as pre-service training.

Besides the above mentioned strategies envisaged in District Primary Education Programme the following programmes of Tamil Nadu Government will immensely improve the education of girl children.

- 1) The resolve to make primary education compulsory in Tamil Nadu which is one of the fifteen point programmes of child development announced recently by the Hon'ble Chief Minister of Tamil Nadu on 14th of November 1993.

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- 2) Puratchi Thalaivi Scheme for the Girl Child covers poor families with one or two girl children and so on, where the parents undergo sterilisation a sum of Rs.5000/- for one such girl child will be given to the family at periodical intervals for the girl child to complete Primary/Middle High/Higher Secondary Education when the girl completes the age of Twenty years a lumpsum amount of Rs.20,000/- will be provided to enable her to establish her family or to pursue higher education. A gold ring of 2 gm. weight costing about Rs.800/- will be given at the first birth day or next birth day after enrolment of the girl child.

2. Education for SC/ST Students:

Paragraphs 29,30,31,32,33, 34,35 and 36 in pages 8, 9 and 10 of Aids Memoire.

Education of SC/ST students has been adequately taken care of in all the three district proposals under DPEP.

The following strategies and programmes will provide quality education to the students of SC/ST, besides improving access and retention.

- 1) The teachers are to be sensitised against discriminatory attitudes towards SC/ST children. Special training programmes for teachers serving in predominantly SC/ST communities will be organised to address the additional efforts required to enrol and retain SC/ST children.

Opening of NFE centres in schoolless habitations shall provide access to non-enrolled and dropped out children, especially SC/ST children.

Strengthening of Mother Teacher Councils, with due representation to mothers of SC/ST students will facilitate the enrolment of more children. VECs and PTAs will also have adequate representation from SC/ST families.

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- 4) Social awareness campaigns arranged in the areas where SC/ST families live in large number will motivate the parents to send their children to schools.
- 5) Sensitising the teachers, headmasters and the supervisors and the officers of other departments towards the needs and problems of the SC/ST students will be a thrust area in all the inservice training programmes and orientation training programmes. This will promote access as well as retention.
- 6) Orientation training to MTC, PTA, VEC and Mahalir Mandram members will improve the retention of children especially SC/ST.
- 7) Special coaching classes that are to be conducted in the schools where there is a sizable enrolment of SC/ST students will ensure better retention and achievement.
- 8) The three ashram schools (Residential school) that are proposed in Tiruvannamalai Sambuvarayar district in the second year will cater to the educational needs of SC/ST children. An evaluation study of the existing schools run by Welfare Department will be made during 1994-95 for establishing the Ashram school in Thiruvannamalai Sambuvarayar District.

3) Early Childhood Education:

The mission welcomes the proposals made by almost all districts to strengthen and expand early childhood education as a measure to enhance learning achievement

Strengthening ECCE will improve primary education in all the three dimensions, access, retention and completion. In Tamil Nadu, no provision is made for opening new ECCE centres under DPEP. The thrust is to strengthen the education component of ECCE centres.

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and to facilitate school attendance by older siblings. However, the mission observes with concern that the most proposals focus on large scale introduction of new pre-primary schools, with adequate attention to the development of quality systems for materials development, staff training, management and monitoring. Activities for the introduction of pre-primary schools are not well-phased, emphasizing civil works and salaries at the expense of software development in the initial stages of the project. Many districts are proposing the introduction of ECCE for the full 0-6 age group, which is probably unrealistic where prior education department experience with ECCE is weak. In addition, plans for co-ordination with existing ICDS Anganwadi Centres are not well developed.

Detailed comments on district ECCE Proposals may be found in the IDA state reviews. For appraisal, IDA will require the preparation of supplementary plans including first year work programs that emphasize the development of materials, training, management and monitoring systems. New pre-primary programs should be restricted to the 3-6 age group initially, and introduced on a pilot basis in one district in each state, with subsequent replication and expansion being withheld to the later stages of the project based on evaluations of the pilot programmes.

1. Child Welfare Organisers will be given orientation training for 5 days for three years in BRC.
2. Convergence among the departments like Health, Development, Welfare and Education will be achieved by giving orientation training for the officers of other departments for 3 days for 5 years in BRCs. Moreover all the district level functionaries of mentioned departments are members of the District Executive Committee thereby linkages with other departments will be established for achieving the objectives of DPEP.

