

School Mapping
State Level Report
Tamil Nadu

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Project on School Mapping

State Level Report

(Suggested Format)

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(This part should be based on information collected through State, District and Block Level Questionnaires. From the State Level Questionnaires, the position may be explained in comparison with the field situations/experience/comments/ observations as obtained through District and Block Level Questionnaires and Opinion Questionnaire to elicit views of knowledgeable persons. Apart from presentation of facts, it should include ^{critical} appraisal of facts wherever needed, issues may be raised and suggestions given)

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 - Teacher salary
 - Staff salary
 - teaching material
 - library
 - others
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Part -IV: Main Findings and Suggestions

On the basis of analysis in these parts and discussion with knowledgeable persons and opinion survey, give main findings, major issues for further study and concrete suggestions, particularly in the following areas:-

- a) Locational planning for provision of educational facilities, covering expansion as well as rationalization aspects in respect of opening and upgrading schools and non-formal educational Centres.
- b) Planning for provision and utilization of facilities in schools i.e. teacher and non-teaching staff, building, accommodation and equipment and furniture, teaching-learning material.
- c) Norms for development and maintenance of educational services, their relevance, need for revision and govt. approval, their application, conditions and process for deviation.
- d) Organizational structures and functions at various levels, techno-academic support, administrative and professional support.
- e) Role of community and people participations.
- f) Any other area, topic, issue relevant to study.

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* PART I : THE CONTEXT *
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* CHAPTER I: THE STATE *
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* a. General Scenerio *
*
* b. Educational Scenerio *
*
* c. Educational Desparities *
*
* d. Access and Participation *
*

PART I : THE CONTEXT

CHAPTER-I : The State

a) General Scenario:

Tamil Nadu Area and Population

1. Area of Tamil Nadu (Sq.K.M.)	..	1,30,058
2. Population	..	4,84,08,077 (1981 Census)
3. Density	..	373 (P) per Sq.K.M.
4. Literates	..	2,26,37,659
5. Main Works	..	1,90,26,393
6. a) Cultivators	..	55,59,103
b) Agriculture Labourers	..	60,37,601
c) Household industry manufacturing processing, servicing and repairs.	..	8,98,277
d) Other workers	..	65,31,412

India is the Second Populous and Seventh Largest Country in the World. Our Sub-continent was under the rules of Hindus, Muslims and later on under the British. The British ruled the country for nearly two centuries and ours is the only country in the world to have attained Independence through Non-violence under the leadership of Mahatma Gandhi, Pandit Jawaharlal Nehru, Rajaji and others.

Lying entirely in northern hemisphere, the mainland extends between latitudes 80 to 37. North and longitudes 68° to 97° East and measures about 3,214 Kilometres from North to South between extreme latitudes and about

2,930 Kilometers from East to West between extreme longitudes. It has a Coast line of 6,083 Kilometres.

(i) Geographic Profile :

GENERAL INFORMATION

1. Revenue Districts	..	21
2. Development Districts	..	25
3. Revenue Divisions	..	60
4. Taluks	..	172
5. Firkas	..	1101
6. Revenue Villages	..	824 17275
7. Panchayat Unions	..	384
8. Town Panchayats	..	622*
9. Village Panchayats	..	12616*
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* as on 31.3.1989

Tamilnadu lies between the longitudes of 76° East to 80° East and latitudes of 8° North to 14° North. Kanyakumari the famous tourist spot and pilgrimate place is the Southern most tip of the State. Topographically the State can be divided in two Two zones, namely the

Deccan Plateau lying between the Eastern and Western Ghats and the Coastal Plain (known as Coromandel Coast) lying between the Eastern Ghats and the Bay of Bengal. Tamilnadu is one of the biggest States in our Country having an area of 1,39,069 Square Kilometres and a population of nearly 5.30 Crores. It is the Southern most part of India with the Indian Ocean in the South, Bay of Bengal in the East, Kerala on the West, and Karnataka and Andhra Pradesh in the North. It is rich for its ancient art, Architecture artistic exquisite handicrafts. There are ²¹ 20 Revenue Districts, 59 Revenue Divisions, 168 Revenue Taluks, 1098 Revenue Firkas and 16448 Revenue Villages in the State. There are several Forests in the State and the total Forests area is 2066319 Hectares. The holy Cauvery, Pennaiyar, Palar, Vaigai and Thamiraparani are the chief rivers of this State. Rainfall in the State is mainly determined by the South-West Monsoon (June to September) and the North-East Monsoon (October to December). The soil is mainly of Three types: Red, black and Alluvial. Red is the predominant soil. The State has a variety of mineral wealth like Salt, Limestone, Magnesite, Gypsum, Mica, Bauxite, Aluminite, Monesite, Fire Clay, Lignite and Iron Ore.

ii. Demographic Profile :

India is the second most populous country in the world with 684 Million population as per 1981 Census. With 2.5 Percent of total land area of the world India

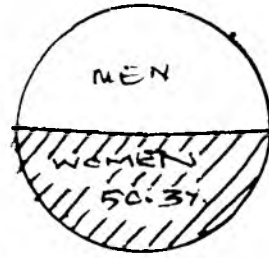
1970 Last Five Census period

Rural

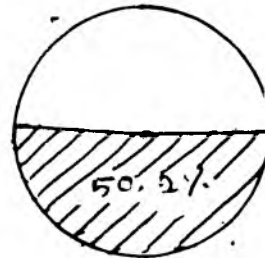
Urban

Total

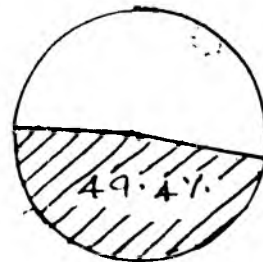
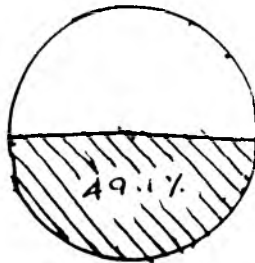
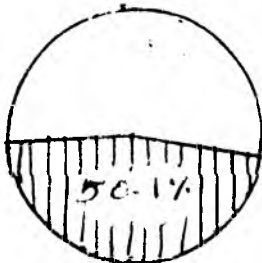
1941



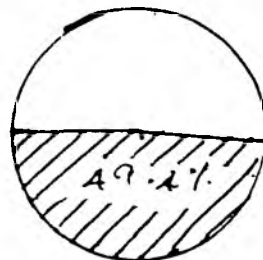
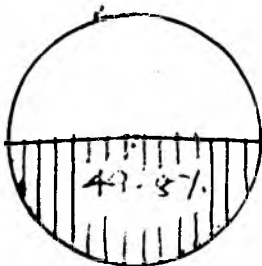
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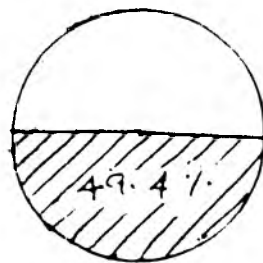
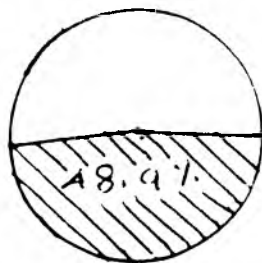
1961



1971



1981



times of the population in 1901 Census. However the decadal variation of population has been reduced from 22.30% to 17.50% in the Census period 1971-81 with the effective implementation of family Planning measures (Diagram enclosed).

The Rural population of the State is estimated to be 3,56,34,239 and the Urban population is estimated to be 1,74,14,507. Thus the total population of the State is estimated to be 5,30,48,737. About 67.17% of the population is in rural area and the remaining 32.83% is in urban areas. The total population is in 47,392 habitations out of which 5445 habitations are predominantly populated by Scheduled Caste people and 985 habitations are predominantly populated by Scheduled Tribes. The percentage of Scheduled Caste predominantly populated habitations is 11.5% and the percentage of Scheduled Tribes predominantly populated habitations is 2.1%

Population and Sex composition:

A brief analysis of demographic female population viz., Male population is made in this paragraph. As per 1981 Census Female population of 239.0 Lakhs account 49.4% of the total population of Tamilnadu.

Table-2.

Distribution of population by Sex and Area(Percentage)

Census Year	Rural		Urban		Total	
	Men	Women	Men	Women	Men	Women
1951	49.64	50.36	50.35	49.65	49.81	50.19
1961	49.93	50.07	50.93	49.07	50.20	49.80
1971	50.24	49.76	51.25	48.75	50.55	49.45
1981	50.32	49.68	51.11	48.89	50.59	49.41

Source: Census of India.

Declining trend in the growth of female population is observed over the last four Census. Similar trend is noticed in the rural component, whereas the trend in the ~~xxx~~ reverse direction is noticed during the last two census in the urban component.

Table-3

Percentage variation in the population by Sex and area

Census Year	Rural		Urban		Total	
	Men	Women	Men	Women	Men	Women
1951	8.00	7.00	42.10	41.38	14.90	14.41
1961	9.02	7.75	24.00	21.16	12.76	10.98
1971	17.08	15.61	39.52	37.73	23.16	21.43
1981	13.13	12.78	27.64	28.36	17.57	17.42

Source: Census of India

iii) Economic Profile:

Tamilnadu has several industries providing Employment Opportunities for the people. Important industries are Sugar, Salt, Cement, Paints and Enamels, Tyres, Tubes and Cotton yarn.

The State has a network of roads which facilitates easy communication and access to all parts of the State. The State is served by the Southern Railway. Headguage line connects the National and State capitals. The Southern most part of India, Kanyakumari, has also been linked with the rest of India by Railway.

There are 2 Major Ports, 2 Intermediate Ports and 6 Minor Ports in the State.

By 1985, the No. of working factories in the State was 12,151 and about 8,07,239 workers were employed in all these factories. The number of Man Days worked during the year was 20,59,92,412.

As the agricultural sector forms a significant part of the economic activities, seasonal fluctuations cause noticeable variations in the economy. Without the proper background, the inferences are likely to be misdirected. Keeping this limitation in mind, it is however possible to make a review of the overall development of the State since 1970-71.

Figures showing growth of State Income (Net State Domestic Product) and per capita income in the years 1970-71 to 1984-85 at current and constant prices are given in the Table 1.1 below:

NET STATE -- DOMESTIC PRODUCT AND PERCAPITA INCOME

AT CURRENT AND CONSTANT PRICES.

Year	State Income		Per capita Income	
	At constant prices (1970-71)	At current prices	At constant prices (1970-71)	At current prices
1.	2. (RUPEES IN LAKHS)	3.	4. (IN RUPEES)	5.
1970-71	2,37,110	2,37,110	581	581
1971-72	2,49,075	2,69,617	599	648
1972-73	2,49,978	2,83,895	589	669
1973-74	2,60,934	3,43,231	603	793
1974-75	2,26,574	3,63,872	514	826
1975-76	2,67,904	3,72,740	597	831
1976-77	2,76,324	4,30,388	606	944
1977-78	3,03,090	4,70,987	654	1,017
1978-79	3,14,224	5,02,392	669 668	1,069
1979-80	3,18,263	6,38,102	584	1,280
1980-81	2,81,199	6,38,102	585	1,324
1981-82	3,29,121	7,98,478	674	1,635
1982-83	3,10,132	8,07,279	625	1,626
1983-84	3,24,183	9,00,151	642	1,783
1984-85	3,72,690	10,63,494	726	2,070

The aggregate state income data prepared by the Department of Statistics of the State Government are made up of five major components: (i) Primary sector, (ii) Secondary sector (iii) Transport, Communication and Trade, (iv) Finance and Real Estate and (v) Community and personal Services. These in turn are further divided into 13 sub-heads. The relative significance of these sectors may be observed from the State income figures (quick estimates) for the year 1984-85 furnished in the following Table I.III. A comparison of these with the corresponding figures relating to 1970-71 and 1979-80 brings out the changes in the composition of the State Income resulting from the growth of the economy.

TABLE I. III
NET STATE DOMESTIC PRODUCT AND ITS COMPOSITIONS
1970-71, 1979-80 AND 1984-85
(AT CURRENT PRICES)

Sector	1970-71		1979-80		1984-85	
	Rupees in lakhs	per cent intotal	Rupees in lakhs	Per cent total	Rupees in lakhs	Percent to total
1.	2.	3.	4.	5.	6.	7.
1. Agriculture allied activities	90,456	38.15	1,73276	28.43	2,52902	23.78
2. Forestry and logging	816	0.34	1940	0.32	2110	0.20
3. Fishing	1955	0.83	4000	0.65	8106	0.76
4. Mining and quarrying	1286	0.54	2123	0.35	4632	0.44
Sub: Total: Primary	94513	39.86	1,81339	29.75	2,67750	25.18
5. Manufacturing						
5.1 Registered	26,462	11.16	92293	15.14	160147	15.06
5.2 Unregistered	19,409	8.19	68881	11.30	78118	7.35
6. Construction	12,315	5.19	27209	4.47	45885	4.31
7. Electricity, gas water supply	3,749	1.58	9448	1.55	27753	2.61
Sub: Total	61935	26.12	197831	32.46	311903	29.33

*1	2.	3.	4.	5.	6	6.7.
8 Transport and Communication:						
8.1. Railways	2843	1.20	6104	1.00	11041	104
8.2 Transport by othermeans	7462	3.15	22401	3.67	47944	4.51
8.3 Communication	2521	1-06	7835	1.29	11696	1.10
9 Trade, Storage, Hotels and Restaurants	32969	13.90	110539	18.14	235335	22.12
Sub:Total: Transport, comm- unication and trade	45795	19.31	146879	24.10	306016	28.77
10. Banking and Insurance	5068	2.14	18311	3.00	40698	3.83
11. Real Estate and Owner-ship of dwellings	8003	3.37	17984	2.95	44708	4.20
Sub:Total: Fianance and Real Estate	13071	5.51	36295	5.95	85406	8.03
12. Public Administration	7937	3.35	19518	3.20	42345	3.98
13. Other services	13859	5.85	27662	4.54	50074	4.71
Sub-total: Community and personal Services	21796	9.20	47180	7.74	92419	8.69
14. Total net State Domestic product at Factor cost	237110	100.00	609524	100.00	1063494	100.00

iv) Social profile:

One of the directive principles of State Policy in the constitution enjoins that the State will promote with special care the educational and economic integration of weaker sections of the people and in particular the Scheduled Castes/Scheduled Tribes and shall protect them from Social injustice and all forms of exploitation. This direction has been reflected in the Five Year Plans of the State, which has sought to raise the socio-economic levels of all the people including Scheduled Caste/Scheduled Tribes and other weaker sections in Tamil Nadu. Vigorous and systematic efforts are being made by the State Government to bring about socio-economic amelioration of the weaker sections of the society in general, and backward classes in particular. To channelise and to monitor the flow of benefits to the Scheduled Castes/Scheduled Tribes, the department of Adi-draavidar and Tribal Welfare has been established in the year 1949.

As per the 1981 census, the population of Scheduled Castes in Tamil Nadu is about 88.81 lakhs and that of scheduled Tribes is 5.20 lakhs. which represents 18.35 per cent and 1.07 per cent respectively of the total population of the State (484 lakhs.) The literacy rate of scheduled Castes is 30 per cent and that of scheduled Tribe is 20.45 percent as against 47 per cent of general population. Among the 88.81 lakhs of Scheduled Castes in the State 45.86 lakhs are males and 43.95 lakhs are females with the largest concentration in South Arcot and Chingleput Districts. 80 per cent of Scheduled castes/Scheduled Tribes live predominantly in rural areas and depend mainly on agriculture and allied activities for their living and the remaining 20 per cent live in urban areas. About 2.10 lakhs of Scheduled tribes are living in 9 integrated tribal development blocks in 5 districts namely, Salem, North Arcot, South Arcot, Dharmaduri and Tiruchirappalli.

Education is the key as well as the first step for the socio-economic development of Adi-dravidars as well as tribals. In Tamil Nadu, Education is free for all upto twelfth standard and for scheduled caste/ Scheduled tribes upto post-graduate degree level. In terms of percentage, the Adi-dravidars have increased the literacy by 7.85 per cent and scheduled tribes by 11.43 percent over the level achieved in 1971, while the general population has shown an increase of 7.00 per cent only. Out of 25 lakhs of Adi-Dravidar children, 78.3 per cent have been enrolled in schools. In the field of education the main activities are the grant of scholarships maintenance of schools, opening of hostels, supply of nutritious meals, books, slates, note books, clothing and boarding grants, etc., About 59,000 Adi-Dravidar students and 300 Scheduled tribe students have benefited every year, though provision of post-matric and pre-matric scholarships during the Sixth Plan. Loan scholarships were also sanctioned to about 39,711 Adi-Dravidar students and 1,529 scheduled tribe students during the plan period.

Educational programmes: There are 160 residential school for the tribal population in the State. The residential schools cover elementary, middle hig and higher secondary schools. Out of 160 residential schools 56 are located in hill areas. During the Seventh Plan it is proposed to construct four Government tribal residential schools in hill areas. At present there are 80 Government tribal residential schools in non-integrated tribal development project areas. It is proposed to open four Government,tribal residential schools during the plan in non-I.F.D.P. areas also.

to improve the mobility of the handicapped and establishment of Regional Rehabilitation centres, was effectively implemented during the plan under review. Apart from this, emphasis was laid down on stepping up "mother and child health care" programmes and other support services by providing supply of nutritious food to children, expectant and lactating mother, "health" and "nutrition" education to women particularly in rural areas. Special attention was given to tribal people by providing informal pre-school education, supply of free text books, mobile health care services, etc., during the Sixth Plan.

Nutrition and Health for All will be the goal of Tamil Nadu

in the Seventh Plan:-

The Education Department and the Social Welfare Department implement Nutrition Programmes for children and school boys and girls in the age group of 2 to 15 years under the Chief Minister's Nutritious Meal Programme Scheme to tackle the problem of mal-nutrition and to provide facilities for pre-school education and health coverage. The Social Welfare Department caters to the Nutrition of the children from 6 months to 2 years under, and from 2+ to 4+ under the I.C.D.S. AND CMNMP Programmes respectively. The Education Department provides nutritious meals to children from 5 to 15 years of age. During the current year, 30,000 children of 6 months to 2 years of age, and 22.30 lakhs of children of the age group 2+ to 4+ are covered under the programme administered by the Social Welfare Department. At present there are 23,040 child welfare centres (22840 CMNMP 200 ICBS Centres) in rural areas and 5,065 child welfare centres (3344 ICBS; 145 MUDP 1,576 Non ICBS Centres) in urban areas wherein

supplementary nutrition is being provided to children through ICDS, CMNMP and Social Support Scheme. In addition to these centres, 9,000 Community Nutrition Centres are functioning under IINP, with the assistance of World Bank in Madurai, Kamanthapuram, Pudukkottai, Tirunelveli, North Arcot and Chelgalpattu Districts. Under the CMNMP, as many as 55 lakh of pupils in standards I to 10 in schools are fed through 37,447 school feeding centres.

Sixth Plan Performance:

The objectives of schemes contemplated under Sixth Plan were mainly oriented towards the upliftment of rural society in general with particular emphasis on "removal of poverty" and "reduction of disparities" by specifically assisting persons below poverty line to transform the socio-economic scene in rural areas. Labour intensive projects were given pride of place to tackle effectively the unemployment and under employment prevailing in rural areas, besides creating many durable community assets to make the rural life more livable. Of the schemes Self Sufficiency Scheme implemented for provision of basic necessities in villages and later extended to Town Panchayats deserved special mention for the reason that it resulted in achieving the above objectives to a larger extent.

TOURISM:- The vast reservoir of tourism resources natural historical, religious cultural archaeological, ethnic Beaches and Wild-life as well as business traffic have created conditions for developing tourism as a thriving industry. The natural beauty of Tamil Nadu is both spectacular and varied with a myraid of tourist

attractions. It has an immense potential to cater to the varied tastes of tourists, both domestic and international. Tamil Nadu is the window to the modern South as much as it is a wide open archive of ancient legacies, living traditions and incredible cultural treasures. Despite these tourism resources, Tamil Nadu's share of global traffic has not been growing compared to international tourist arrivals in certain centres of the Country. There is need for giving emphasis for increasing State's share of international tourists.

b) EDUCATIONAL SCENARIO:

1) Introduction:

(PROGRESS OF EDUCATION IN TAMIL NADU)
SIZE OF SCHOOL SYSTEM IN TAMIL NADU

The outlay on School Education (including Higher Secondary Education) accounts for Rs.748 crores out of the outlay of Rs.1,042 Crores under Education Demand in the Budget Estimate 1990-91. The size of the school system in Tamil Nadu, as on the 30th September 1989,

(1)	Number of schools (2)	Number of teachers (3) (IN LAKHS)	Number of pupils (4) (IN LAKHS)
Primary Schools (Standards 1-5) ..	29,491	1.19	54.46
Middle Schools (Standards 1-8 or 6-8) ..	5,651	0.66	29.98
	35,142	1.85	84.44
High and Higher Secondary Schools (Generally Standards 6-10/6-12)	4,949	1.13	32.24
	40,091	2.98	122.68

The strength of pupils according to the level of standards was as follows:-

Standards (1)	pupils		
	Boys (2)	Girls (3)	Total (4)
	(IN LAKHS)		
1 -- 5	41.40	35.32	76.78
6 -- 8	17.57	12.76	30.33
9 -- 10	6.82	4.24	11.07
11 -- 12	2.62	1.87	4.50
	68.48	54.25	122.68

The Government of India envisaged the achievement of 100 per cent enrolment under age group 6-11 and 75 percent enrolment under age 11 - 14 by the end of Seventh Five Year Plan (i.e. by 1989-90). It is gratifying to note that Tamil Nadu has reached the levels of 100 percent enrolment under age group 6 - 11 and 80 per cent under a ge group 11 - 14. The number of pupils additionally enrolled in schools in Tamil Nadu during 1989-90, was as follows:-

Age group (1)	Boys (2)	Girls (3) (IN LAKHS)	Total. (4)
6 -- 11	0.51	0.52	1.03
11 -- 14	0.66	0.63	1.29
	1.17	1.15	2.32

(11) HISTORY OF EDUCATION IN TAMIL NADU:

If for nothing else, atleast for the growth of Nationalism the Indian would remain grateful to the English. Knowingly or unknowingly the British imperialism laid infrastructure for the development in the field of Education, Transport and Communication, Judiciary and Administrative system in India. Before the advent of the British in India, Education was considered as a private affair. Upto 1813 the East India Company did not recognise the promotion of Education among the natives of India. The Charter Act of 1813 contained a clause according to which a sum of One Lakh of Rupees had to be allotted for the promotion of Education in India but even so small an amount could not be utilised because of the controversy arose over the medium of instruction. The Governor of Madras Province Sir Thomas Munroe was responsible to establish the Board of Public Instruction in the year 1826 in Madras and this even is considered as the origin of this

Department. Because of the efforts of Lord Cornwallis and Lord Macartney the English Language was decided as the medium of instruction in the year 1800 and the amount allotted according to the Charter Act 1813 was being spent every year for the promotion of Western Education in this country. In the year 1849 Lord Alphonston the Governor of Madras Province established Board of University and Mr. George Norton was as the President of the School Education.

Sir Charles Wood's Despatch on Education in 1854 laid the foundation on which the educational system has since developed. In accordance with the recommendation of this Despatch a department of Public Instruction was opened in Madras and Sir Arbuthnot was appointed as First Director by the Provincial Government. This department implemented the recommendations of this despatch such as opening of Model High School, giving Grants-in-aid to private schools subject to Department inspection and improving female education etc. Subsequently the Director Mr. Henry Bide Wellrigg implemented the recommendations of Hunter Commission during his period 1880-1892. As per this recommendations the Primary Education was entrusted to the Municipal Committees and the District Boards and the system of Grants-in-aid was also introduced. Mr. Wellrigg was responsible for shifting this Directorate to this present building as per the Government Order No.99/Education, dated 20.02.1889. The D.P.I. Complex area is more or less 18 Acres owned by Mr. Benjamin Reebuck and was transferred to Thiru. Annasamy in the year 1809 later this land was sold out to Mr. Edward Samuel Moorat in the year 1813. Mr. Moorat who built this buildings for his own use later sold this land with buildings to Government of Madras

Province in the year 1827 for the amount of Rs.90,000/-. This main building was occupied by this Department as per the G.O., above in the year 1889. During his period 1892-1899 Mr. David Duncan as the Director introduced the Madras Educational Rules regarding the educational system such as recognition of private aided schools, fixing up educational qualification for teachers and regularisation of their service etc. He was also considered as the pioneer in the architect of Universalisation of Education. In the year 1911 Sir Alfred Boume the Director conducted SSLC Public Examination at first time which was also considered the important event in the history of the department. In the year 1924 the free and compulsory education scheme at Primary level was introduced in the Selected villages. During this period Sir. Nevril Stephan implemented the scheme such as fee concession and scholarships for backward class students. The introduction of western Education in India proved a great blessing in disguise through the growth of education was not so significant before independence. With the dawn of freedom, the educational system of the country also witnessed a great revolution. The growth of education was very prominent in Tamil Nadu after Independence. In the year 1956 Midday Meals Scheme was introduced for poor pupils for their educational growth. The growth of education in rural areas was very steep after the introduction of the scheme of free education in the year 1964.

Separate Departments such as Department of Legal Studies, Department of Medical Education, Department of Technical Education etc., were established from the Department of School Education and Department of Collegiate

Education. Department of School Education further splitted as Department of Government Examination in the year 1975 and as Department of Non-formal Education in the year 1976 and Department of Elementary Education in the year 1986.

development
The Department of School Education

(111) THE IMPORTANT EVENTS OCCURRED IN THE HISTORY OF THE DEPARTMENT ARE PRESENTED BELOW:

- 1826 Board of Public Instruction established.
- 1841 First High School opened in Madras.
- 1849 High Schools for Girls opened.
- 1854 Directorate of Public Instruction established.
- 1892 Madras Educational Rules enforced.
- 1910 Board of Secondary Education established.
- 1911 SCLC Public Examination conducted at first time.
- 1921 Madras Elementary Educational Rules enforced.
- 1924 Compulsory and Free education introduced in some selected places.
- 1953 Directorate of Legal studies established.
- 1955 Pension scheme for Teachers introduced.
- 1956 Midday Meal Programmes implemented.
- 1957 Directorate of Mechanical Education established.
- 1960 Scheme for Free Supply of Uniforms for school children organised.
- 1964 Introduction of Free Education upto High School level.
- 1965 Directorate of Collegiate Education established.
- 1969 Tamilnadu Text Book Society established.
- 1972 Directorate of Public Libraries established.
- 1975 Directorate of Government Examinations and SCERT established.
- 1976 Directorate of Non-formal and Adult Education established.
- 1978 Higher Secondary Education (10+2) introduced.

- 1981 Teachers in Panchayat Union Schools become Government employees.
- 1982 Nutrition Meal Scheme introduced.
- 1985 Free supply of Text Books and Uniforms upto VIII Standard extended.
- 1986 Directorate of Elementary Education established, implementation of National Policy on Education, Teachers in Municipal/Township/Corporation become Government employees., and
District Institute of Education and Training formed.
- 1988 Introduction of Revised syllabus based on National-Policy on Education for I,III,V and VI Std.
- 1989 Introduction of Revised syllabus based on National-Policy on Education for II, IV, VIII, IX and XI Standards.

(iv) SYSTEM OF SCHOOL EDUCATION IN TAMIL NADU:

Prior to 1978, Tamilnadu had the system of 11 years of schooling, one year Pre-University course attached to the Colleges and 3 years of Degree Course. In 1978, Tamilnadu adopted the 10+2+3 system of Education. The ten years of schooling comprises of 5 years of Primary Education, 3 years of Upper Primary Education, and 2 years of Secondary Education. The old Eleventh Year of School Education and the Pre-University Course were clubbed and the +2 Scheme thus evolved was named as Higher Secondary Course and became part of Higher Secondary School Education. Thus brought in improved facilities for the School Education sector both in Men and materials.

The Higher Secondary Course consists of 2 streams- Academic and Vocational. The introduction of the Vocational stream is the main thrust of the Higher Secondary Course. Here again Tamilnadu has got the District feature of implementing Vocational Education through a large No.of

Institutions. The students in the Vocational stream after the successful completion of the +2 (Vocational) course can seek self employment by utilising the monetary assistance of several agencies like Banks etc.

However, provision has also been made for their Vertical mobility. In fact, some seats in the professional colleges in various disciplines are exclusively reserved for the vocational stream students.

The performance of Tamilnadu in the fields of early childhood education, elementary education, adult education and vocational education at Higher Secondary level have won commendation. It is the directive principle of the Constitution of India that compulsory education should be provided to all children at age group 6-14. The Government of Tamilnadu is taking concrete steps to achieve this objective.

(v) BUDGET :

Tamilnadu Government has allotted 668-30 Crores for the improvement of School Education in the year 1989-90.

Table-1

Detail expenditure and outlays of School Education			
Year	Plan	Non-Plan	Total
(Rupees in Crores)			
1980-81	12.79	187.14	199.93
1981-82	14.40	204.68	219.08
1982-83	20.09	251.65	271.74
1983-84	21.30	205.09	226.39
1984-85	23.21	249.10	272.31
1985-86	32.67	241.33	274.00
1986-87	42.38	262.72	305.10
1987-88	56.86	507.17	564.03
1988-89	48.71	597.19	645.90
1989-90	63.23	605.07	668.30

.....

It is noticed from the above table Government expenditure on education has been increased nearly three and half times in the last 10 years.

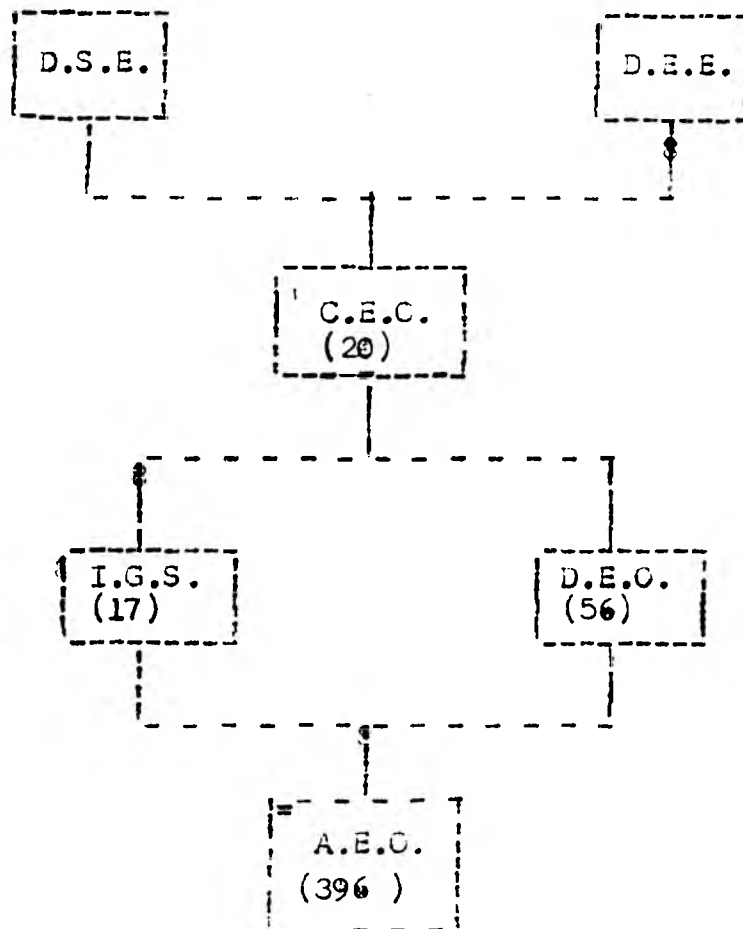
(vi) SPECIAL FEATURES:

Tamilnadu has got the distinct feature of implementing Nutritious Noon-Meal Programme on a massive scale. The total beneficiaries in this scheme during 1985-86 were 30.94 Lakhs. Together with this, additional incentives like Free Text Books, Free Uniforms and Free Chappals are also given to the beneficiaries of the Nutritious Meal Programme. These incentives have helped to bring more children to school. The Nutritious Meal Programme which was initially implemented in the Primary Schools and Balwadis was later on extended to Secondary Schools also. Marriage grants to girls is another incentive for girls students. Schemes like operation Black Board, Improvement of Science Education, Environmental Education etc., supplement to the growth of education in Tamilnadu.

(vii) THE STRUCTURE OF ~~SCHOOL~~ SYSTEM: *Administration of School Education*

There are separate Directors for School Education, Elementary Education, Non-formal Education, Government Examination and Training and Research.

The Director of School Education controls the personnel of the Department. The Director of School Education and Director of Elementary Education have the common Inspecting Officers at the field level.



The Chief Educational Officer is incharge of Education of a Revenue District. He has one inspector of Girls Schools for ~~the~~ his Revenue District. ~~and~~ He has District Educational Officers according to the Number of Educational Districts under him. A District Educational Officer is incharge of one Educational District.

One Educational District is divided into number of Blocks. Each one is incharge of an Assistant Educational Officer.

All the policies of Education Department are implemented by the Field Officers.

C. EDUCATIONAL DESPARITIES

In order to reveal the Desparities among various Districts in Tamil Nadu in respect of habitation and population the following table is given.

Table 7 (Statistical Book)

Revenue Districts	No. of habitations	Total population	Population			
			Scheduled Castes	%	Scheduled Tribes	%
1. Madras	--	3276622	437916	13.4	5373	0.2
2. Chengai Anna	2715	3616508	947789	26.2	46050	1.3
3. South Arcot	3794	4201869	1091353	26.0	53775	1.3
4. Thanjavur	3842	4063345	943343	23.2	6012	0.1
5. Madurai	2002	2792737	375463	13.4	6175	0.2
6. Quaid-e-millat	2450	1743160	319779	18.3	7473	0.4
7. Ramnad	1624	1031774	176320	17.3	695	0.1
8. Kamarajar	1203	1340907	232908	17.4	4301	0.3
9. Pasumpon	1801	972756	147063	15.1	1621	0.2
10. Tirunelveli	1843	2223170	377477	17.0	6281	0.3
11. Chidambaram	1401	1350581	211971	15.7	5673	0.4
12. Kanyakumari	1139	1423399	60173	4.2	6358	0.4
13. North-Arcot	3852	4414324	877804	19.9	93690	2.1
14. Salem	3037	3441717	560267	16.3	122444	3.6
15. Dharmapuri	3620	1997060	276714	13.9	46074	2.3
16. Trichy	3835	3612320	672697	18.6	48294	1.3
17. Pudukottai	2594	1156813	191732	16.6	1516	0.1
18. Coimbatore	1884	3060184	496853	16.2	22398	0.7
19. Periyar	3916	2068462	338477	16.4	15191	0.7
20. Nilgiris	750	630169	145174	23.0	20874	3.3
Total	47392	48408077	8881295	18.3	520226	1.1
		Male	Female	Total		
SC		4485332	4395963	8881295		
ST		264288	255938	520226		

From the above table it is seen that Nilgiris being the hill of Testrain, has only 750 habitations with 630169 population. Also Kanyakumari, Kamaraj Chidambaranar and Ramnad have comparatively lesser number of habitations - Coimbatore has only 1884 habitations but population is more than those which have more than 2500 habitations.

Regarding Scheduled Caste/Scheduled Tribe populations we find that Anna District, South Arcot District, North-Arcot District, Salem District, Trichy District, Dharmapuri District and Ooty are the districts which the pre-dominately occupied by Scheduled Caste/Scheduled Tribe people..

The following table shows the comparative number of Literaties is various Districts of Tamil Nadu.

Table 9 (Statistical Book)

Sl. No.	Revenue Districts	Male	Female	Total	%
1.	Madras	1280772	960377	2241149	68.4
2.	Chengal Anna	1103788	632116	1735904	42.0
3.	North Arcot	1192829	612257	1805086	40.9
4.	South-Arcot	1052086	493202	1545288	36.8
5.	Dharmapuri	397306	181857	579163	29.0
6.	Salem	881948	470433	1352381	39.3
7.	Periyar	547428	267066	823494	39.8
8.	Coimbatore	1005175	619908	1625083	53.1
9.	Nilgiris	218122	138046	356168	56.5
10.	Madurai	942121	564023	1506144	50.8
11.	Quaidemillath	428836	218365	642201	41.0
12.	Trichy	1063290	5899514	1647804	45.6
13.	Tanjore	1280056	766802 766302	2046358	50.4
14.	Pudukottai	309143	138476	447619	38.7
15.	Kamarajar	406809	232584	639393	47.7
16.	Pasumpon	281396	153212	434608	44.6
17.	Ramnad	283005	154467	437472	42.8
18.	Tirunelveli	675755	430555	1105910	49.7
19.	Chidambaranr	430967	326573	757540	56.1
20.	Kanyakumari Kanyakumari	491499	417395	908894	63.9
Total		14267331	8370328	22637659	46.8

From the data above it is seen that Dharmapuri is the most backward District in respect of Literacy. Next come pudukkottai Salem periyar district etc. All of them are Scheduled Caste/Scheduled Tribe thickly populated areas Pasumpen, Dharmapuri, Pudukkottai and Ramnad are drought prone areas. DPAP scheme coverage is to these districts so that all round development takes place in these backward areas.