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4. In-service Teacher Training :

The mission welcomes district proposals for greatly expanded and intensified programs of teacher in-service training. It notes that substantial technical support for the development and introduction of these programs will be available from DPEP, and that state technical support capacities will be strengthened. However, the mission is concerned that present proposals give more emphasis to the development of physical infrastructure (Block Resource Centres and School Complexes). While this infrastructure is necessary and based on DPEP guidelines, insufficient attention has been given to the specification of training objectives and content, and to the development of training materials and master trainers. Proposed training schedules are frequently unrealistic, and place too much initial reliance on DIETs - which will require augmentation before they can fully perform the role assigned to them.

The mission welcomes the GOI proposal to hold workshops prior to appraisal for the purposes of re-developing plans for teacher in-service training. These workshops would emphasize the integration of in-service training with curriculum revision to meet Minimum Levels of Learning Standards and, in the initial stages of the project, training in multi-grade teaching.

It has been agreed that supplementary in-service training plans and first year work programs would be prepared for IDA review at appraisal.

Following the guidelines of Pre-Appraisal Aide Memoire, detailed planning has been chalked out for imparting In-service Teacher Training Programme.

1. Details of training programmes with clear objectives and contents are being worked out.
 - The Secondary Grade Teachers will be given in-service training for 15 days for 4 years, in BRCs. It will be an integrated training and will have the following contents.
 - i) Minimum levels of Learning;
 - ii) Multigrade and Multiple Teaching;
 - iii) Preparation of Low cost Teaching Aids;
 - iv) Problems and needs of Girls, SC/ST children;
 - v) Community participation.
2. The resource persons of BRC will be trained in the DIETs and the DIET faculty will be trained at DTERT. BRC will conduct in-service training programmes for teachers and DIETs will give orientation training to administrators and supervisors at block level.
3. Curriculum Revision will be undertaken during 1994-1995 / 1995-1996.

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5) Expansion of School Supervision :

A number of districts have proposed to finance substantial expansion of the number of school supervisors through the project. In reviewing these proposals, the mission notes that the functional relationships between an expanded supervision cadre and the extension of in-service training support through additional facilities and staff at block and sub-block levels are usually not defined. Moreover, training for expanded cadres in improved supervision techniques is universally absent in the proposals.

The mission recognises that expanded supervision can be an important alternative means of improving teacher attendance and the quality of instruction. However both the GOI and the mission are mindful of the implications for recurrent costs of significant expansion of administrative staff numbers. It has been agreed that states wishing to test the impact of expanded supervision cadres do so on a pilot basis in one district only not earlier than the second year of the project, with evaluations to be discussed with the GOI and IDA prior to replication. Supplementary plans for the introduction of such pilot programs would be provided by states through the annual work plan and budget process.

As per the revised guidelines of GOI for DPEP, expansion of school supervision is taken-up as an innovative programme in four educational districts of South Arcot District.

One additional supervisor will be appointed for one block in each of the four educational districts.

This will be implemented in the II and III year of the project. The additional supervisors will be given an orientation training for 10 days in the DIET for two years.

Replication of this innovative programme will be considered after evaluating the impact.

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6) <u>Community Participation :</u>	<p>All states and districts have proposed to establish or strengthen existing community/school organisations. However, clear specifications of responsibilities and authority, and of training and supervisory support, have yet to be developed in all proposals. <u>It has been agreed that state and district planning teams will prepare supplementary plans for establishing or strengthening community/school organizations by appraisal.</u></p>	<p>The participation of the community is essential for achieving the objectives of DPEP. Various programmes have been envisaged in DPEP proposals to ensure the participation of the Community.</p> <ol style="list-style-type: none"> 1. Formation of Village Education committees, with membership of SC/ST and women and minorities. 2. Strengthening of MTC in Primary Schools. 3. Orientation training to MTC/PTA/VEC and Mahalir Mandram Members in BRCs. The responsibility of monitoring the training programmes lies with the AEOs and Assistant District Project Co-ordinator. 4. Social awareness campaigns are to be conducted in all the villages in the three DPEP districts. The BRC resource persons will organise the campaigns with the help of MTC, PTA, VEC and Mahalir Mandram Members. The AEOs will monitor the conducting of campaigns. 5. Sensitising the teachers, Headmasters and Supervisors and the Officers of other departments for better interaction and co-ordination with the Community is a key component in the in-service and orientation training programme.