Now let us see the number of institutions in various districts categorywise in the following tables

41, 43, 44, 49, 52 & 59 (Statistical book) PRIMARY SCHOOLS

Revenue Districts	Govt	Municipal	P.Union	Aided	unaided	Total
1. Madras	8	216	..	153	..	377
2. Chengal Anna	117	94	1575	258	4	2048
3. South Arcot	192	61	2058	419	1	2731
4. Thanjavur	141	85	1839	463	1	2529
5. Madurai	172	78	873	277	..	1400
6. Quaid-e-milliat	56	27	879	178	..	1140
7. Ramnad	2	17	767	156	..	942
8. Kamarajar	19	16	634	334	..	1003
9. Pasumpen	2	21	804	102	..	929
10. Tirunelveli	49	44	589	849	1	1532
11. Chidambaranar	13	11	505	533	..	1062
12. Kanyakumari	219	--	..	125	..	344
13. North Arcot	90	89	1034	171	..	1384
14. Thiruvannamalai	91	47	1376	159	..	1673
15. Salem	47	95	1714	148	1	2005
16. Dharmapuri	24	17	1692	13	..	1746
17. Trichy	153	36	1829	301	1	2319
18. Pudukkottai	10	12	979	60	..	1061
19. Coimbatore	33	121	1107	143	..	1404
20. Periyar	10	26	1312	114	..	1462
21. Nilgiris	27	17	231	124	..	400
Total	1475	1131	21796	5000	9	29491

Table: 43 (Statistical Book) NO OF MIDDLE

Revenue District	By Management	Mpi. Govt	P. Union	Aided	un-aided	Total
1. Madras	2	153	..	98	..	253
2. Chengai Anna	20	30	306	104	..	460
3. South Arcot	3	19	304	152	..	470
4. Thanjavur	7	24	343	177	..	551
5. Madurai	33	27	146	164	..	370
6. Quaid-e-millat	10	3	114	81	1	209
7. Rannad	1	4	95	54	..	154
8. Kamarajar	..	18	69	85	..	172
9. Pasumpen	2	6	87	69	..	164
10. Tirunelveli	4	13	72	274	..	363
11. Chidambaranar	..	10	71	216	..	297
12. Kanyakumari	105	..	..	40	..	145
13. North Arcot	2	8	213	55	..	278
14. Thiruvanna-malai	..	11	191	44	..	246
15. Salem	5	20	136	49	..	210
16. Dharmapuri	2	9	149	13	..	173
17. Trichy	10	21	287	149	..	467
18. Fudukottai	1	6	141	29	..	177
19. Coimbatore	5	25	172	42	..	244
20. Nilgiris	8	2	32	18	..	60
<hr/>						
Total	222	419	3078	1931	1	5651
<hr/>						

Table 44 (Statistical book)

No. Revenue Districts	Government	Municipal Corporations	Aided	unaided	Total
1. Madras	10	22	38	5	75
2. Chengai Anna	142	7	22	..	171
3. South Arcot	194	2	14	2	212
4. Thanjavur	177	1	32	..	210
5. Madurai	69	12	28	3	112
6. Quaid-e-millat	44	1	8	1	54
7. Ramnad	46	-	8	-	54
8. Kamarajar	41	2	7	2	52
9. Pasumpen	45	-	16	-	61
10. Tirunelveli	37	2	16	6	61
11. Chidambaranar	41	-	25	3	69
12. Kanyakumari	64	-	49	-	113
13. North Arcot	101	3	7	-	111
14. Thiruvannamalai	125	1 112	12	-	138
15. Salem	132	5	11	1	149
16. Dharmapuri	130	1	2	-	133
17. Trichy	182	1	26	-	209
18. Pudukottai	67	-	8	-	75
19. Coimbatore	83	14	31	-	128
20. Periyar	71	3	17	-	91
21. Nilgiris	38	1	10	-	49
<hr/>					
Total	1839	78	387	23	2327
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Table No. 19 Statistical Book

Sl. No.	Revenue Districts	Government	Municipal Corpn.	Aided	Un-aided	Total
1.	Madras	25	13	102	116	256
2.	Chengal Anna	75	1	34	29	139
3.	South Arcot	69	2	29	14	214
4.	Thanjavur	68	4	56	5	133
5.	Madurai	41	8	54	21	124
6.	Quaid-e-millat	17	2	17	8	44
7.	Ramnad	17	1	15	3	36
8.	Kamarajar	27	2	39	12	80
9.	Pasumpen	18	..	20	1	39
10.	Tirunelveli	33	3	49	8	93
11.	Chidambaranar	21	..	48	11	80
12.	Kanyakumari	34	..	49	9	92
13.	North Arcot	44	3	25	12	94
14.	Thiruvannamalai	46	2	8	..	56
15.	Salem	80	5	26	11	122
16.	Dharmapuri	49	..	1	2	52
17.	Trichy	52	2	60	9	123
18.	Pudukottai	25	..	5	2	32
19.	Coimbatore	37	16	39	29	121
20.	Feriyar	29	4	15	5	53
21.	Nilgiris	22	..	12	8	42
Total		829	68	703	315	1915
Abstract						
State Board		899	68	677	53	1607
Anglo Indian		2	..	26	1	29
Matriculation		..	..	..	192	192
Central		18	..	..	69	87
Total		829	68	703	315	1915

Table No:52 Statistical Book

Sl. No.	Revenue Districts	Hr.Sec. schools	High schools	Middle schools	Primary schools	Total
1	Madras	256	199	253	377	1085
2.	Chengai Anna	139	279	460	2048	2926
3.	South Arcot	114	264	478	2731	3587
4.	Thanjavur	133	247	551	2529	3460
5.	Madurai	124	158	370	1400	2052
6.	Quaid-e-millat	44	70	209	1140	1463
7.	Rannad	36	57	154	942	1189
8.	Kamarajar	80	65	172	1003	1320
9.	Pasumpon	39	72	164	929	1204
10.	Tirunelve i	93	92	363	1532	2080
11.	Chidambaranr	80	71	297	1062	1510
12.	Kanyakumari	92	133	145	344	714
13.	North Arcot	84	146	278	1384	1892
14.	Thiruvannamalai	56	138	246	1 673	2113
15.	Salem	122	186	210	2005	2523
16.	Sharmapuri	52	145	173	1746	2116
17.	Trichy	123	245	467	2319	3154
18.	Pudukottai	32	81	177	1061	1351
19.	Coimbatore	121	184	244	1404	1953
20.	Periyar	53	129	180	1462	1824
21.	Nilgiris	42	73	60	400	575
Total		1915	3034	5651	29,491	40,091

NUMBER OF INSTITUTIONS BY TYPE FROM 1980-81 to 1989-90

Table No. 59 Statistical Book.

Sl. No.	Year	primary schools	Middle schools	High schools	Higher Secondary schools
1.	1980-81	27705	5679	2069	1300
2.	1981-82	27767	5556	2168	1407
3.	1982-83	28290	5565	2260	1416
4.	1983-84	28548	5635	2351	1427
5.	1984-85	28847	5691	2476	1474
6.	1985-86	29118	5691	2569	1554
7.	1986-87	29268	5663	3688	1678
8.	1987-88	29319	5749	2219	1710
9.	1988-89	29359	5707	2922	1787
10.	1989-90	29491	5651	3034	1915

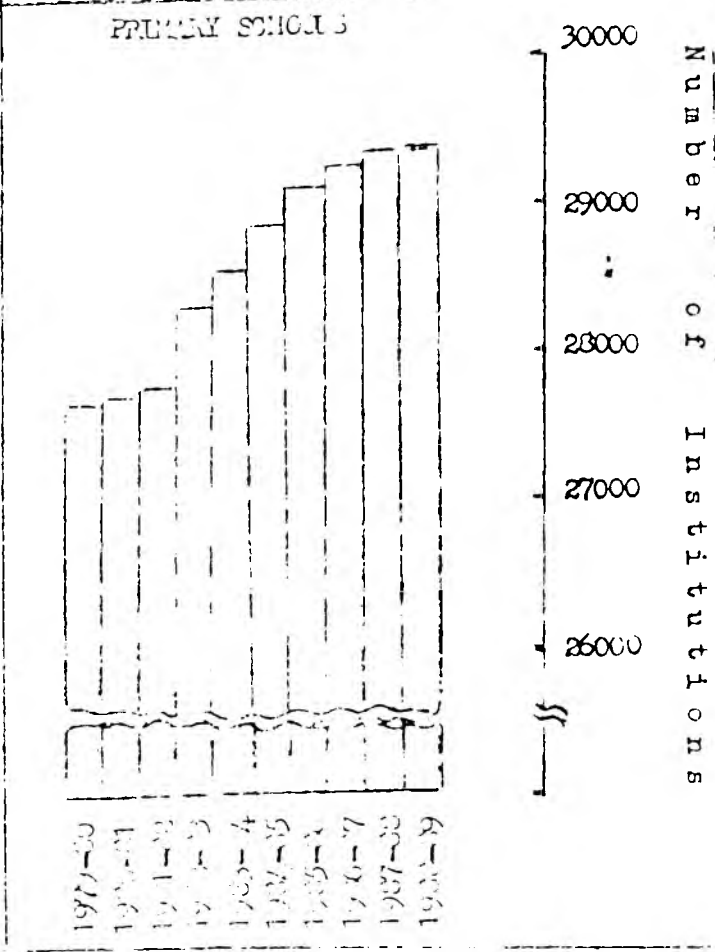
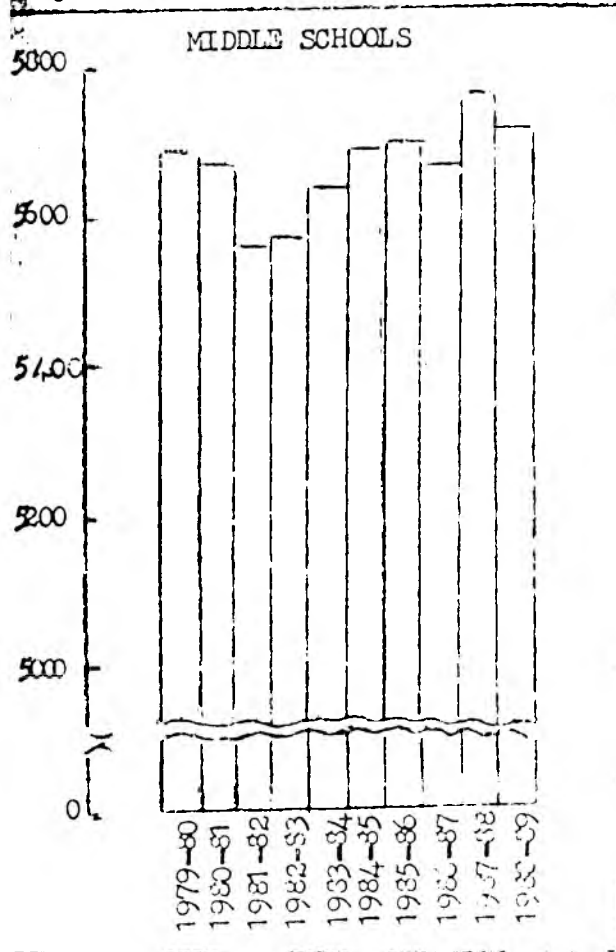
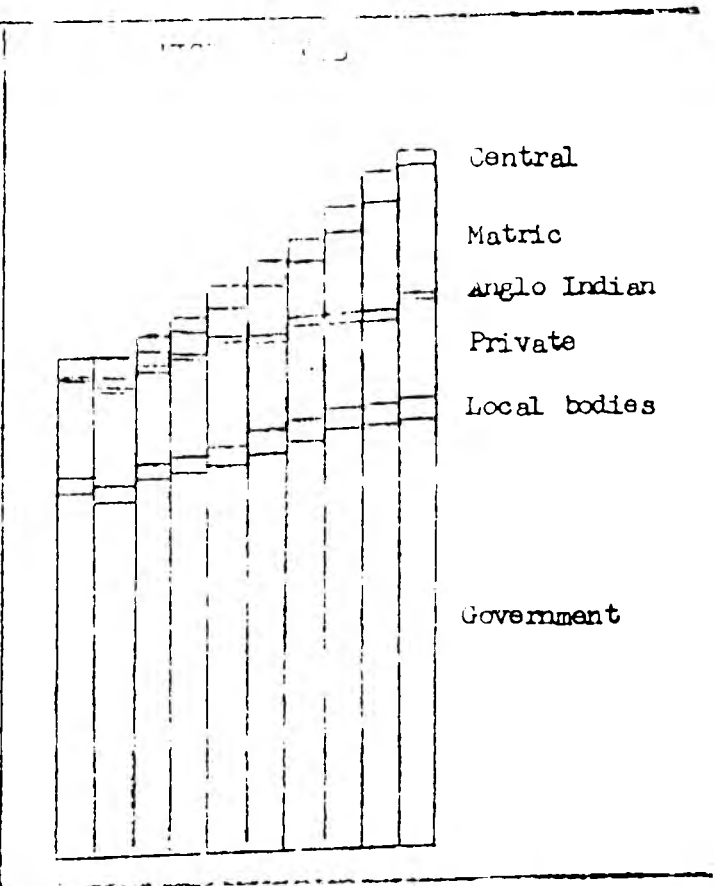
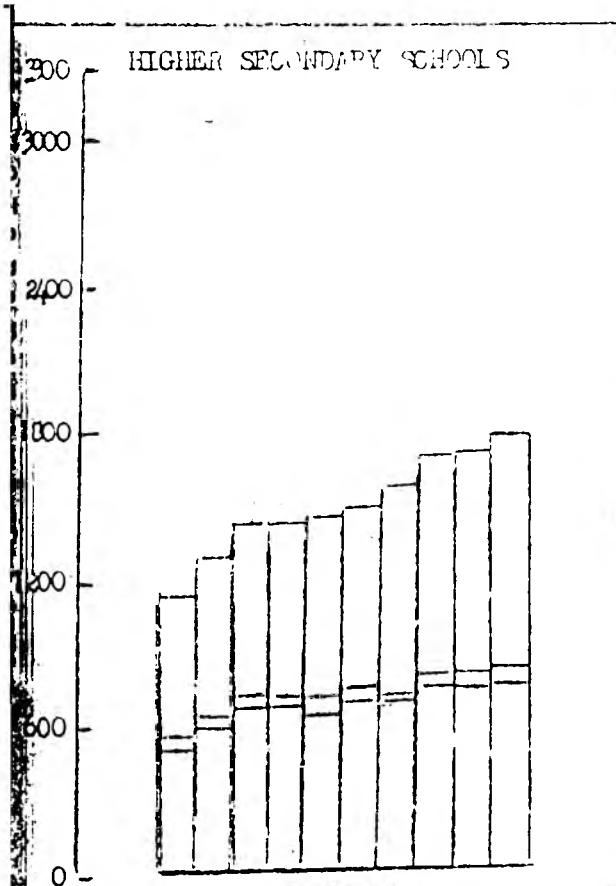
From these tables which generally find that the districts like Ramnad, Dharmapuri, Rudukottai which are draught prone areas show lesser number of institutions.

We have also the particulars of the distribution of schools in Rural and Urban areas categorywise in the following table column and it can be seen that 14% of the schools are the urban areas and all the rest in Rural areas. (Page 57 of Statistical Book)

Manage-ments	Hr.Sec. schools	High schools	Middle schools	Primary schools	Total
RURAL AREA					
1-Government	559	1683	210	1386	3788
2.Municipal/ Corporation	..	.	..	..	..
3.Panchayat union	..	..	2966	21,268	24,234
4. Aided	255	303	1132	3,933	5,623
5. Unaided	7	5	..	2	14
Total	821	1941	4308	26,589	33,659
URBAN AREA					
1.Government	250	206	12	89	557
2.Municipal/ Corporation	68	78	419	1131	1696
3.Panchayat union	..	..	112	528	640
4. Aided	422	84	799	1147	2452
5. Unaided	46	18	1	7	72
Total	786	386	1343	2902	5417

The graph shows the number of institutions yearwise from 1979-80 to 1988-89 covering 6th and 7th Five Year Plan

NUMBER OF INSTITUTIONS - YEARWISE
1979-80 TO 1988-89



In the following tables the comparative study of the number of SC/ST children admitted in to the total number of children enrolled in each Standard in Madhya Pradesh is given.

Statistical
Handbook
of
School
Education
Department
1989-90

	Total enrolment.	Boys.	Girls.	Total.	Percentage of SC & ST Total enrolment.
I	1820325	806770	181596	388366	21.22
II	1591413	139567	155842	345405	21.70
III	1457711	167974	134757	302729	20.77
IV	1421821	162850	176992	289842	20.37
V	1376546	150441	121378	271819	19.75
I to V:	7677816	877392	720575	1597967	20.81
VI	1133152	136344	94076	230420	19.48
VII	972503	108730	71206	179986	18.51
VIII	877361	91007	68435	159442	18.17
	3033016	336131	233717	569848	18.79
I to VIII:	10710832	1213523	954292	2167315	20.24
IX	653173	77069	38943	116012	17.77
X	454237	45001	25674	71575	15.76
	1107415	122970	64617	127587	16.94
XI.	243034	26542	10619	37161	15.29
XII.	206887	16021	7728	23809	11.51
	449921	42623	18347	60970	13.55
I to XII.	12268168	1379116	1037256	2416372	19.70

Enrolment of Schedule Castes and Scheduled Tribes in all types of schools for this period from 1980-81 to 1989-90 are given below as an addendum.

contd...

Scheduled Caste enrollment in all types of schools by stages for the period from 1980-81 to 1989-90.

Year.	Sex	I to V	VI-VII	VIII	IX-XII	Total.
1980-81	Boys	734024	137225	65291	23102	1009842
	Girls	568900	98620	20735	10020	708353
1981-82	Boys	758832	209390	73524	23873	1065601
	Girls	577543	106587	32501	12092	728728
1982-83	Boys	766711	225775	77872	27030	1096433
	Girls	585810	124545	35634	13153	759143
1983-84	Boys	764062	253333	87110	37124	1141635
	Girls	606193	148681	45047	15412	812333
1984-85	Boys	771924	259163	87303	37293	1155693
	Girls	633101	150157	44158	15442	842358
1985-86	Boys	796124	277533	91473	37452	1202582
	Girls	651229	186061	43981	15714	901785
1986-87	Boys	812588	291501	96731	37625	1238415
	Girls	664696	195424	51796	15629	927545
1987-88	Boys	827261	306381	102027	37651	1273320
	Girls	678658	203241	55150	15656	957705
1988-89	Boys	831706	319020	108434	40897	1300107
	Girls	683461	220329	58531	16804	979125
1989-90	Boys	838389	324308	113399	41100	132696
	Girls	691023	226534	62090	17368	937015

contd...