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7. District Statistics :

The mission notes that educational statistics reported in district plans are frequently inconsistent and unreliable. State statistics are complete and usable. A supplementary report on statistics for each district should be provided at appraisal following the format in Annex-8.

Statistical details have been provided in the format given in Annexure-8 of Pre-Appraisal Mission Aide Memoire.

8. Financing of Additional Teachers :

A number of states and districts have proposed financing new teacher appointments from the project beyond those required to staff classrooms constructed with project assistance. The mission will consult with IDA management on ways in which this might be done and provide a response to the GOI by February 15, 1994.

The teacher-pupil ratio as per the enrolment level is very high and this has been observed by the preparation Mission and the Pre-Appraisal Mission.

The need for increasing retention, reducing drop-outs and improving learner achievement, especially for girls and SC/ST children will have to be taken care of. So the number of teacher posts additionally proposed in the 3 DPEP districts is justified.

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9. Management :

a) The description of the project management structure at the State and District levels is inadequate; the role of the Task forces is unclear.

- a) i) A new society named as the "Tamil Nadu State Mission of Education for All" has been formed to implement the DPEP in Tamil Nadu State. For this State Level Society there is a Governing Council under the Presidentship of Hon'ble Chief Minister with Hon'ble Education Minister as Vice President. This Governing Council consists of Chief Secretary, Secretaries to various departments, Directors, representatives of M.H.R.D., N.C.E.R.T., N.E.I.P.A., Teachers, Women, Consultants, SC/STs and others as members.
- ii) The entire functions of the State Level Society shall be demonstrated, administered by an Executive Committee consisting of Secretary to Government, Education Department as Chairman, other Secretaries to Government of Tamil Nadu of various Departments, Directors of various Departments, representatives of Teachers, Women, Non-Governmental Organisations SC/STs and others as members.
- iii) The Government of Tamil Nadu have already designated the Director of Elementary Education as the State Project Director of DPEP. He is also the Member Secretary for both the Governing Council and Executive Committee of the State Level Society.
- iv) There is a State Task Force headed by the State Project Director of DPEP assisted by a full time Additional State Project Director and a group of consultants who will offer their technical expertise for the successful implementation of different components of DPEP like Non-formal Education, ECCE SC/ST and Girls Education, School building construction curriculum revision and Text Books.

At the District Level a District Executive Committee for the implementation of DPEP with Collector of the concerned District as Chairman has already been formed, with the Chief Educational Officer as Member Secretary. This Committee consists of District Level Officers of different departments to assist the Chairman during the process of implementation of DPEP. The Chief Educational Officer of the Revenue District has already been designated as the District Project Co-ordinator of DPEP.

A District Task Force headed by the District Project Co-ordinator will be formed. The District Project Co-ordinator will be assisted by a full time Assistant District Project Co-ordinator and a group of consultants who will offer their technical expertise for the successful implementation of different components of DPEP like Non-Formal Education, ECCE, SC/ST and Girls Education School building construction etc.

9. b) The ratio of professional staff to other staff in the State Project Office needs to be reviewed.

The ratio of professional staff to other staff in the State Project Office has been reviewed and modified and the Government of India guidelines and standardisation will be followed.

9. c) The proposed expansion of the Secretariat needs to be reviewed as GOI may not be able to finance any expansion of administrative personnel.

No provision has been made for the expansion of administrative personnel in the Secretariat and the Government of Tamil Nadu will follow the guidelines of GOI in this regard.

9. d) The management process (responsibilities and accountability of various functionaries, Annual work plan and Budget and flow of funds to the district block/school) needs to be spelt out.

The IDA financial assistance will flow to the State Society of Tamil Nadu through Government of India as grant under centrally sponsored scheme. Tamil Nadu Government's share of 15% of DPEP outlay will be provided in the budget for 1994-95. The State Executive Committee will implement the programme through the State Project Director. The funds for district plans will be provided to the District Executive Committee and the District Project Co-ordinator will implement the programmes

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<p>9. e) The proposal for a separate building for the DPEP project office should be reviewed in line with revised GOI guidelines.</p>	<p>and he is accountable to the District Executive Committee. The funds to the blocks and the schools will be provided by the District Executive Committee to implement the programme at the block and the village level. The training programmes at state and district level will be conducted by the DTERT and the DIETs respectively.</p>	<p>The proposed building at the state headquarters is a training centre for DPEP training activities. The two divisions, Educational Planning Management and Training and Educational Research and Evaluation will function in the new building where the State Project Director's Office will also be housed.</p>
<p>10. <u>MIS</u> :</p> <p>a) The DPEP MIS will monitor three types of data from the Project :</p> <ol style="list-style-type: none"> 1. Educational (School Statistics) 2. Progress on project inputs, expenditures / disbursements and outcomes and 3. Evaluations and research studies. 	<p>The DPEP, MIS will be utilised for three important activities :</p> <ol style="list-style-type: none"> 1. For collecting educational statistics; 2. Progress of Projects Inputs, Expenditures and outcomes; 3. Evaluations and Research Studies at State and District Level. 	<p>In order to compatible, each State's MIS must converge with those of other States and with the national MIS now being designed. For these reasons, the project team should finalise its MIS design only after receiving information from GOI on the overall national requirements and State Options.</p>

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<p>b) In the meantime, the project team can prepare to implement its MIS in two ways. First, it can constitute a State level MIS Implementation Committee to interact with the national committee now being established. Second, in the revised State Plan, the project team can address three questions not fully answered in its current plan:</p>	<p>b) A State Level Management information system implementation Committee will be constituted to interact with the National Committee.</p>	
<p>2) b) 1) What types of staff are needed to operate the MIS as an effective management tool?</p>	<p>1) <u>The System Analyst :</u> The System Analyst will consolidate and analyse all the informations at the State Level given by the District authorities. At the District Level data will be entered by the data entry operators who will be stenographers or typists who can be deployed for this purpose with adequate training given to them on the usage of the system.</p>	
<p>2) How will these persons be trained for this role?</p>	<p>i) The System Developer would give training on the usage of the specific operations software. ii) Separate training would be given by a professional agency in the operation of the system and data entries. At the State Level atleast one person (System Analyst) with M.C.A., Degree and experience in the System Operation and Usage can be recruited who will oversee all the operations of State MIS. He will also be trained in the application software and its maintenance by the developer. There will be two programmer cum Training Officers and two data entry operators to assist the System Analyst.</p>	

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	<p>3) How will information from the MIS actually be <u>used</u> to improve decisionmaking at all levels?</p>	<p>The information about educational statistics, project inputs, expenditures and outcomes, evaluation and research supplied by the district level authorities and consolidated by the System Analyst at the state level will be utilised by the State Project Director to improve decision making at all levels and also for the successful implementation of the DPEP, in Tamil Nadu State.</p>
<p>2) c) The current cost of the MIS component (Rs.16 Million) includes expansion to non-project districts. The establishment of the MIS at the State Level and in the three project districts can be financed by the project; hardware and salary costs in non-project districts cannot be financed by the Project.</p> <p>3) <u>State Finances:</u></p> <p>a) An authoritative set of figures on plan and non-plan expenditures on elementary education and total education for the last five years should be provided.</p> <p>b) The incremental recurrent costs of the project should be estimated and their ratio to the normal increase in recurrent expenditures on elementary education calculated. Recurrent costs should include salaries of additional staff retained after the project period, the cost of consumables (including school supplies), maintenance and fuel which have not been budgeted in some components.</p>		<p>c) The cost of the MIS components to non-project districts will not be included in the revised proposals for appraisal.</p> <p>The educational data already available with Government Data Centre, Madras will be utilised wherever required. The NIC people will be fully involved till the proposed MIS becomes operational.</p> <p>Plan and non-plan expenditures on Elementary Education and total education are given in the revised proposals for appraisal. The incremental recurrent costs of the project will be estimated and their ratio to the normal increase in recurrent expenditures on elementary education will also be calculated and made available.</p>

4) Gender :

a) The mission pointed out that the main strategy for girls education was appointing women teachers and building girls' toilets. The size of both these sub-components may be revised downwards in order to keep within IDA guidelines (on appointment of new teachers) and GOI guidelines on the limits for civil works. The project does not mention strategies that are specifically aimed at improving girls' retention.