Scheduled Tribe enrolment in all types of schools by stages for the years 1980-81 to 1989-90.

Year	Sex.	I to V	VI-VIII.	IX - X	XI- XII	Total.
1980-81	Boys	15164	3185	1182	310	19841
	Girls	10199	2031	525	173	12928
1981-82	Boys	20355	5036	1517	369	27337
	Girls	14313	2427	683	289	17717
1982-83	Boys	23827	5757	1759	514	31857
	Girls	17045	2535	604	221	20715
1983-84	Boys	25838	5507	1832	596	33773
	Girls	18433	2612	360	302	22272
1984-85	Boys	29730	7015	2285	612	39648
	Girls	22740	4180	1168	476	28564
1985-86	Boys	30095	7642	2330	795	41764
	Girls	24029	4073	1293	539	30594
1986-87	Boys	32226	8147	2575	826	44374
	Girls	24357	4825	1321	615	31619
1987-88	Boys	33377	8435	2799	947	45558
	Girls	24704	5325	1916	635	32720
1988-89	Boys	34143	8032	2937	1056	47113
	Girls	25502	5334	1065	732	34233
1989-90	Boys	39003	11323	4071	1522	56420
	Girls	29552	7183	2547	979	40241

We can see an increase of 5 lakhs in S.C. students from 17 lakhs and 64000 increase in ST students from 32000 in these 10 years. This increase has been caused by the various welfare schemes of Govt to SC & ST children - Free Education, free school meals, free uniform, free stationery, free Text books, hostel facilities, awards, scholarships, school facilities with improved amenities and other educational

cont...

Schools etc. more number of children are enrolled including from outside districts. Education authorities study the drop out rate for both boys and girls grade wise we find girls drop out more than the boys normally - the following table and chart give us the complete details.

Year	I to V			I to VIII		
	Boys	Girls	Total.	Boys	Girls	Total.
1985-86	20.13	25.20	22.48	51.47	62.23	56.45
1986-87	19.86	25.06	22.29	47.66	57.82	52.38
1987-88	19.44	24.46	21.78	41.08	53.14	48.29
1988-89	19.17	24.01	21.42	41.33	51.35	45.97

A study on the growth of Education and Employment of Women in School Education.

Year.	I to X			I to XII		
	Boys	Girls.	Total.	Boys	Girls	Total.
1985-86	72.03	79.71	75.53	39.11	20.00	28.97
1986-87	71.41	73.59	74.68	37.50	39.64	38.47
1987-88	69.72	77.32	73.24	37.13	33.34	37.93
1988-89	66.75	76.45	71.26	26.52	22.58	27.43

In order to reduce the women students drop out and to encourage more girls to enrol in the schools, following welfare measures are introduced in Tamilnadu.

Generally girls are better motivated in education and training and have shown considerable improvement in all fields of education. Inspiring effect of the fact that 1000 girls are enrolled in the schools of the girl

cont...

Child, special steps are being taken to reduce the drop-out rates among girl students.

The new scheme namely "Moovalur R mairtham Ammaiyaar assistance scheme" has been introduced from 1989-90. Under this scheme, a Marriage grant of Rs.5,000/- is given to girls coming from poor house holds who have completed 8th Standard (5th Standard in the case of Scheduled Tribes). More than 10,000 girls have been benefited under the scheme at a cost of Rs.5.05 Crores.

Another novel scheme called "Foster Parent Scheme" has been launched in the state under which philanthropically minded citizens can adopt girls studying in Standards 1-8 by paying Rs.250 per year to the parent of the child. The objective is to arrest the drop-outs among girls which is fairly high at present.

Orders have been issued to appoint only women teachers for handling Standards I to III in all schools. Further 50 percent of the vacancies of teachers in primary schools will be filled up by women candidates.

Further welfare programmes like Free Nutritious Noon Meal, Free Text Books, Free Uniform, Free chappals, Free bus passes to children are implemented in the State to arrest the drop out rate and increase the retention capacity.

d) Access and participation:

(i) Habitation pattern (Size and number during IVth Education Survey.

There are 45,183 habitations in the State of which only 101 habitations have a population above 5,000. 1,998 habitations have population between

2,000 to 4,999. 1,484 habitations have population between 1,300 to 1,999 and 1,187 habitations have population between 500-999 while the rest of 25,418 habitations have population of below 500. While 10,727 habitations upto a population of 500 have a primary school either in the habitation itself or within a distance of 1 kilometre. 19,276 habitations of below 500 population slab, have primary school facility at a distance of 1 kilometre. 6,124 habitations of population slabs 500 have facility of primary education only at a distance ranging from 1.1 kilometre to 2 kilometres. The facility of primary education for these habitations within it comprising of a population of over 11 lakhs has to be provided at the earliest. While it is in Tirunelveli that only 5 percent of the population have primary school facility at a distance of more than 2 kilometres, it is highest in the Nilgiris district where 7.2 percent of the population has the same facility at a distance of more than 2 kilometres. 28.4 percent of the population in the slab 300-399 (being in 1,317 habitations) have primary school facility at a distance from 1.1 kilometre to 2 kilometres.

There are 5,747 habitations in the Whole State which are predominantly populated by Scheduled Caste. There are only eight habitations (4 being in Madurai, two in Thiruvallur and one each in

contd...

Ramanathapuram and South Arcot Districts) which have a population above 5,000 while there are 127 habitations spread throughout the entire State predominately populated by Scheduled Caste having population between 2,000 - 4,999. 703 habitations of the population below 500 slab (predominantly populated by Scheduled Caste) have primary school facility at a distance of 1.1 to 2 kilo metres serving a population of nearly 1-1-2 lakhs.

Habitations in various population slabs in Vth XXXXX Educational Survey are given below for detailed study

Population Slab.	No. of Habitations	% of habitations (w.r.t.) total	Population	% of population (w.r.t.) total
5000 & above	340	0.7	2447544	6.9
2000 - 4999	2906	6.1	8078684	22.6
1000 - 1999	7624	16.1	10411106	29.2
500 - 999	12361	26.1	8764733	24.6
400 - 499	3967	8.4	1748015	4.9
300 - 399	4873	10.3	1673366	4.7
200 - 299	5641	11.9	1381726	3.9
100 - 199	6268	13.2	914022	2.6
Below 100	3412	7.2	215034	0.6
Total :	47392	100.0	35634230	100.0

Habitations in various population slab during IVth Educational Survey is also given below:

HABITATIONS IN VARIOUS POPULATION SLABS (DISTRICTWISE).

IVth SURVEY

State/Union Territory - TABLE IIIA

Serial number and name of the District	Number of Habitations in the population slab.										
	5,000 and above.	2,000-4,999	1,000-1,999	500-999	Below 500.					Total below 500.	Total
					400-499	300-399	200-299	100-199	Below 100.		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1 Chennaisani	7	134	493	905	280	340	344	334	155	1,453	2,992
2 Coimbatore	8	137	502	1028	438	542	638	687	467	2,772	4,447
3 Dharmapuri	2	56	307	815	343	455	463	491	298	2,050	3,230
4 Kanyakumari	2	50	160	226	52	57	88	65	28	290	728
5 Madurai	25	190	549	850	309	439	429	526	334	2,037	3,651
6 North Arcot	8	247	836	1,147	370	404	377	394	291	1,836	4,074
7 Pudukkottai	4	34	132	433	165	283	367	621	682	2,118	2,721
8 Ramanathapuram	5	95	417	1,002	404	608	740	879	710	3,341	4,863
9 Salem	4	166	422	759	244	378	484	561	371	2,038	3,389
10 South Arcot	8	330	1,005	1,070	232	327	219	192	98	968	3,381
11 Tiruvaiyur	10	171	670	1,182	390	501	529	611	351	2,382	4,415
12 The Nilgiris .. .. .	..	1	28	56	25	44	55	93	112	329	414
13 Tiruchirappalli	9	219	517	882	299	577	477	577	410	2,140	3,767
14 Tirunelveli	6	168	446	832	268	382	359	411	244	1,664	3,116
Madras .. .. .	..	..	..	..	..	..	..	..	..	..	..
Total	101	1,998	6,484	11,187	3,819	5,037	5,569	6,442	4,551	25,418	45,188

In the Vth Educational Survey it is seen that there are 47,392 habitations in the State. Out of this 10,870 habitations have a population of 1000 and more. This means 22.9% of the habitations are large sized habitations with a population of 1000 and above 15,321 habitations have a population of less than 300. This means 32.3% of the habitations are small sized habitations with a population of less than 300. It is obvious that the number of small sized habitations are more in number.

The total population in all the 47,392 habitations is 3,56,34,230. Out of this 20937334 constituting 58.7% live in the large sized habitations.

a)

ii) Distribution of habitations having schooling facilities according to size number and Distance during IV Education Survey are given in the following pages separately for primary schools, Middle schools, Secondary schools and Higher Secondary schools

CONSOLIDATED TABLE OF HABITATION WITH AND WITHOUT PRIMARY SCHOOLS/SECTIONS.

State/Union Territory: TAMIL NADU.

		Population slabs.										
		Below 500.										Grand total.
(1)	(2)	5,000 and above.	2,000-4,999.	1,000-1,999.	500-999.	400-499.	300-399.	200-299.	100-199.	Below 100.	Total below 500.	
With a primary school/section in the habitation.	1. Number of habitations	100	1,943	6,068	9,346	2,594	2,720	1,633	682	152	7,781	25,258
	2. Their total population	6,04,175	54,47,697	83,43,709	66,99,332	11,56,993	9,44,905	4,12,159	1,08,176	10,463	26,32,696	2,57,27,609
	3. Percentage of their population to total population in the slab.	98.6	97.5	94.2	84.5	68.0	54.3	30.0	11.4	3.6	43.6	81.7
With a primary school/section in the neighbouring habitation within a distance of 0.5 km.	1. Number of habitations	1	29	178	617	341	557	866	1,129	848	3,741	4,566
	2. Their total population	8,337	75,256	2,32,666	4,21,055	1,52,279	1,92,288	2,12,729	1,66,950	52,779	7,77,025	15,14,339
	3. Percentage of this population to total population in the slab.	1.4	1.3	2.6	5.3	9.0	11.0	15.5	17.7	18.6	12.8	5.2
With a primary school/section in the neighbouring habitation at a distance of 0.6 to 1.0 km.	1. Number of habitations .. ..	..	20	133	764	519	1,038	1,753	2,544	1,900	7,754	8,671
	2. Their total population .. ..	..	48,723	1,70,817	5,09,576	2,30,580	3,57,225	4,26,697	3,68,005	1,17,379	14,99,886	2,22,9002
	3. Percentage of this population to total population in the slab.	..	0.8	1.9	6.4	13.6	20.5	31.1	38.9	41.4	24.8	7.7
Sub-Total	1. Number of habitations	101	1,992	6,399	10,727	3,454	4,315	4,252	4,355	2,900	19,276	38,495
	2. Their total population	6,12,512	55,71,676	87,47,192	76,29,963	15,39,852	14,94,418	10,51,858	6,43,131	1,10,621	49,09,607	2,74,70,95
	3. Percentage of this population to total population in the slab	100	99.6	98.7	96.2	90.6	85.8	76.6	68.0	63.6	81.2	94.6
With a primary school/section in the neighbouring habitation at a distance of 1.1 to 1.5 km.	1. Number of habitations .. ..	..	2	26	154	110	194	352	485	364	1,505	1,617
	2. Their total population .. ..	..	4,453	34,814	98,995	48,196	66,131	85,761	69,958	23,595	2,93,841	4,32,103
	3. Percentage of this population to total population in the slab.	..	0.1	0.4	1.2	2.8	3.8	6.3	7.4	8.4	4.9	1.5
With a primary school/section in the neighbouring habitation at a distance of 1.6 to 2.0 km.	1. Number of habitations .. ..	..	3	44	207	176	337	609	1,035	771	2,878	3,132
	2. Their total population .. ..	..	7,370	54,843	1,36,592	77,682	1,15,282	1,47,656	1,51,031	44,788	5,36,439	7,35,194
	3. Percentage of this population to total population in the slab.	..	0.2	0.6	1.8	4.6	6.7	10.8	16.0	15.8	8.9	2.5
With a primary school/section in the neighbouring habitation at a distance of more than 2.0 km.	1. Number of habitations .. ..	..	1	15	99	79	191	356	567	560	1,759	1,874
	2. Their total population .. ..	..	2,053	20,986	64,570	35,130	65,015	87,064	81,529	34,551	3,03,289	3,90,898
	3. Percentage of this population to total population in the slab.	..	0.1	0.3	0.8	2.0	3.7	6.3	8.6	12.2	5.0	1.4
SUB-TOTAL	1. Total number of habitations	101	1,998	6,484	11,187	3,819	5,037	5,569	6,442	4,551	25,418	45,188
	2. Total population	6,12,512	55,85,562	88,57,835	79,30,120	17,01,060	17,40,846	13,72,066	9,45,640	2,83,555	60,43,176	2,90,29,145

	(1)	(2)	Population Slabs					Total
			5,000 and above.	2,000-4,999	1,000-1,999	500-999	Below-500	
			(3)	(4)	(5)	(6)	(7)	(8)
With a Middle School/section in it ..	1. Number of habitations ..	.. .. .	87	1,355	2,181	1,231	412	5,266
	2. Their total population ..	.. .. .	5,22,254	39,15,103	31,37,894	9,33,279	1,45,938	86,54,468
	3. Percentage of this population to total population in the slab		85.3	70.1	35.4	11.8	2.4	29.8
With a middle school/section in the neighbouring habitation within a distance of 1 km.	1. Number of habitations ..	.. .. .	6	176	887	1,849	4,632	7,550
	2. Their total population ..	.. .. .	37,359	4,55,852	11,98,453	13,08,788	11,00,261	40,91,693
	3. Percentage of this population to total population in the slab		6.1	8.2	13.4	16.5	18.3	14.1
With a middle school/section in the neighbouring habitation at a distance of 1- to 2.0 km.	1. Number of habitations ..	.. .. .	4	212	1,316	3,063	6,511	11,106
	2. Their total population ..	.. .. .	27,516	5,59,336	17,52,490	21,56,496	16,08,694	61,04,532
	3. Percentage of this population to total population in the slab.		4.5	10.0	19.8	27.2	26.6	21.0
With a middle school/section in the neighbouring habitations at a distance of 2.1 to 3.0 km.	1. Number of habitations ..	.. .. .	2	125	1,007	2,201	5,355	8,650
	2. Their total population ..	.. .. .	10,989	3,23,902	13,44,765	15,50,880	13,06,624	45,37,170
	3. Percentage of this population to total population in the slab.		1.8	5.8	15.2	19.6	21.6	15.6
SUB-TOTAL	1. Number of habitations ..	.. .. .	99	1,868	5,391	8,344	16,910	32,012
	2. Their total population ..	.. .. .	5,98,118	52,54,193	74,74,582	59,49,443	41,61,527	2,33,37,343
	3. Percentage of this population to total population in the slab.		97.7	94.1	83.8	75.1	68.9	40.5
With a Middle School/section in the neighbouring habitation at a distance of 3.1 to 4.0 km.	1. Number of habitations ..	.. .. .	..	59	494	1,283	3,319	5,155
	2. Their total population ..	.. .. .	..	1,50,867	6,50,820	8,55,955	7,50,833	24,88,475
	3. Percentage of this population to total population in the slab		..	2.7	7.3	11.3	13.1	8.6
With Middle School/section in the neighbouring habitation at a distance of 4.1 to 5.0 km.	1. Number of habitations ..	.. .. .	1	34	332	776	2,079	3,222
	2. Their total population ..	.. .. .	7,300	89,967	4,37,672	51,426	4,73,779	15,53,144
	3. Percentage of this population to total population in the slab.		1.2	1.6	4.9	6.9	7.8	5.4
With a Middle School/section in the neighbouring habitation at a distance of more than 5 km.	1. Number of habitations ..	.. .. .	1	37	267	784	3,110	4,199
	2. Their total population ..	.. .. .	7,094	90,475	3,44,761	5,40,296	6,17,037	15,99,663
	3. Percentage of this population in total population in the slab		1.1	1.6	4.0	6.7	10.2	5.5
	i. Total Number of habitations ..	.. .. .	101	1,998	6,484	11,187	25,418	45,188
	Total population ..	.. .. .	6,12,512	55,85,502	88,57,835	79,30,120	60,43,176	2,90,29,145

(1)	(2)	Population slabs					Total (8)
		5,000 and above (3)	2,000-1999 (4)	1000-1999 (5)	500-999 (6)	Below 500 (7)	
With a Secondary School/section in the habitations.	1. Number of habitations	63	580	546	234	56	1,479
	2. Their total population	3,83,237	17,57,950	8,03,769	1,79,022	19,432	31,43,410
	3. Percentage of this population to total population in the slab.	62.6	31.5	9.1	2.3	0.3	0.8
With a Secondary School/section in the neighbouring habitation within a distance of 2.0 km.	1. Number of habitations	17	415	1,379	2,270	4,473	8,554
	2. Their total population	1,05,554	11,43,529	18,78,837	16,13,310	11,21,129	58,62,359
	3. Percentage of this population to total population in the slab	17.2	20.5	21.2	20.3	18.6	20.2
With a Secondary / section in the neighbouring habitations at a distance of 2.1 to 4.0 km	1. Number of habitations	13	496	1,963	3,568	7,308	13,348
	2. Their total population	70,418	13,30,486	26,82,957	25,30,884	17,97,644	84,18,389
	3. Percentage of this population to total population in the slab.	12.5	23.8	30.3	31.9	29.7	29.0
With a Secondary School/ Section in the neighbouring habitations at a distance of 4.1 to 6.0 km	1. Number of habitations	4	305	1,445	2,662	6,187	10,603
	2. Their total population	23,390	8,11,132	19,58,719	18,89,790	14,669,93	61,50,024
	3. Percentage of this population to total population in the slab.	3.8	14.5	22.0	23.8	24.3	21.2
With a secondary School/section in the neighbouring habitation at a distance of 6.1 to 8.0 km.	1. Number of habitations	4	113	589	1,215	3,203	5,124
	2. Their total population	23,913	3,009,951	7,84,081	8,53,756	7,40,007	27,03,308
	3. Percentage of this population to total population in the slab.	3.9	5.4	8.9	10.8	12.3	9.5
Sub-Total	1. Number of habitations	101	990,1	5,922	9,949	21,227	39,108
	2. Their total population	6,12,512	53,44,048	81,08,763	70,06,762	51,45,105	2,62,77,450
	3. Percentage of this population to total population in the slab.	100	95.7	91.5	89.1	85.2	90.5
With Secondary School/section in the neighbouring habitation at a distance of more than 8 km.	1. Number of habitations .. .. .	..	89	562	1,238	4,191	6,000
	2. Their total population .. .. .	..	2,41,454	7,49,472	8,63,358	8,97,371	27,51,655
	3. Percentage of this population to total population in the slab.	..	4.3	8.5	10.9	14.8	9.5
	1. Total Number of habitations	101	1,998	6,484	11,187	25,418	45,188
	2. Total population	6,12,512	55,85,502	88,57,835	79,30,120	60,43,176	2,90,29,145

CONSOLIDATED TABLE OF HABITATIONS WITH AND WITHOUT HIGHER SECONDARY SCHOOLS/INTERMEDIATE/JUNIOR COLLEGES, P.U.C.