4) b) The State / District teams may wish to spell out in greater detail the proposed curriculum revision (for eliminating gender bias), programmes for gender sensitisation of school management personnel and teachers, increasing the numbers of women managers and ensuring that women teachers have an equal voice in the planning and management of education.

a) It is the policy of Government of Tamil Nadu to appoint only women teachers in all the Primary Schools. The teacher-pupil ratio as per the present enrolment level is very high and this has been observed by the Preparation Mission and the Pre-Appraisal Mission. The need for increasing retention, reducing drop-out and improving achievement especially for girls and SC/ST children will have to be taken care of. So the no. of teachers posts additionally proposed in the 3 DPEP districts is justified. The no. of toilets to be provided for girls separately is revised as per the guidelines of Government of India and IDA. In the three DPEP Districts one of the main problems identified is to retain the girls in Primary Schools and to improve their education. Drop-out among girls in general and among SC/ST girls in particular is very pre-dominant. To reduce the drop-out rate of SC/ST girls and also retain them in schools an important strategy proposed in the district plan is to conduct special coaching classes for SC/ST girls and also for the most under privileged girl students of the society.

b) In Tamil Nadu State the Text Books are designed, printed and distributed by the authorities of Tamil Nadu Text Book Corporation in a well organised way.

The curriculum for Primary School was revised as per the National Policy on Education 1986 and New Text Books were brought out taking into account gender sensitisation and women's empowerment. Government of Tamil Nadu have already taken a policy decision to revise the curriculum again for primary classes during 1994-95 by framing new syllabus and Text Books will be prepared based on MLL and removal of gender bias. In the training programmes envisaged in the DPEP proposals the elements of gender sensitisation and women's

5) ECCE :

- a) The State proposals contain a programme for training of ECCE Staff. The objectives of this training programme are not spelt out in detail. It would be useful to have a more detailed description of how the education component of existing pre-school services would be improved.

empowerment have been included. Women teachers are much involved in the planning and management of education and Primary School Teachers including women are involved in Text Book writing.

a). In the District Plan documents there are proposals for imparting inservice training programmes for ECCE organisers. The objective of this training programme is to make all the pre-school children enrolled completely in the nearby primary schools, when they attain the school age. By this way cent percent enrolment is ensured and an awareness is created among the rural women folk about their responsibilities to send the children for schooling by making use the facilities available in the pre-school centres which play an important role of school readiness for the local poor and downtrodden children. By strengthening the education component in the ECCE centres, enhanced retention and quality are assured in Primary Schools.

- 1) The training programmes contemplated for ECCE organisers are to strengthen the existing education at the early childhood and developing through attachment or linking the centres to primary schools. This will create an atmosphere of school readiness and also prevent drop-outs in Std.I and II.
- 2) It is for the overall development of children in the age group of 3 to 5 for developing physical, motor, cognitive and other skills of the children.
- 3) Instructions are to be rendered through songs and stories for developing the language skills of children (oral). This will also encourage the exposure and open dialogues with mothers of these children and to give them programmes on health.

5) b) It was noted that detailed data on individual children and their families are available from the TINP project and that these could be effectively used by the Education Department for micro-planning.

6) Teacher Training :

a) The role of the Resource Centre at the DTERT should be described. No staff is indicated for the Resource Centre. Are additional staff required? What kind of qualifications will they be required to have? Who will fund them? The proposed library expansion is large. Is there space for expansion of the library? Have the costs of additional shelves and staff to support the expansion been included?

6) b) The link between training at DTERT, DIETS and Block resource centres / school complexes is not clear.

The detailed data of individual children and their families available with TINP project will be effectively used by the authorities of Education Department for Micro Planning during the project period. All the children in the pre-school will be admitted into the nearby primary schools when they complete 5 years.

The Resource centre proposed for Language, Mathematics and Science at D.T.E.R.T., will be manned by the existing DTERT staff. This Resource centre will be utilised for producing Low Cost Teaching Materials, imparting the techniques in using audio-visual aids, Charts and Maps and for giving training in this field for teachers as well as DIET faculty.

DTERT Library will be strengthened to the extent possible and a reduced outlay for the purchase of Library Books has been proposed in the revised documents. This outlay includes the purchase of shelves additionally needed.

At the State level the faculty members of the Directorate of Teacher Education Research and Training will impart training programmes for the master trainers who are the faculty members of D.I.E.T. The DTERT faculty members will get assistance from faculty members of NCERT and NIEPA, New Delhi, in the preparation of training modules and also the conduct of different training programmes envisaged in the proposals.