State/Union Territory TAMIL NADU.

		Population Slabs.					
		5000 and above.	2000-4999	1000-1999	500-999	Below 500	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
With a Higher Secondary School/college/P.U.C. in the habitation.	1 Number of habitations	17	89	41	18	10	175
	2 Their total population	1,07,560	2,77,080	60,322	13,618	3,340	4,61,920
	3 Percentage of this population to total population in the slab	17.5	5.0	0.7	0.2	0.1	1.6
With a Higher Secondary School/College/P.U.C. in the neighbouring habitation within a distance of 2 km.	1 Number of habitations	9	171	470	627	1,195	2,475
	2 Their total population	56,880	4,98,495	6,48,603	4,40,204	2,95,184	19,39,366
	3 Percentage of this population to total population in the slab	9.3	8.9	7.3	5.6	4.9	6.7
With a Higher Secondary School/College/P.U.C. in the neighbouring habitation at a distance of 2.1 to 4.0 km.	1 Number of habitations	15	339	960	1,446	2,655	5,41
	2 Their total population	96,836	9,37,481	13,28,347	10,31,723	6,75,279	40,69,666
	3 Percentage of this population to total population in the slab	15.7	16.8	15.0	13.0	11.2	14.0
With a Higher Secondary School/College/P.U.C. in the neighbouring habitation at a distance of 4.1 to 6.0 km.	1 Number of habitations	16	346	1,128	1,857	3,777	7,124
	2 Their total population	94,655	9,53,946	15,36,307	13,30,552	9,31,303	48,46,763
	3 Percentage of this population to total population in the slab	15.6	17.1	17.3	16.7	15.4	16.7
With a Higher Secondary School/College/P.U.C. in the neighbouring habitation at a distance of 6.1 to 8.0 km.	1 Number of habitations	15	240	895	1,525	3,313	5,988
	2 Their total population	85,093	6,55,596	12,30,960	10,76,665	7,99,831	38,48,145
	3 Percentage of this population to total population in the slab	13.9	11.7	13.9	13.6	13.2	13.2
Sub Total	1 Number of habitations	72	1,185	3,494	5,473	10,950	21,174
	2 Their total population	4,41,024	33,22,598	48,04,539	38,92,762	27,04,937	151,65,860
	3 Percentage of this population to total population in the slab	72.0	59.5	54.2	49.1	44.8	52.2
With a Higher Secondary School/College/P.U.C. in the neighbouring habitation at a distance of more than 8 km.	1 Number of habitations	29	813	2,990	57,14	14,468	24,014
	2 Their total population	17,14,88	22,62,904	40,53,296	40,37,358	33,38,239	1,38,63,285
	3 Percentage of this population to total population in the slab	28.0	40.5	45.8	50.9	55.2	47.8
Total	1 Total number of habitations	101	1,998	6,484	11,187	25,418	45,188
	2 Total population	6,12,512	55,85,502	88,57,835	79,30,120	60,43,176	2,90,29,145

distribution of the habitations served in facilities according to class, number and distance with additional survey.

V Survey

Distance Slab.	Habitations having the no. sections.		Population served by primary sections.	
	No.	%	Population.	%
Within the habitation.	20105	59.3	29907371	83.9
0.1 - 0.5	5636	12.0	1035967	5.8
Sub Total.	23791	71.3	31971298	89.7
Up to 1.0	7332	16.5	2245254	6.3
1.1 - 1.5	1679	3.5	481905	1.2
1.6 - 2.0	2592	5.5	640253	1.8
More than 2.0	1492	3.2	342330	1.0
Total. . .	47392	100.0	35634230	100.0

Facilities for Upper Primary Education available at various distance slabs.

V Survey

Distance Slab.	Habitations having Upper Primary Sections.		Population served by Upper Primary Sections.	
	No.	%	Population	%
Within the habitations.	6540	13.8	12343327	34.4
Up to 1.00 km.	7303	15.5	4995501	14.0
1.1 - 2.00 km.	11445	24.1	7105280	19.9
2.1 - 3.00 km	10054	21.2	5613383	15.8
Sub total up to 3 km.	35842	75.6	29957551	84.1
3.1 - 4.00 km	5012	10.6	3665131	7.5
4.1 - 5.00 km	636	1.3	1530491	4.3
More than 5 km.	3507	7.4	141174	4.1
Total.	47392	100.0	35334230	100.0

6540 habitations (13.8%) have upper primary sections within them. 35,842 habitations (75.6%) have upper primary sections in them or upto a distance of 3 km.

Among the total number of habitations, only 1,22,43,387 people (34.4%) are served within the habitations. 2,93,57,551 people (84.1% of the total population in the habitations) are served upto a distance of 3 km.

Secondary Education:

The distance has been classified into different slabs such as "within the habitations" upto 2 km., 2.1 to 4 km., 4.1 to 6 km., 6.1 to 8 km., and over 8 kms.

Provision of secondary sections for various population slabs within the habitations and upto 8 km. have been classified. The percentage of population served in these categories is also listed.

Vth Survey

Distance slab.	Habitations having Secondary sections		Populations served by Secondary sections	
	No.	%	Population	%
Within the Habitation.	2123	5.1	6205768	17.4
Upto 2 km.	9983	21.1	7974020	22.4
2.1 - 4.0	14903	31.4	10267670	28.8
4.1 - 6.00	10025	21.2	6181645	17.4
6.1 - 8.00	4316	9.1	2394451	6.7
Sub total upto 8 km	41650	87.9	23023554	92.7
Over 8 km.	5742	12.1	2610676	7.3
Total.	47392	100.0	35634230	100.0

contd. ...

The number of habitations served for secondary stage within the habitations is 2123. The population served by secondary sections within the habitation is 6205768.

The number of habitations having secondary sections upto a distance of 8 km. is 41,650. The population served by secondary sections upto a distance of 8 km. is 3,30,23,554. 5742 habitations have served beyond 8 kms.

Higher Secondary Sections:

E. survey

Distance Hab (km)	Habitations having Higher Sec. Sections.		Population served by Hr. Sec. Sections. Population.	
	No.	%		%
Within the habitations.	1582	3.3	2417163	6.8
Up to 2 km.	4878	10.3	4478652	12.6
2.1 - 4.0	8862	18.8	6923533	19.4
4.1 - 6.0	8446	17.8	6390458	17.9
6.1 - 8.0	6642	14.0	4582789	12.9
Sub Total. ..	30410	64.2	24792595	69.6
more than 8.0 km.	16982	35.8	10841635	30.4
Total. . . .	47392	100.0	35634230	100.0

1582 habitations have been served for Higher secondary stage within the habitations. 30,410 habitations have Higher secondary sections upto a distance of 8 km.

24,17,163 people have been served by Higher Secondary sections within the habitations and 2,47,92,595 people have been served by Higher secondary sections within the habitations or upto a distance of 8 km.

iii. Distribution of Schools/Sections according to size

(in terms of enrolment ~~and teachers~~ during IVth Survey.)

Area.	Primary Schools with enrolment.							Total
	Zero	1-25	26-50	51-75	76-100	101-150	151 200 More than 200	
Rural -	694	364	5278	5022	5297	2774	3515	25841
Urban -	38	162	333	275	393	150	1768	3424
Total. -	732	3426	5611	5297	5695	3224	5283	29265

There is no zero enrolment school. There are 732 primary schools with enrolment 1-25. The number of primary schools with enrolment 151-200 is 3224 and with enrolment of more than 200 is 5283. The percentage of the primary schools with enrolment 1-25 is 2.5. The percentage of primary schools with enrolment of more than 150 is 29.1%. In the enrolment 1-25, the number of schools in rural areas is 694 as against 38 in urban areas.

The particulars in respect of the distribution of following schools during IVth Educational Survey are given below in the following pages.

1. Distribution of primary schools according to enrolment during IVth Educational Survey.
2. Distribution of Middle schools according to enrolment.
3. Distribution of Secondary schools according to enrolment.
4. Distribution of Higher Secondary schools according to enrolment.
5. Distribution of Primary schools to number of teachers sanctioned.
6. Distribution of Middle schools to number of teachers sanctioned.
7. Distribution of Secondary schools according to number of teachers.
8. Distribution of Higher Secondary schools according to number of teachers.

contl....

PRIMARY SCHOOLS ACCORDING TO CLASSROOMS AVAILABLE AND ENROLMENT--cont

State/Union Territory--TAMIL NADU

No.	Number of class rooms including subject rooms.	Schools with enrolment									Total.
		Zero.	Total.								
			1-25	26-50	51-75	76-100	101-150	151-200	201-250	Above 250	
(i)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	
..	3	5	2	..	..	1	4	15	
1	97	1,689	2,917	1,951	1,677	466	134	138	9,069
2	27	611	1,640	1,221	1,289	676	213	224	5,901
3	31	155	456	793	1,110	439	203	302	3,489
4	11	69	163	296	765	374	162	204	2,044
5	5	190	607	573	1,004	749	344	292	3,765
6	3	20	16	54	96	208	206	279	882
7	2	10	9	12	39	66	124	256	518
8	1	2	1	3	10	30	68	255	375
9	1	..	3	..	11	40	35	215	275
10	7	5	49	289	350
More than 10	2	..	12	1	36	26	21	786	905
Total		..	130	2,749	5,839	4,923	6,034	3,049	1,560	3,244	27,523

State/UT: Tamilnadu

Distribution of Middle-Schools according to enrolment

No. of Class rooms including subject rooms	Schools with enrolment- Total								Total
	Upto 50	51-100	101-150	151-200	201-300	301-400	401-500	Above 500	
Nil	-	-	-	-	1	-	1	-	2
1 - 2	4	26	72	114	257	127	60	36	696
3 - 4	5	39	71	112	268	213	65	67	840
5 - 6	4	19	40	127	319	155	77	74	815
7 - 8	-	26	29	103	493	237	116	92	1,146
9 - 10	2	5	5	27	178	206	129	93	645
11-12	-	1	8	15	57	107	131	99	412
13-14	2	2	3	5	15	38	100	142	307
15-16	-	3	1	1	16	20	55	158	254
More than 16	-	6	2	1	16	22	40	490	577
Total :	17	127	231	505	1,320	1,175	774	1,251	5,700

Distribution of Secondary Schools according to enrolment

No. of Class rooms including subject rooms	Schools with enrolment								Total
	No. of schools with enrolment								
	Upto 100	101-200	201-300	301-400	401-500	501-750	751-1000	Above 1000	
Nil	-	1	-	-	-	-	-	-	1
1 - 3	15	65	30	27	2	5	1	-	145
4 - 6	34	248	125	47	25	12	9	-	500
7 - 9	12	98	217	108	30	16	3	1	485
10 - 12	2	35	101	144	73	46	15	13	429
13 - 15	2	3	18	35	59	82	13	6	216
16 - 18	-	3	10	13	24	52	22	5	129
19 - 21	-	3	4	5	5	69	17	11	114
22 - 24	-	-	5	2	3	9	23	27	69
More than 24	-	-	1	1	3	8	24	47	84
Total :	63	456	511	382	224	299	127	110	2,172

SCHOOLS ACCORDING TO CLASS-ROOMS AVAILABLE AND ENROLMENT—cont.

Higher Secondary Schools (Table 74).

State/Union Territory: TAMIL NADU.

Number of classrooms available in the school	Schools with enrolment.									
					Total					
	Upto 100	101—200	201—300	301—400	401—500	501—750	751—1000	Above 1000	Total	
(1)—cont.	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	
Nil	6
1—3	1	1	2	1	..	1	..	9
4—6	1	2	6	..	..	..	26
7—9	..	1	2	3	7	9	5	2	..	68
10—12	6	11	10	24	9	8	..	62
13—15	..	1	..	4	15	20	10	12	..	109
16—18	..	1	2	5	11	53	21	16	..	130
19—21	..	1	2	3	8	45	40	33	..	124
22—24	1	..	3	15	43	62	..	399
More than 24	..	1	5	3	1	25	54	310	..	..
Total	..	5	19	31	59	193	182	444	..	933

PRIMARY SCHOOLS ACCORDING TO TEACHING POSTS SANCTIONED AND TEACHERS IN POSITION
Schools with number of teachers in position

Teaching posts sanctioned. (1)	Total.													Total (40)
	Zero. (28)	1 (29)	2 (30)	3 (31)	4 (32)	5 (33)	6 (34)	7 (35)	8 (36)	9 (37)	10 (38)	More than 10 (39)		
1	..	2,418	6	6	4	..	..	..	..	..	..	15	2,447
2	..	154	8,768	8	1	5	..	7	..	..	..	102	9,065
3	..	22	85	5,019	50	5	1	7	8	..	20	55	5,271	
4	..	3	30	101	3,014	19	6	7	..	9	..	41	3,230	
5	..	1	6	19	87	2,633	17	14	..	9	..	39	2,825	
6	..	1	9	8	22	22	1,045	6	1	..	..	..	1,114
7	..	4	2	..	4	11	25	628	3	6	1	..	684	
8	..	2	2	6	2	..	7	20	506	9	3	..	557	
9	..	4	2	..	..	..	1	4	15	385	9	4	424
10	..	3	..	..	..	..	..	..	..	59	356	52	470
More than 10	..	9	2	3	..	..	..	3	1	14	186	1,280	1,498
Total	..	2,621	8,912	5,170	3,184	2,695	1,102	696	534	491	575	1,608	27,588	

<i>Teaching Posts sanctioned.</i>						<i>Schools with number of teachers in position.</i>												
						<i>Zero.</i>	<i>1—2</i>	<i>3—4</i>	<i>5—6</i>	<i>7—8</i>	<i>9—10</i>	<i>Total.</i>						<i>Total.</i>
						<i>(28)</i>	<i>(29)</i>	<i>(30)</i>	<i>(31)</i>	<i>(32)</i>	<i>(33)</i>	<i>(34)</i>	<i>(35)</i>	<i>(36)</i>	<i>(37)</i>	<i>(38)</i>	<i>(39)</i>	<i>(40)</i>
1—2	16	1	..	..	..	..	..	..	..	..	..	1
3—4	1	179	2	..	..	..	..	..	..	..	..	182
5—6	6	12	686	6	2	..	..	..	..	..	..	712
7—8	3	10	29	1,232	6	3	..	..	..	..	..	1,283
9—10	4	6	6	25	1,032	5	7	15	..	..	..	1,100
11—12	5	..	..	5	65	536	6	3	3	2	..	625
13—14	4	..	..	..	2	12	361	6	1	1	1	388
15—16	3	..	..	1	..	..	30	333	5	..	1	373
17—18	2	..	..	..	..	..	1	13	210	3	2	231
19—20	1	..	..	..	..	1	2	..	18	173	3	198
More than 20	3	..	..	..	..	..	..	..	..	13	575	591
Total						..	48	208	723	1,269	1,107	557	407	370	237	192	582	5,700

SCHOOLS ACCORDING TO TEACHING POSTS SANCTIONED AND TEACHERS IN POSITION—*cont.*
State/Union Territory Tamil Nadu—cont.
Schools with number of teachers in position.

<i>Teaching posts sanctioned.</i>	<i>Total.</i>											<i>Total.</i>
	<i>Upto 5.</i>	<i>6—10.</i>	<i>11—15.</i>	<i>16—20.</i>	<i>21—25.</i>	<i>26—30.</i>	<i>31—35.</i>	<i>36—40.</i>	<i>41—45</i>	<i>46—50.</i>	<i>More than 50.</i>	
<i>(1)—cont.</i>	<i>(26)</i>	<i>(27)</i>	<i>(28)</i>	<i>(29)</i>	<i>(30)</i>	<i>(31)</i>	<i>(32)</i>	<i>(33)</i>	<i>(34)</i>	<i>(35)</i>	<i>(36)</i>	<i>(37)</i>
Upto 5	7	4	1	..	..	..	..	..	..	1	..	13
6—10	3	319	4	..	..	..	..	..	..	..	..	326
11—15	7	14	808	19	1	..	..	..	..	..	..	849
16—20	8	2	9	446	5	..	..	..	..	..	..	470
21—25	..	1	..	20	190	10	1	..	..	..	..	222
26—30	4	..	..	..	4	116	..	..	..	..	2	132
31—35	..	..	..	..	..	3	59	4	..	..	..	66
36—40	..	..	..	..	..	..	4	35	2	1	..	42
41—45	..	..	..	..	..	..	..	..	12	3	..	15
46—50	..	..	..	..	..	..	..	..	1	19	1	21
More than 50	..	..	..	..	..	..	..	..	..	..	16	16
Total	29	340	822	485	200	129	70	39	15	24	19	2,172

State/Union Territory TAMIL NADU

SCHOOLS ACCORDING TO TEACHING POSTS SANCTIONED AND TEACHERS IN POSITION—cont.

Teaching posts sanctioned:	Schools with number of teachers in position.											Total
	Up to 5.	6—10	11—15.	16—20.	21—25.	26—30.	Total.		36—40.	41—45.	46—50.		(More than 50.
(1) - cont.	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)
Up to 5
6-10	..	5	..	..	..	..	..	..	..	..	..	5
11-15	19	1	..	..	..	..	..	..	..	20
16-20	1	56	1	1	..	..	..	..	..	59
21-25	2	90	2	1	..	2	3	3	103
26-30	14	116	2	1	..	..	..	133
31-35	..	2	1	..	..	3	10	1	3	..	..	120
36-40	4	..	4	91	4	..	1	104
41-45	..	1	..	..	..	..	..	9	85	2	1	98
46-50	8	76	1	85
More than 50	4	202	206
Total	3	5	21	59	109	122	117	102	102	85	208	933

State/Union Territory TAMIL NADU

SCHOOLS ACCORDING TO TEACHING POSTS SANCTIONED AND TEACHERS IN POSITION—cont.