In the 3 DPEP project districts there are full fledged DIETS (for Dharmapuri at Krishnagiri, for Thiruvannamalai at Kilpennathur and for South Arcot at Vadalur). In each D.I.E.T. there are 7 faculties headed by 7 Senior Lecturers and in each faculty there are 2 lecturers. Therefore these faculty members of DIET will become master

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trainers after getting training from the faculty members of DTERT at State level. These master trainers will in turn give training programmes for the Resource persons of BRC who in turn will impart in service training programmes for Secondary Grade Teachers in order to update their skills in teaching learning process.

The resource persons in the BRC are 3 senior most Secondary Grade Teachers of Primary Schools including a woman and a B.Ed., Grade Teacher preferably with teaching experience in primary schools. Inservice training programmes will be designed for the subjects Tamil, English, Maths and Science and Social Sciences.

The Block Resource Centre will be located at the Block Headquarters in a Primary School or Middle School Provision for equipping the BRCs for imparting quality inservice training has been provided in the revised proposals. The BRCs also will give orientation training to the members of MTC, PTA, VEC and Magalir Mandrams in order to create the need for quality Primary Education and Social awareness among the rural folk especially women the parent of SC/ST children.

6) c) Training for use of OB materials need not be covered by DPEP as the GOI is organising a special programme (SOPT) to provide this training to all primary teachers.

Training programmes for use of OBB materials will not be included as DPEP component.

6) d) Training for NFE instructors is not included in all the districts.

Training programmes for non-formal educational instructors have been included in all the 3 DPEP Districts. They will be trained in the BRCs.

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6) e) The purpose of educational technology training for educational managers and administrators is not clear.		The purpose of Educational Technology Training for educational managers and administrators is required as they supervise and implement various components of DPEP.
f) The State/District teams should reconsider the proposed use of Secondary School Teachers as Key Resource Persons for training primary school teachers; an alternative is to use talented primary school teachers.		This has already been taken care of and 3 senior most Secondary Grade Teachers working in primary schools will act resource persons in Block Resource Centres.
g) The preparation of training materials should include field trials.		The training materials can be subjected to field trails as suggested.
h) The proposed teachers' hand books appear extremely bulky. An alternative to consider is the use of annotated text books for teachers.		The size of the teachers handbooks will be reduced to make them easily understood.
i) The cost of teachers' hand books (Rs. 7.5 Million includes supply to all primary teachers in the State (125,000 teachers). The project can fund development of hand books at the State level but supply will be funded for teachers in project districts only.		It is confirmed that Teachers hand books will be supplied only to the teachers employed in primary schools and Primary Sections of Middle Schools in 3 DPEP Districts.
j) Given the time involved in designing good training strategies and materials, training of teachers cannot be expected to start until the second year of the project.		During the first and second years of the project training programmes for teachers are not contemplated. It will be confined only to the master trainers and resource persons. The preparation of training modules and the field trails will be undertaken during the first two years.
7) <u>Learning Materials :</u>		
a) Work books are mentioned for classes 3-5 only, although the problem of low achievement begins in lower primary classes. Materials for lower primary classes should be considered.		Work books have been proposed for all the students studying from I to V Std.

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<p>7) b) The proposed work books apparently cover only English, Mathematics and Science, Materials for teaching reading in Tamil should be considered as this is fundamental for achievement in other content areas.</p>	<p>The proposed work books will cover not only Maths, Science and English but also Tamil and Social Sciences.</p>	<p>c) Field trial of work books should be included.</p>
<p>d) The state proposal contains a line item for designing, producing and distributing interactive work books (cost Rs. 50 Million). The District <u>proposals for Dharmapuri and Thiruvannamalai include cost proposals for the same item</u> (Rs. 18.1 Million and Rs.27.2 Million respectively). It is not clear whether the State proposal includes the cost of production and distribution to South Arcot or whether it includes supply to other non-project districts as well. The latter will not be covered by project funds.</p>	<p>Field trial of work books will be undertaken.</p> <p>Providing work books for all the children in Stds. I to V is one of the important components under state level intervention of DPEP to improve the learner achievement. The cost towards the production and distribution of the work book has been booked in the respective district proposals. Development and field trials of the work book will be taken-up at the state level and Tamil Nadu Text Book Corporation will undertake the work of designing and printing the work books. The work books proposed will be distributed only to the 3 DPEP districts school children.</p>	<p>8) <u>Curriculum Revision :</u></p>
<p>a) The project report should include a description of the stage of curriculum revision, the nature of the revisions and proposed time table for revising text books.</p>	<p>Government of Tamil Nadu have already taken a policy decision to revise the curriculum again for primary classes during 1994-95 and 1995-96 by framing new syllabus and Text Books will be prepared based on minimum levels of learning. The new Text Book will be made available for primary school students during 1996-97.</p>	<p>b) If the state is considering revising text books the cost of development and revision can be charged to the project. Field trials of the text books should be included.</p>

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DISTRICT PROPOSALS :Building Institutional Capacity9) Block Level Administration :

a) A substantial increase in the number of supervisory staff (AEOs) is proposed. This should be reviewed in line with revised GOI guidelines.

As per the guidelines of the Pre-Appraisal Mission Aide Memoire the expansion of supervision cadres has been included in the district proposals of South Arcot as an innovative programme during the second and third year of the project. The impact will be evaluated and the outcomes of the pilot project will be discussed with GOI prior to replication.

b) There is insufficient explanation for some of the equipment proposed for the AEO's Office (eg. Computer - What will it be used for? Who will operate it? The provision of vehicles for AEO Offices will have to be reviewed in line with revised GOI guidelines.

The vehicles for Assistant Educational Officer's Office are not suggested in the revised district proposals. For AEO's Office only essential equipments and furniture are to be provided excluding computer.

10. BLOCK RESOURCE CENTRES :

a) Block Level Equipment included T.V., Video, Xerox etc., The justification for TV and Video in BRCs has not been provided (eg.) Are training programmes on Video available? Is there a proposal to develop them? Who will develop them? Unless there is supporting software, such investments cannot be financed by the project.

a) For Block Resource Centres/ the essential equipments alone are considered for inclusion in the plan proposals/Block Resource Centres are the important nerve centres, for imparting various inservice training programmes for Secondary Grade Teachers of Primary Schools and also for grass root level functionaries like members of the Village Education Committee, Mother Teacher Council, PTA and other non-governmental organisations. Therefore these centres need to be equipped with modern electronics gadgets like T.V., Video etc. A small xerox machine is also essential for getting training modules duplicated for distribution to all the teachers who undergo training activities. The Educational T.V. Studio functioning in the DPI Campus can produce audio and video cassettes that will be used in the proposed Block Resource Centres.

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INCREASING ACCESS :11) Teachers:

a) Salaries of additional teacher is a major item in this component (Rs. 271 million out of Rs.691 million). As stated previously, IDA will fund new teacher posts only against new classrooms/ There are not existing teachers.

The teacher-pupil ratio as per the present enrolment level is very high and this fact has been observed by the Preparation Mission and the Pre-Appraisal Mission. The need for increasing retention, reducing drop-out and improving learner achievement especially girls and SC/ST children will have to be taken care of. So the number of teachers post additionally proposed in the 3 DPEP districts is justified.

IMPROVING RETENTION :12) Civil Works :

a) Where toilets are being constructed, the provisions made for water and a person to clean the toilets, should be stated. The proposal covers only girls' toilets (as part of the strategy for improving retention) when there are no toilets for boys and male teachers, it should be considered whether the toilets will be used by girls and female teachers.

As per the guidelines of the Government of India and IDA/Civil works which consist of construction of classroom buildings, provision of toilets and provision of drinking water facilities will be limited to 24% of the total outlay of the DPEP district plans.

Toilet facilities are to be provided in primary schools exclusively for girls and these toilets will be utilised by female teachers also. In village areas male teachers and boys normally use open area available in the selected places. To clean the toilets local women will be engaged on a daily wage basis from out of the little funds available in the mother teacher councils.

b) The proposal to electrify all primary schools should be reconsidered. What are the recurrent costs of this proposal? Who will bear them? What is electricity required for (lighting? equipment?)

Provision of electricity facility is not proposed for existing school buildings. For the school buildings to be constructed newly under DPEP provision of electricity facility has been included as in built component in the cost of construction.

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12) c) In order to bring down the unit cost of construction, the state government may wish to explore alternative mechanisms for undertaking school construction (through community participation) which ensure adherence to minimum technical standards and which are acceptable to GOTN and GOI.

The construction of class room buildings for primary schools will be entrusted with the construction branch of the Directorate of Technical Education headed by the Superintending Engineer of P.W.D., who in turn would adhere to the civil construction manuals prescribed by Government of Tamil Nadu. Wherever possible the community participation will also be entertained for the school building construction work.