Teaching posts sanctioned:	Schools with number of teachers in position.											Total
	Up to 5.	6—10	11—15.	16—20.	21—25.	26—30.	31—35.	36—40.	41—45.	46—50.	(More than 50.	
(1) — cont.	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)
Up to 5
6—10	..	5	..	..	..	..	..	..	..	..	..	5
11—15	19	1	..	..	..	..	..	..	..	20
16—20	1	56	1	1	..	..	..	..	..	59
21—25	2	90	2	1	..	2	3	3	103
26—30	14	116	2	1	..	..	..	133
31—35	..	2	1	..	..	3	10	1	3	..	..	120
36—40	4	..	4	91	4	..	1	104
41—45	..	1	..	..	..	..	..	9	85	2	1	98
46—50	8	76	1	85
More than 50	4	202	206
Total	3	5	21	59	109	122	117	102	102	85	208	933

For fifth Survey distribution figures for Middle Schools, Secondary schools and Higher Secondary Schools are not available.

Statistical figures as on 30.9.199 are given below.

PRIMARY SCHOOLS.

Strength.	Govt.	Muni- cipal Co- operation.	Man- chayat Union.	Aided	Un aided.	Total.
Below 100	195	86	5291	780	3	6355
101-200	365	203	6434	1021	2	8025
201-300	461	290	6224	1323	1	8299
301-400	211	220	1639	935	1	3036
401-500	149	134	1111	464	1	1859
501-750	47	116	529	245	1	938
751-1000	41	58	369	191	-	559
1001-1500	6	24	139	50	-	210
1501-2000	-	-	85	20	-	105
2001-2500	-	-	75	21	-	96
2501-3000	-	-	-	-	-	-
3001-3500	-	-	-	-	-	-
3501-4000	-	-	-	-	-	-
4001 and above	-	-	-	-	-	-
Total. ..	1475	1131	21796	5030	9	24991

Cont....

MIDDLE SCHOOLS.

Strength.	Govt.	Municipal Compo- sition.	Pancha- yats/ Union	Aided	Un- aided.	Total.
Below 100	1	27	31	65	-	124
101-200	22	33	377	180	1	613
201-300	63	77	733	471	-	1344
301-400	46	80	633	470	-	1284
401-500	56	68	645	313	-	1082
501-750	25	72	341	179	-	617
751-1000	5	23	156	164	-	353
1001-1500	2	10	92	43	-	147
1501-2000	1	9	6	28	-	44
2001-2500	-	8	6	11	-	25
2501-3000	-	-	3	3	-	1
3001-3500	-	7	-	4	-	11
3501-4000	-	-	-	-	-	-
4001 & above.	1	-	-	-	-	1
Total.	222	419	3078	1931	1	5651

HIGH SCHOOLS.

Below 100	-	-	-	-	-	-
101-200	106	8	-	13	2	134
201-300	334	11	-	56	11	412
301-400	433	11	-	65	2	511
401-500	319	12	-	75	1	407
501-750	373	13	-	73	7	466
751-1000	177	11	-	50	-	238
1001-1500	89	9	-	31	-	129
1501-2000	3	3	-	19	-	30
2001-2500	-	-	-	-	-	-
2501-3000	-	-	-	-	-	-
301-3500	-	-	-	-	-	-
3501-4000	-	-	-	-	-	-
4000 & above.	-	-	-	-	-	-
Total.	1839	78	-	337	23	2327

HIGHER SECONDARY SCHOOLS.

Below 100	-	-	-	-	-	-
101-200	-	-	-	-	-	-
201-300	1	-	-	5	-	6
301-400	6	-	-	14	17	37
401-500	56	4	-	43	1	104
501-750	151	6	-	100	17	274
751-1000	189	10	-	121	7	327
1001-1500	221	17	-	161	10	409
1501-2000	115	16	-	144	1	276
2001-2500	38	9	-	57	-	104
2501-3000	22	4	-	23	-	49
3001-3500	6	2	-	5	-	13
3501-4000	4	-	-	2	-	6
4001 & above	-	-	-	2	-	2
Total.	809	63	-	677	53	1607

- iv) Plan and programmes to provide Primary schooling facilities to Schoolless habitations particularly of smaller size.

8th Five Year Plan

As per the Fifth All India Educational Survey Tamilnadu has 5763 Habitations which do not have a primary school within a distance of 1 K.m., In the VIII Five Year Plan 2822 of these habitations with a population of 200 and above are proposed to be provided with schools.

Already 439 Schools have been opened in such habitations giving the Scheduled Caste, Scheduled Tribe thickly populated habitations preference during 1990-91. Further 500 Schools are proposed to be opened during 1991-92. Allotment of Budget has been made for this purpose. For opening of Additional Primary Schools Rs.28.98 Crores have been budgetted in VIII Five Year Plan. For building facilities to 1820 Primary Schools Rs.23.60 Crores have been budgetted in VIII Five Year Plan. Totally for Elementary Education 269.69 Crores has been allocated in the VIII Five Year Plan.

Entry rates (Class-I age group 5 to 6 years) gross enrolment ratios in 6-11, 11-14, 14-16 and 16-18 according to Sex.

Age Group	Achievement 1989-90			Target 1990-91		
	Boys	Girls	Total	Boys	Girls	Total
6-11	0.51	0.52	1.03	0.42	0.43	0.85
11-14	0.66	0.63	1.29	0.57	0.68	1.25
14-16	0.26	0.19	0.45	0.25	0.25	0.50
16-18	0.16	0.12	0.28			

Additional enrolment target for VIII Plan period			
Age Group	Boys	Girls	Total
6-11	0.42	0.43	0.85
11-14	0.57	0.68	1.25
14-16	0.25	0.25	0.50

Index of enrolment of Girls in Primary, Middle, High and Higher Secondary stages from 1978-79 to 1988-89

Year	Primary Stage		Middle Stage		Secondary stage		Higher Sec. Stage		Grand Total
	Total Girls	Total Girls	Total Girls	Total Girls	Total Girls	Total Girls	Total Girls		
1978-79	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1979-80	101.7	101.8	103.8	104.7	101.0	102.4	223.0	230.2	103.7
1980-81	103.7	104.4	108.2	109.2	107.3	107.8	238.4	245.8	106.6
1981-82	104.7	106.1	115.4	119.8	113.6	120.9	260.1	286.5	109.5
1982-83	108.4	110.2	120.4	124.7	117.6	122.1	265.6	295.5	113.5
1983-84	112.3	114.8	128.7	135.7	126.1	134.1	275.6	310.9	118.7
1984-85	115.1	117.8	136.2	145.4	135.7	145.9	297.0	344.7	123.2
1985-86	117.5	120.4	144.9	157.1	145.9	161.8	312.4	367.8	127.6
1986-87	119.7	122.6	153.7	168.1	154.6	172.7	324.0	381.4	131.7
1987-88	122.1	125.2	163.1	180.9	168.7	180.5	353.6	430.5	136.2
1988-89	123.7	127.0	170.6	190.8	169.2	190.7	378.3	455.3	139.7

(A separate sheet enclosed for Total No. of enrolment by type of schools 1979-90 to 1988-89 at page No.3)

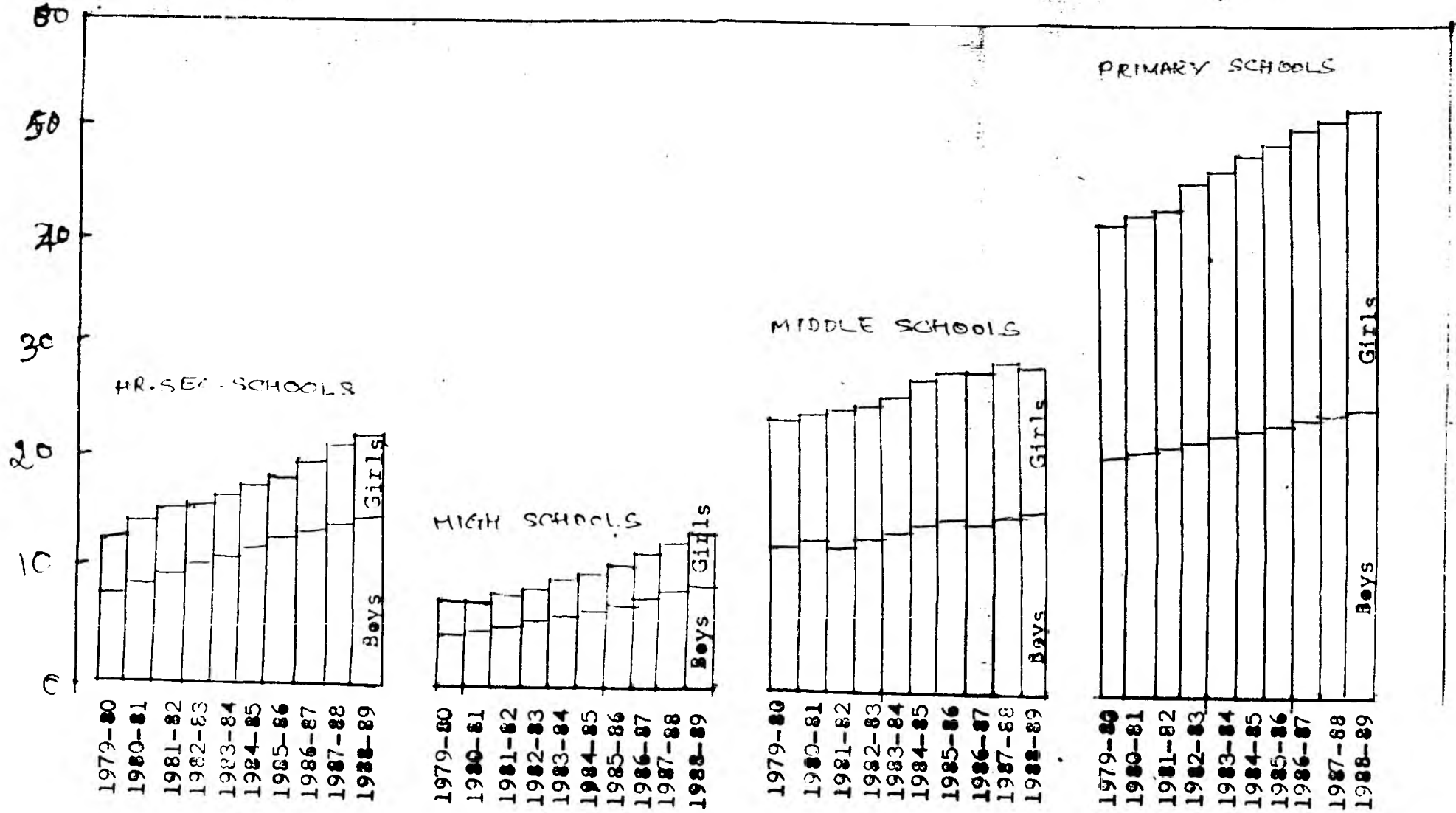
Drop-out rates for 5 years- 1985-86 to 1989-90 for all stages

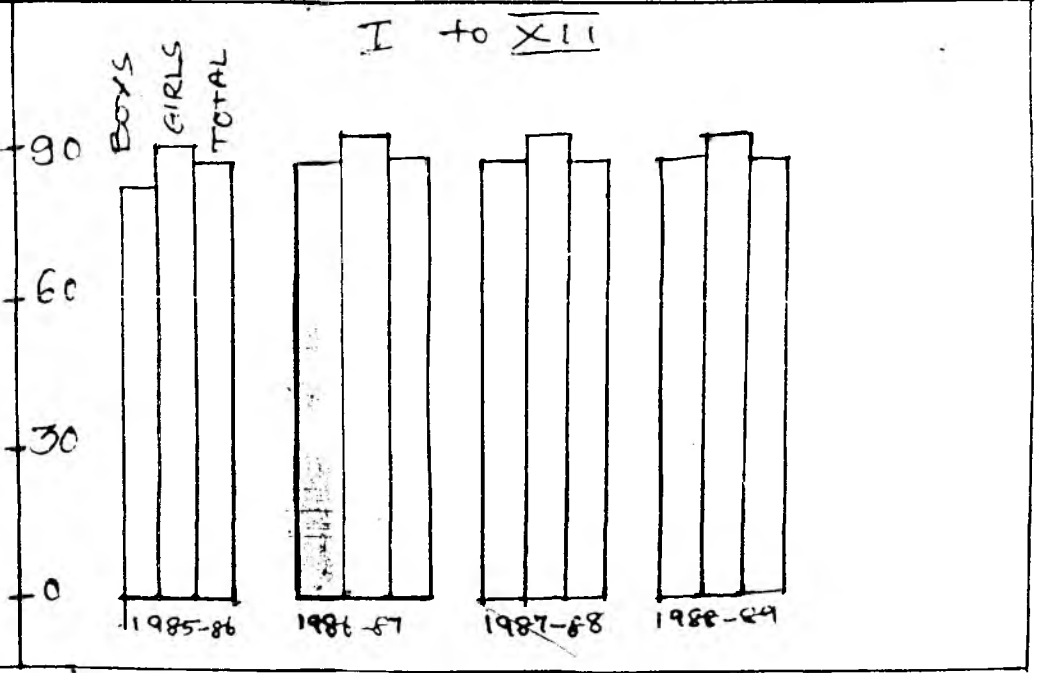
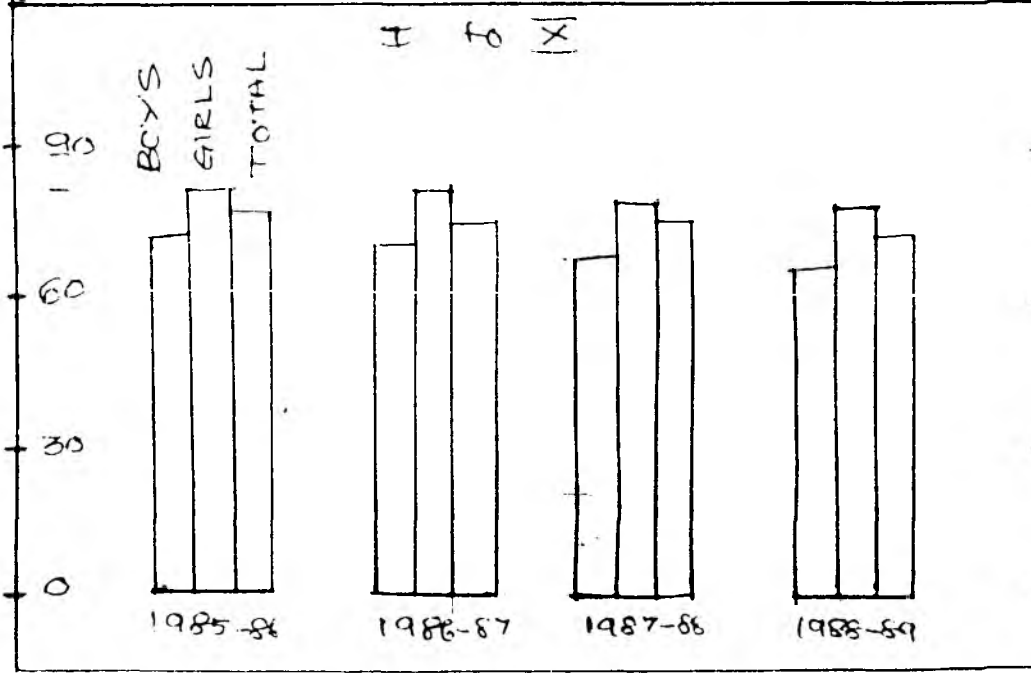
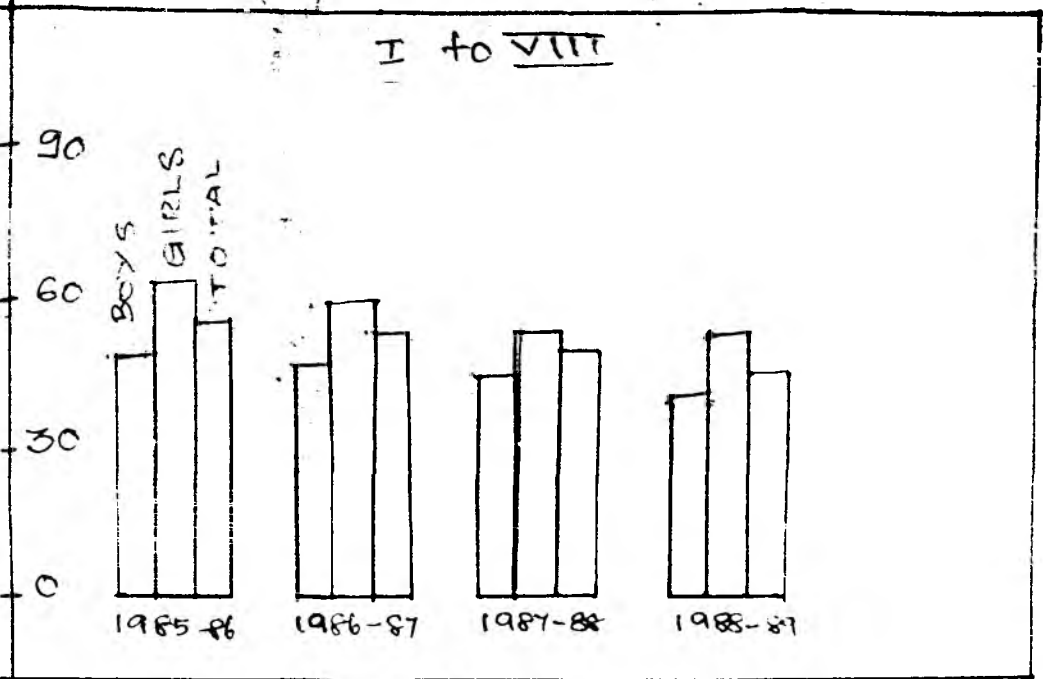
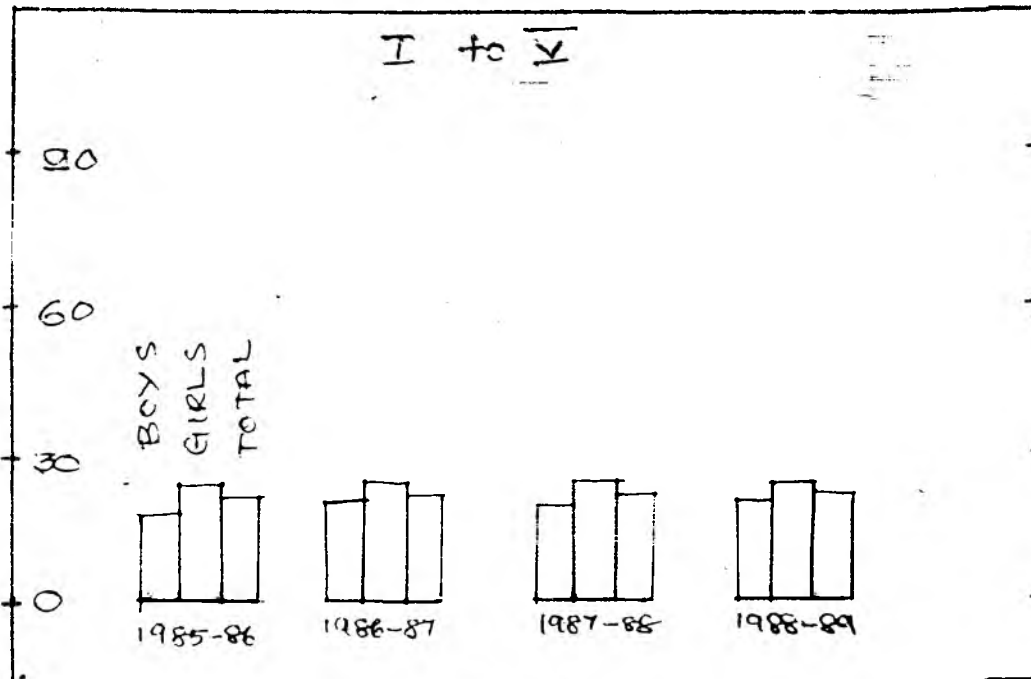
Year	Upto Primary Stage			Upto Middle Stages		
	Boys	Girls	Total	Boys	Girls	Total
1985-86	20.13	25.20	22.48	51.47	62.23	56.45
1986-87	19.86	25.06	22.29	47.66	57.82	52.38
1987-88	19.44	24.46	21.78	44.08	53.14	48.22
1988-89	19.17	24.01	21.42	41.33	51.35	45.97
1989-90	18.78	23.64	21.05	40.87	50.65	45.43

Year	Upto High School stage			Upto Higher Sec. Stage		
	Boys	Girls	Total	Boys	Girls	Total
1985-86	72.03	79.71	75.53	88.11	90.00	88.97
1986-87	71.41	78.59	74.68	87.50	89.64	88.47
1987-88	69.72	77.32	73.24	87.13	88.84	87.91
1988-89	66.75	76.45	71.26	86.52	88.58	87.46
1989-90	66.11	73.85	69.64	85.11	87.98	86.44

(A separate sheet enclosed for No. of Institutions-Yearwise 1979-80 to 1988-89 at page No.4)

Total No-Of Enrolment by type of schools 1979-80 to 1988-89





-A-

(Statistical
Handbook)Repeaters - Standardwise in all type of Schools according toSex

Standard	Total Repeaters		
	Boys	Girls	Total
I	10,290	6,876	17,166
II	8,599	6,814	15,413
III	8,948	6,030	14,978
IV	66,874	50,553	1,17,427
V	57,184	46,093	1,03,277
VI	67,634	54,006	1,21,640
VII	51,851-	57,444	1,09,295
VIII	50,571	51,907	102478 87,331
IX	41,185	46,146	87,331
X	15,893	26,233	46,126
Total :	3,79,029	3,52,102	7,31,131

Repeaters among Scheduled Caste and Scheduled Tribes according to Sex.

Standards	S.C. Repeaters			S.T. Repeaters		
	Boys	Girls	Total	Girls	Boys	Total
I	5,883	5,960	11,843	108	79	185
II	6,924	6,264	13,188	89	72	161
III	4,834	3,756	8,590	83	59	142
IV	16,712	13,518	30,230	663	114	777
V	16,622	14,678	31,300	606	663	1,269
VI	23,868	15,748	39,616	342	276	618
VII	20,770	15,376	36,146	270	236	506
VIII	18,571	14,232	32,803	214	200	414
IX	15,947	10,660	26,607	296	254	550
X	7,902	7,579	15,481	87	110	197
Total :	1,38,033	1,07,771	2,45,804	2,756	2,063	4,819

Reason for children not entering schools and reasons for drop-outs are as follows:

- 1) Need for schools within the habitations or atleast 1 K.m., from the habitations;
- 2) Need for sufficient teachers to attend the children in schools;
- 3) Poverty of the people which prevents them from giving sufficient nutritious food to the children;
- 4) Lack of proper dress, proper footwear etc.,
- 5) Lack of Money ~~to~~ buy Text Books, Note Books Slates etc.,
- 6) Sometimes even parents find it difficult to spend money for Busfair etc., and the children especially girls stay away;
- 7) Poverty prevents the parents to send the Girls to schools with proper dress and basic needs;
- 8) Even unable to pay the Special Fees once in a year;
- 9) Need for the grown-up Girls to look after the Small children at home.

In order to reduce Drop-outs especially with reference to Girls students many Welfare measures have been taken-up by the Tamilnadu Government.

- 1) Free Education up to Degree level;
- 2) Free Nutritious Meals to all children who need it. About 61 Lakhs pupils in Std.I to X are fed (1988-89) out of which 23 Lakhs are Girls;
- 3) Government supplies 1 set of Free Books to children from I to VIII Standard;
- 4) Government supplies 1 set of free Uniform every year from I to VIII Standard;
- 5) Government supplies 1 pair of chappels;
- 6) Government gives Free Passes for children to travel by Bus and come to school;

- 7) In order to prevent Girls staying back to look after their kids, "Kulanthaiyal Kappagam" have been opened ;
- 8) Marriage Grants of 5000/- is given to the Girls from poor family if they have completed VIII Standard and above. This is to encourage Women's Education;
- 9) Foster Parent Scheme:
This scheme has been launched to make the Philanthropically minded citizens to adopt poor girls and create an endowment from which every year the Girls' parent will be paid Rs.250/-.
- 10) More Primary Schools are opened for habitations which need a school within 1 K.m.,
- 11) More No. of Teachers post are allotted every year to meet the need.

(e) SELECTED INDICATORS OF EDUCATIONAL DEPARTMENT:

(e)(i) No. of Institutions, enrolment, teachers, expenditure (according to management

	Government	Municipal/Corpn.	Unaided	Total	
(1)	(2)	(3)	(4)	(5)	
<u>Higher Sec. Schools:</u>					
a) No. of Schools	309	68	577	53	1607
<u>b) Enrolment:</u>					
Boys	632071	39894	518122	20664	1260751
Girls	337629	66585	407252	8786	820252
Total	969700	156479	925374	29450	2081003
<u>c) Teachers:</u>					
Men	20748	1975	16702	426	39851
Women	8276	1995	11217	381	21869
Total	29024	3970	27919	807	61720
<u>High Schools:</u>					
a) No. of Schools	1839	73	287	23	2327
<u>b) Enrolment:</u>					
Boys	625374	29379	174334	8809	737296
Girls	353856	29423	164535	3117	570751
Total	379230	58822	338869	11926	1308047
<u>c) Teachers:</u>					
Men	13920	646	5476	130	23172
Women	6907	853	3411	221	11391
Total	25827	1499	6889	351	34564

Statistics
Handbook)

	Govern- ment	Muncpl. Corpn.	Panchay- atunion	Aided	Unaided	Total
Middle Schools:						
a) No. of Schools	222	419.	3078	1931	1	5651
b) <u>Enrolment:</u>						
Boys	77751 77751	170449	753657	661879	329	1664065
Girls	64574	144084	564667	559915	315	1333555
Total	142325	314533	1318324	1221794	644	2997620
c) <u>Teachers:</u>						
Men	1611	2285	17511	12411	8	33826
Women	1601	4766	9547-	15923	5	31842
Total	3212	7051	27053	28334	13	65668
Primary Schools:						
a) No. of Schools	1475	1131	21796	5080	9	29491
b) <u>Enrolment:</u>						
Boys	171806	201670	1844639	719005	3636	2940726
Girls	152732	193714	1519123	631458	3343	2505370
Total	324548	400384	3363732	1350463	6979	5446096
c) <u>Teachers:</u>						
Men	4717	3204	50075	14348	37	72381
Women	3318	6315	21089	15717	102	46541
Total	8035	9519	71164	30065	139	118922

Consolidated school educational budget for 1980-81 to 1990-91 is given below:

Year	Expenditure		
	Plan	Non-Plan	Total
	(Rupees in Crores)		
1980-81	12.79	187.14	199.93
1981-82	14.40	204.68	219.08
1982-83	20.09	251.65	271.74
1983-84	21.30	305.09	326.39
1984-86	33.21	349.80	383.01
1985-86	33.67	444.36	478.03
1987-87	42.38	462.72	505.10
1987-88	56.86	567.97	624.83
1988-89	48.71	597.49	646.20
1989-90	63.23	605.07	668.30
1990-91	21.10	726.84	747.94

(Statistics Handbook)

Selected rates ratios and percentages:

Teacher-Pupil Ratio by type and by Stage in 1985-86 to 1989-90

Year	Primary Schools	Primary Stage	Middle Schools	Middle Stage
1985 - 86	43	45	43	35
1986 - 87	44	45	44	37
1987 - 88	45	46	46	38
1988 - 89	45	47	45	38
1989 - 90	46	47	46	41

Year	High Schools	High Stage	Higher Schools	Hr. Sec. Stage
1985 - 86	28	25	29	17
1986 - 87	30	26	30	18
1987 - 88	31	27	30	19
1988 - 89	33	28	32	20
1989 - 90	35	28	33	21

Habitations in various population slabs and population slabs and population in them unserved for Primary Stage

Population Slab	Habitations in the slab	Habitations served beyond 1 K.M.		Population served for Primary stage beyond 1 K.M.
		No	%	
5000 & above	340	-	-	-
2000 - 4999	2906	11	0.4	25110
1000 - 1999	7624	82	1.1	116589
500 - 999	12361	401	3.2	263007
400 - 499	3967	287	7.2	124097
300 - 399	4873	630	14.0	235816
200 - 299	5641	1212	21.5	306186
100 - 199	6268	1851	29.5	269870
Below 100	3412	1239	35.3	76867-
Total :	47392	3763	12.2	1417538

Fifth All-India Ednl. Survey book)

Out of the 47,392 habitations ~~8,87~~ 5,763 habitations (i.e.12.2% of the habitations) are served beyond 1 K.m., for primary stage. However, the habitations served beyond 1 K.m., for Primary Stage for the population slab of 500 and more is only 494. The percentage of such habitations is 4.7%. The population served beyond 1 K.m., for primary stage is 4,04,706.

Fifth All-
India Ednl.,
(Survey book)

Habitations in various population slabs and population in them ~~un~~ unserved for Upper Primary stage

Population slab	Habitations in the slab	Habitations served beyond 3 K.m.		% of population served for Upper Primary Stage beyond 3 K.m.
		No.	%	
5000 & above	340	4	1.2	1.2
2000 - 4999	2906	129	4.4	4.0
1000 - 1999	7624	1142	15.0	14.1
500 - 999	12361	2845	23.0	22.5
Below 500	24161	7429	30.7	31.6
Total	47392	11550	24.4	15.9

Habitations in various population slabs and population in them unserved for Secondary Stage

Population slab	Habitations	Habitations served beyond 8 K.m.		% of population served beyond 8 K.m.
		No.	%	
5000 & above	340	9	2.6	2.5
2000 -4999	2906	78	2.7	2.5
1000 - 1999	7624	455	6.0	5.9
500 - 999	12361	1177	9.5	9.1
Below 500	24161	4023	16.7	15.6
Total	47392	5742	12.1	7.3

Statistics
(Handbook)

No. of Teachers working in all type of Schools for the
Period 1980-81 to 1989-90

Year	Men	Women	Total	Percentage of Women Teachers
1980 - 81	161955	106619	268574	39.7
1981 - 82	162109	109178	271287	40.2
1982 - 83	164881	111489	276370	40.3
1983 - 84	166368	114654	281022	40.8
1984 - 85	168248	116166	284414	40.8
1985 - 86	169987	117882	287869	40.9
1986 - 87	171130	119598	290728	41.1
1987 - 88	171798	121357	293155	41.4
1988 - 89	172516	121823	294339	41.4
1989 - 90	173425	124493	297918	41.8

*
*
* PART I : THE CONTEXT *
*
* CHAPTER II : THE STUDY *
*
* i. AIMS AND OBJECTIVES OF STUDY *
* ii. METHODOLOGY AND TOOLS *
* iii. SAMPLE DESIGN AND COVERAGE *
* iv. SOURCES OF DATA/d *
* v. SURVEY TOOLS FOR THE STUDY *
* vi. LIMITATIONS OF STUDY. *
*

CHAPTER - II The Study (Source: Survey Design and other related documents)

Aims and objectives of Study:

Location of educational facilities is one of the most important aspects of planning at the micro-level. The global priorities fixed by the national plans have often failed to take into consideration inequalities among regions, between urban and rural areas, and among different social groups. In the area of facilities, for lack of participation from the regional and local levels in central decision-making, coupled with the shortage of concrete guidance and assistance from the centre in policy and plan implementation have often resulted in centralized plans and on measures not being put into effect.

These deficiencies have made the systematic approach to the geographical location of educational facilities an indispensable element for the process of educational planning. It is only through interfacing national priorities with local conditions and requirements that educational plans can be put implemented effectively.

The process of locational planning in education is popularly known as "School Mapping". It involves the process of identifying the communities and places where educational facilities proposed in the plan are to be located. It requires systematic effort designed to locate schools and facilities in such manner that targetted age-groups of the population are able to use facilities to their maximum advantage.

With the recent developments in non-formal education in areas such as literacy programmes, post-literacy courses, vocational training and adult education, school mapping should cover not only the distribution of formal educational facilities but and also the non-formal educational facilities.

The process of school mapping covers the following specific areas for expansion and improvement of facilities:

- a) Rationalization of existing facilities by--
 - i) shifting, closure or amalgamation of institutions;
 - ii) optimum utilization of teaching and non-teaching staff;
 - iii) optimum utilization of buildings, equipment, furniture etc
- b) Provision of new or additional facilities by--
 - i) opening of new institutions or upgrading of existing ones;
 - ii) providing additional teaching and non-teaching staff;
 - iii) providing new or additional buildings, furniture and equipment in institution etc.

Thus school mapping has the double function of securing greater equality of educational opportunities and at the same time of rationalizing the use of existing facilities in an effort to optimize the limited material and manpower resources.

The technique of school mapping is used both for the planning and implementation of locational plans and programmes. It can be applied to all the sectors of education or to selected sectors or to specific special issues. For example, this technique can be used for:

- a) Universalization of primary education;
- b) Extending the period of compulsory education;
- c) Increasing access to secondary education

- d) Restructuring of secondary education;
- e) Improving educational quality through clustering of schools;
- f) Developing a new work of technical/vocational schools; and/or
- g) Expanding higher education.

A number of factors need to be taken into consideration in undertaking the exercise of school mapping on a regular basis. These are as follows:

- a) Demographic factors e.g., growth of population and of school-age population in particular, its geographic distribution, age and sex composition, migration etc which affect the potential demand for educational facilities
- b) Educational factors, e.g. the number of study hours per week and their distribution by subjects, the number of pupils per class and their division into smaller groups for certain activities, normal length of time for which premises should be used and the possibility of introducing double shift, teachers working hours and the extent of their specializations, etc.
- c) Geographic factors e.g. ways and means for the pupils to get to the school in terms of geographical topography, road, lane, and waterway network.
- d) Economic factors, e.g., minimum and maximum size of the schools/class and sections.
- e) Political factors, e.g., those political and policy priorities and constraints which usually dictate the creation or expansion of specific types of educational institutions.
- f) Manpower factors, e.g., present and future

structures of employment which generally affect the relative weights in educational contents and diversification.

School mapping acts as a bridge between the national educational plan and its translation into action at the local level. To begin with, the central administration regionalize the national policy and objectives and establishes the criteria and norms to be applied. On this basis, drafts of school maps are prepared at the regional level translating the regional objectives into operational terms. At the local level, the detailed preparation of the school map takes into consideration the specific needs, characteristics and problems of local communities.

The detailed local maps as well as the corresponding resource requirements are taken and reviewed in an interactive manner at local, regional and central levels, revised and put into the final form. The local school maps taken together constitute the regional map.

Similarly, the national school map is composed of all the regional maps. Based on these, it is possible to test whether the objectives set by the national plan are realistic and are able to obtain a better allocation of resources. Diagram I, illustrates this interactive process of school mapping at various levels.

In addition to the vertical interaction, the school mapping operation also requires horizontal involvement of other development programmes and administrative services dealing with housing, health, road, social welfare, industries, agriculture, etc., so that school map becomes an integral part of the general map of public services for the community.

ii) Methodology and tools:

School mapping at the local level can be done in the following three stages as a.s. explained in Diagram III:

- a) Diagnosis of the existing situation
- b) Projection of future requirements; and
- c) Drawing up of perspective school map.

The purpose of school mapping is to set up a network of schools ~~xxx~~ which will meet in the most efficient and equitable way the possible future demand for education. Regardless of the objectives, it should aim at:

Providing equal opportunity of access to education;
improving teaching-learning conditions; and
obtaining more efficient use of human and physical resources (teaching and building)

The first step, therefore, consists in examining the present situation and analysing how the present school map meets the objectives of the educational policy.

This done by means of a thorough diagnosis of all aspects related to the following areas:

coverage of educational system and disparities in the access to education of various population group in different territorial units;
educational efficiency in respect of repetition and dropouts; and
quality of resources in respect of teachers and physical facilities.

To enable such diagnosis, relevant information regarding local demographic structure and trends, educational frameworks and activities geographical

topography and transport networks, as well as economic and employment patterns will have to be systematically collected and analysed. Some of the indicators and parameters which can be considered at this stage are given in Appendix to this Chapter.

At the local level, this analysis will have to be done at the zonal as well as at the institutional level as explained below:

This analysis should be done for every block or similar unit adopted for educational mapping below the stage level for making an assessment of the --

Coverage of the educational system;

Inter-zonal disparities;

Internal efficiency;

Quality;

Linkages with other developmental departments etc.

This type of analysis should be done for each and every institution which is already functioning it may cover:

Use of school building and equipment;

Extent of surplus/shortage of teaching and non-teaching staff;

Use of educational space;

Analysis of unit costs, etc.

To undertake this thorough analysis, the following steps should be taken:

- 1) Comprehensive Educational survey of schools, villages and Habitations(Cluster of Houses):

This should be a very comprehensive survey based on well-structured formula. It should be conducted with a common date of reference for all areas/schools to provide bench-mark information for

further analysis. In Chapter IV of this Report, tools for the conduct of field survey at the elementary stage of education have been suggested.

Preparation of Area maps showing existing educational and other facilities, topography, communication net work, catchment Area of Each school etc: There need not be only one but set of maps. There should be a map for every village, block etc. These should be notional maps. For sake of uniformity, it is suggested that the following notations may be used to indicate type and level of educational institutions.