13) Learning Aids and Play Materials :

a, b. and c

a) The cost of aids and play materials per school (Rs.15,000/- - Rs.18,000/-) appears excessive. The cost of equipment for block lead schools is Rs.125,750/- per school in Dharmapuri. The total cost of this sub-component (Learning and play materials and equipment) comes to Rs.99 Million.

As per the guidelines of Pre-Appraisal Mission Aide.Memoire, provision is made for the purchase of learning aids, furniture and play materials at the rate of Rs.500/- per teacher per annum. The materials will be purchased in consultation with the Headmasters and teachers of Primary Schools from the standardised list of items.

b) Issues relating to procurement, storage and replacement of such materials as well as their replacement have not been addressed. Many of the learning aids are science models which appear unfit for primary school students. Their use in class room instruction has not been described. Will teachers be interested or able to use them? Are the learning material relevant for using in conjunction with text books? Will teachers be imparted training in their use? What will the equipment in the block lead schools and school complexes be used for, who will use it? How will the materials be replaced annually? The preparation of low cost materials which can be sustained should be explored.

c) The State/District teams may wish to consider alternative ways of providing essential supplementary learning materials to schools. Instead of sending a pre-determined list of items to every school, more flexible, less expensive and potentially more effective method might be to give

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every school an annual fund and give teachers freedom to spend the money on agreed categories of expenditure. The mechanisms for supervising these expenditures should be outlined.

14) Special Coaching Centres :

a) These have been included in all three district proposals at a total cost of Rs.50 Million; only Dharmapuri District provides a rationale that they will be for SC/ST and 'Backward' students (especially girls) and will provide an additional two hours of teaching to these students. This strategy needs to be described more fully. For instance, will these children be willing to stay behind for another two hours? Has the strategy been tried anywhere?



15) Residential Schools :

a) Three residential schools have been proposed in T.V.S. The rationale is not clear. Which children will these schools serve? Where they be located? Why are recurring costs as high as Rs.5 Lakhs per year (against a non-recurring cost of Rs.4 Lakhs).

This is a new scheme specially meant for the SC/ST Girls who normally get themselves dropped out from schools due to their socio economic back ground. In order to reduce the drop-outs and also to increase the retention of girl students especially among the SC/ST. This innovative scheme is envisaged in the district proposals. This will definitely enhance the retention of SC/ST Girl students and reduce the drop-out. After the regular school hours these centres will function in the school premises and the SC/ST and other slow learners will be given special coaching which will promote better retention of SC/ST students especially girls and others. This will also improve qualitative achievement of the learners. During 1994-95 a field trial will be undertaken in selected places.

Three residential schools have been proposed in Thiruvananthapuram District where tribal population is predominant in some areas like Jawadhu Hills. To increase the educational opportunities for tribal children in these areas residential schools have been proposed in the second year. An evaluation study of the existing schools under the Department of Adi-Dravidar Welfare will be undertaken during 1994-95.

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IMPROVE LEARNING ACHIEVEMENTS :

Guideline of Government of India will be followed in this regard.

GENERAL ISSUES :

16) Unit Cost :

- a) State Government norms will be followed uniformly for the sanction of T.A./D.A.
- b) Cost towards the preparation of training material will be adopted uniformly for all the 3 DPEP Districts.
- c) The instructions given in this regard will be followed.

17) Link between issues and strategies :

- a) Government of Tamil Nadu have already contemplated for making free and compulsory primary education for all the children of age group 6 to 14 through legislation and campaign.

Already incentive schemes of Government of Tamil Nadu are in vogue which are responsible for cent percent enrolment and reduction of drop-out considerably in Primary Schools.

- b) To improve the quality of education various strategies have been envisaged in DPEP districts thereby the achievement of most of the children will be enhanced.
- c) When the learning achievement of children is enhanced repetition will be definitely reduced to a very great extent.
- d) Tribal children in South Arcot may not face any problem to pick up the language skills. The language they speak is only a local dialect and this language does not have any letters and the tribal children of South Arcot will have to get their education only through Tamil Medium of instruction.
- e) The teacher pupil ratio in Dharmapuri will be reduced to the extent possible by redeploying the surplus teachers available for the needy schools. Government of Tamil Nadu may also consider for appointing additional teachers to reduce the teacher pupil ratio in Dharmapuri District.

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