Similarly if the school is 'for boys', it may be indicated by adding 'B' with the notation. In case it is for girls, put 'G' in place 'B'. If it is a co-educational institution, nothing may be written i.e. without any indication of 'B' or 'G'. Black colour may be used for indicating existing schools, green colour for new school/stage to be opened and red for schools/stages proposed for closure or shifting.

Analysis of Existing situation in Terms of Norms:

On the basis of data collected through survey of schools, villages and area maps, the distribution of existing facilities should be analysed in terms of prescribed norms and standards for provision and utilization of educational facilities. Among other things, this analysis should help in identifying the following:

- i) School-less areas/villages/habitations;
- ii) Number of children to be enrolled;
- iii) Catchment area of each school;

- iv) Non-viable schools;
- v) Schools to be shifted, amalgamated/mixed with other schools or closed down;
- vi) Extent of surplus and shortage of teaching and non-teaching staff; and
- vii) Condition, use and requirement of building, furniture and equipment

After comprehensive diagnosis, it is necessary to make projections, in order to identify the potential demand for education in terms of future school age population and educational policy objectives, simultaneously, it is necessary to draw up perspective school maps. These two stages would involve the following steps:

This should be done for every village and habitation for primary school education, in case of every primary school for secondary education, and so on. Though difficult, at the same time it is indispensable for estimating the potential enrolment village by village. The simplest course is to find a formula which enables the potential school enrolment on the part of a village to be linked with the latter's total population. It may be assumed that the ratio identified will be the same for each of the villages in a zone as for the zone itself.

A school's capacity does not necessarily be equal to the enrolment in the base year. It may be greater or less if the premises are under-utilised or overloaded. Capacity may be estimated on the basis of the area of the rooms used for teaching and of the regulations in force on the area required per pupil. In secondary education, the normal length of time for which the premises may be used should be taken into

account. As stated earlier, this type of information would be available at the time of the diagnosis.

With the catchment area defined at the diagnosis stage on the basis of the maximum acceptable distance a child may walk or in the minimum journey time when transport is available, it is easy to calculate future enrolments in existing schools by adding up the previously estimated enrolment from each village and habitation (hamlet) included in the catchment area (or from the primary schools) if it is a matter of estimating enrolment in secondary education.

At the end of this stage we shall have for each of the regions or zones the lists of schools to be closed, to be kept as such, extended or restructured and, lastly, the list of village/hamlets not yet reached by the existing school network (Refer to chapter III for the structural pro forma for this purpose)

iii) Sample Design and coverage:

State level: Originally ten states had been selected for the study. Later Arunachal Pradesh was added to the list at the instance of the E.C. of NIEPA (based on recommendation of the programme Advisory Committee) Delhi had been included for the purpose of school mapping in urban areas, particularly cosmopolitan cities. The state level questionnaire will be canvassed in all selected states. TAMIL NADU is one of the States chosen for study.

District level: In each selected state, only one district has to be selected for study. This district is selected keeping in view the different types of geographical regions in the country.

From Tamil Nadu, North Arcot District has been selected for the District level study of the "School Mapping". North Arcot District is one of the largest Districts which is being divided into two separate districts. There are hill areas also in this district. Scheduled Castes, Scheduled Tribes population also are in good number in this district. Therefore this district has been chosen for study.

Block level:

Two blocks namely VELLORE URBAN and VELLORE RURAL have been selected for school mapping study. Particulars are gathered in respect of Districts and blocks.

1. Planning for Educational Development
2. Expansion of Schooling Facilities
3. Rationalization of Schooling Facilities
4. Educational Surveys
5. Concern Areas for schooling Facilities
6. Educational Pattern and Vocationalization
7. Land and Buildings
8. Staffing Pattern and Rationalization
9. Furniture, Equipment and other Materials
10. School Library
11. Networking of Facilities
12. Educational Responsibilities of Local Bodies
13. Non-Government Organizations Institutions
14. Budget Grants to Schools
15. Inter-Departmental Support
16. Community Involvement

Institution level:

For detailed study of schools there will be

two categories:

1. Schools/sections opened/upgraded during the last five years and ,
2. Old schools

From the above two categories, schools have been selected as follows :

Urban Secondary (Government)	..	4
Urban Secondary (Private)	..	2
Rural Secondary (Government)	..	3
Rural Secondary (Private)	..	3
Urban Middle (Government)	..	2
Urban Middle (Private)	..	2
Rural Middle (Government)	..	4
Rural Middle (Private)	..	2
Urban Primary (Government)	..	2
Urban Primary (Private)	..	2
Rural Primary (Government)	..	3
Rural Primary (Private)	..	2

Out of 12 Secondary schools, 6 schools are chosen with higher secondary level. Care also has been taken to include atleast 5 old schools of different categories.

(iv) SOURCES OF DATA :

1. Fourth Educational Survey.
2. Fifth Educational Survey.
3. Educational Statistical Handbook of
Department of Education.
4. Seventh Five Year Plan.
5. Eighth Five Year Plan.
6. Progress of Education in Tamil Nadu
(Note on Demand 90 -91)
7. A study on the Growth of Education and
employment of Women in School Education.
8. Private Schools Regulation Act - 1973.
9. Rules for Elementary Education.
10. Grant in Aid Code - Madras.

(v) SURVEY TOOLS FOR THE STUDY:

A comprehensive survey of educational facilities is a pre-requisite for undertaking the exercise of school mapping. Such surveys should become a regular feature and it is suggested that these should be conducted once in a period of five years on census basis covering all areas, schools and non-formal education centres. A set of the following three forms have been used for this purpose:

1. School Information Form:
2. NFE Centre Information Form; and
3. Village Information Form.

These Forms are exhaustive but simple. Format for all these forms for elementary stage have been enclosed. Information were collected for urban areas on lines of Village Form.

Data collected through survey were analysed in terms of norms and standards adopted for provision and maintenance of educational facilities. On the basis of these norms, draft perspective plans for expansion and rationalisation of schooling facilities were prepared and finalised after discussion at different levels. These discussion took place both within and outside the official circles.

As a part of "Perspective Plan", the following statement were prepared.

- I. List of new primary schools to be opened.
- II. List of primary schools to be upgraded into Middle schools section.
- III. Proposals for change of location of Primary/Middle school/sections.
- IV. List of boys and girls primary schools/sections proposed for amalgamation.
- V. List of defunct non-viable primary middle schools/sections.
- VI. List of schools having surplus/shortage of teaching staff.

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PART II : AREA ANALYSIS
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CHAPTER IV: PLANNING FOR
SCHOOLING FACILITIES

- a. PLANS AND PROPOSALS\
- b. NORMS
- c. COMMITMENT MADE BY
POLITICAL LEADERS
- d. REGIONAL ALLOCATION

Part-II - Area Analysis

Chapter -IV : Planning for Schooling facilities:

In the Block level Assistant Educational Officer prepares the plan proposals for opening of Elementary Schools. He inspects the places where actually the schools are to be opened and verify the need in respect of population and walking distance. He ensures the ability of local people to provide all facilities. Then he receives the proposals from the local community and forwards them to the District Educational Officer. He consolidates all the proposals received from various blocks and forwards the proposals to the Chief Educational Officer with his specific remarks in respect of the proposals. Chief Educational Officer again consolidates all the plan proposals of the revenue district for opening of schools and other developmental schemes of education and forwards them with proper recommendation to the Director of School Education in case of Secondary and Higher Secondary Schools and to Director of Elementary Education in respect of Primary and Middle Schools. Planning of opening of schools (Expansion of Educational facilities) for every year is done based on the funds allotted by Government in that year. Therefore the planning is centrally controlled. Priority is given first to the special areas and then to the needy areas and schools are selected by the High Level Committees appointed by Government in respect of Secondary and Higher Secondary Schools and Director of Elementary Education in respect of Elementary School. After due approval, plans informed to Chief Educational Officers and District Educational Officers to execute the plans and monitor them for further recognition staffing and rationalisation.

ii) Process and Methodology:

Various levels of administration in processing the proposals for opening of schools are given below:

Elementary Schools (Primary and Middle)

- a) Assistant Educational Officer receives the proposals and consolidate them as block plan .
- b) Assistant Educational Officer forwards the plan to District Educational Officer.
- d) District Educational Officer scrutinises the proposals and forwards to Chief Educational Officer.

- d) Chief Educational Officer: Chief Educational Officer is the statutory authority to open Elementary Schools. Based on the recommendation of the District Educational Officer, Chief Educational Officer grants permission to open schools with formal approval of Director of Elementary Education.
- e) Joint Director(Elementary) : Joint Director of Elementary is the appellate authority for opening of Elementary Schools.
- f) Government: Government gives the policy every year about opening of Primary Schools and upgradation of primary schools. Same levels of administration function in processing the proposals for opening of private schools.

For Higher Secondary School:

- a) District Educational Officer receives proposals and forwards consolidated plan to Chief Educational Officer.
- b) Chief Educational Officer forwards proposals to Joint Director(Secondary) with his recommendations
- c) Joint Director Higher Secondary/Joint Director(Secondary) cuts upto High Level Committee. High Level Committee sends recommendation to Government.
- d) Joint Director-Higher Secondary/Joint Director(Secondary) is the statutory authority for opening of Higher Secondary Schools.
- e) Director of School Education is the appellate authority. Same levels of administration functions in processing the proposals for opening of private Secondary/Higher Secondary Schools.

Actual Process

a) Elementary Schools:

Proposals are prepared by the local building committee every year according to the need and submitted to Local Block Level Officer for consideration for opening of Government Schools during the next academic year. In case of Non-minority private schools proposals are sent in the same way by concerned Correspondent/Managers of the schools. In case of minority private schools proposals are sent only for recognition after opening their schools on their own. The proposals are then forwarded to the Chief Educational Officer of the Revenue District through the District Educational Officer after due inspection and recommendation. The Chief Educational Officer forwards the Government School proposals to the Director of Elementary Education with due recommendations whereas he himself pass orders for private schools, being the statutory authority. Joint Director (Elementary Education) is the appellate authority in opening of Elementary Schools, opening of additional sections is approved by District Educational Officer concerned. The original instructions for permitting a school and recognition is given below: Rules for Elementary Education-Part-II rules for the grant of recognition and aid to Elementary Schools-Chapter-I-Rules for recognition".

According to these rules the power to grant permission to open new schools and additional classes in the existing schools and to grant or

...contd.

..withdraw recognition and aid to or from Elementary Schools shall vest in the officers of the Education Department. Providing that the previous permission of the officers of the Education Department shall be required for the opening of new schools by the District Boards in places which have no school within a radius of one mile and which have a population of not less than 500. In such cases it will be sufficient if the District Educational Officer is informed of the opening of the schools as soon as possible.

For Private schools, "Private Schools regulations Act 1973" gives out the rules and regulations for recognising private schools.

11) High and Higher Secondary Schools:

For Government Schools the proposals received from the Local Building Committees are scrutinised by the District Educational Officer and the Chief Educational Officer concerned and submitted to Director of School Education with their recommendations annually. The High Level Committee constituted by the Government scrutinised these proposals and permit schools to be opened according to the priority with respect to need and funds available with the Government for the year. In all cases norms are framed and got approved by the Government. For aided schools, the proposals sent by the Managements of the schools are scrutinised by the Joint Director (Secondary/ Joint Director (Higher Secondary) according to the norms and permit opening of school with aid or without aid according to the Government Policy at that time.

...contd.

Minority schools first open the schools and then apply for recognition. If the managements are aggrieved at the order of the Joint Director, they have the appeal provision with the Director of Elementary-Education.

Normally opening of additional sections are permitted by Chief Educational Officer himself according to the fixation and availability of posts.

Upgradation:

Normally Primary Schools(Standard I to V) are upgraded into Middle Schools(Std.I to VIII). New Middle Schools with Standard I to VIII are very rarely opened. Compartmentalised VI to VIII Middle Schools are very rarely opened. All Middle Schools are with Standard I to VIII. Normally in the first year VI Standard is opened and in further years VII and VIII Standards are opened year after year. In case of upgradation of Middle Schools into High Schools, Middle Schools with Standards I to VIII are upgraded by adding one standard namely Std.IX. This is done by the Director of School Education with the help of the High Level Committee appointed by Government .

Thereafter next year X Standard is opened to make it a complete High School. In case of upgradation of Secondary School into Higher Secondary School, the Schools with upto X Standard are upgraded to XI Standard by the Director of School Education with the help of the High Level Committee appointed by the Government during first year and XII Std., during the following year.

Opening of Non-formal Centres:

Non-formal Education Centres are directly opened by the State Non-formal Education Director with the permission of the Government. The District-Adult Education Officer in Revenue District level forwards the proposals.

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Unrecognised Schools:

The presence of unrecognised schools are not taken into consideration for School Mapping - Further no private unrecognised Tamil Medium School exist in the State. Only English Medium Nursery Schools upto V Standard are run as unrecognised schools.

Closure:

Closure of Elementary Schools come-up in three ways:

- i) Due to want of strength continuously even for a Single Teacher - in which case the Chief Educational Officer himself closes after giving due notice.
- ii) The Chief Educational Officer may close down a school or take over a school with the permission of the Director if the Management is not competent to run the school
- iii) In the third case, the management itself willingly comes forward to close down for valid reasons with proper notice and making proper arrangements for handing over. In all the three cases Chief Educational Officer should make proper arrangements for re-deploying the Teachers and Children.

In case of High and Higher Secondary Schools, Closure is recommended to Director of School Education and decision is taken by him.

Shifting and Amalgamation:

Shifting or amalgamation is very rarely done. When need arises new schools are opened in special areas always keeping in mind the Norms prescribed.

Inter-Departmental Co-ordination:

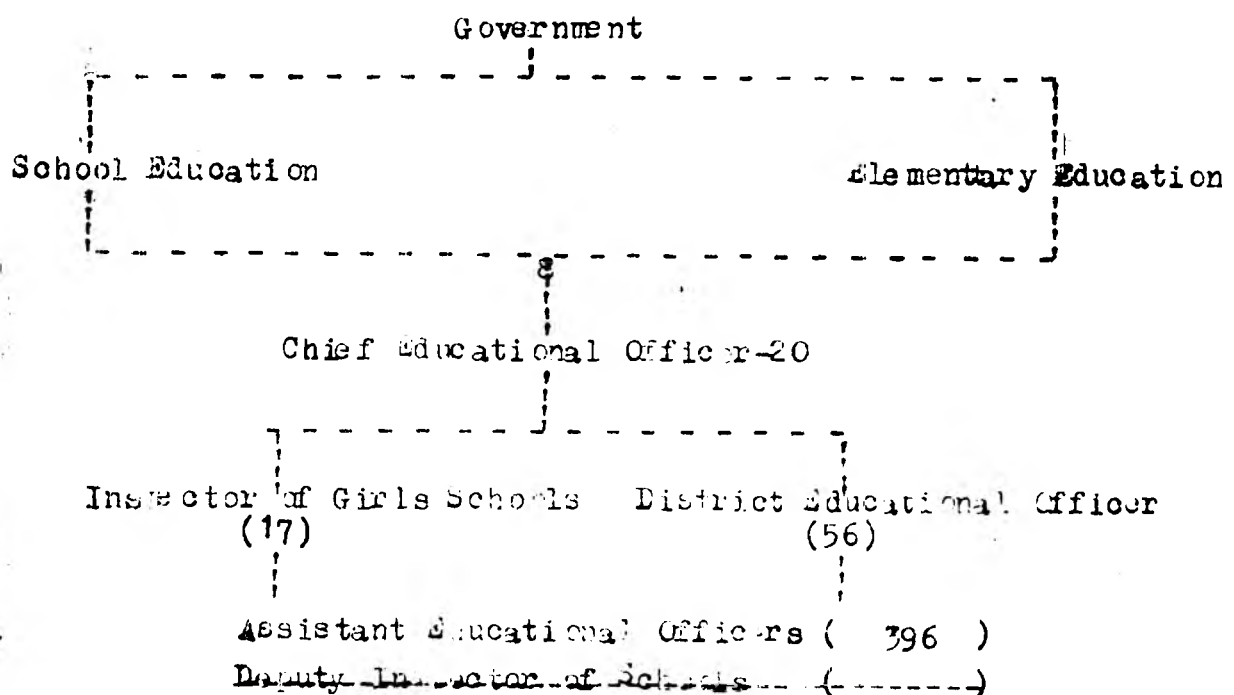
In District Level inter department co-ordinations are planned and monitored through the District Development Council headed by the District Collector.

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In state level also inter-department Co-ordinators are planned. For example, the buildings of all the taken over Panchayat Union Schools are maintained by Rural Development and Local Administration Department. The new buildings of all Government school are constructed by Public Works Department or the Technical Education Department engineers. The buildings of all the taken over Municipal schools are determined by the Municipal administration. The School Meal Programme is implemented by Social Welfare and Rural Development and Local Administration Department. Health Department attends to the health records of children in rural areas. Government itself arrange this inter-departmental supports to Education Department.

Co-ordination between Subsectors within education:

educational policies are made by the Government in consultation with Hon. Minister for Education - Directors of School Education and Elementary Education implement the policies through their subordinate officers, Chief Educational Officers at Revenue level, District Educational Officers of Educational District Level and Assistant Educational Officers at block level.



Regarding opening of Non-formal Schools the Co-ordination between School Education Director and Non-formal Education Director is brought about by the Government.

b. NORMS The suggested norms for opening and upgrading of schools are as follows:

Particulars	Norms for Opening/Upgrading and Addition of Sections.			
	Primary School	Middle School stage	High School stage	Higher Secondary School stage
Total proposed population	300	1500	3000	10000
Walking Distance	1 Km.	3 Km.	8 km.	8 Km.
Enrolment	100	20 in VI Std.	175 in VI - VIII	80 in X
Any other particulars specify	Land, building & Furniture	Land, Building, Furniture & Equipment	Land, Building, Playground, Equipments, Furniture Lab & Library.	Land, Building, Playground, Equipments, Laboratories, Library & Furniture.

The same norms are applied for opening of Local body schools also since they were already taken over by the Government of Tamilnadu. These norms are strictly followed on normal conditions.

In urban areas and metropolitan areas distance norms is relaxed due to the availability of more school going children in the same living area.

Introduction of Additional subjects is considered only in Higher Secondary and this is based on number of students available for a particular subject. In case of academic subject and group to be newly introduced atleast 50 students should be available for the section and for a Vocational Group atleast 25 students should be available.

The Norms for opening of Primary Schools is given in Rules - Chapter I Rules for Recognition of "Rules relating to Elementary Education".

"The power to grant permission to open new schools and additional classes in the existing schools and to grant or withdraw recognition and aid to or from Elementary Schools shall vest in the officers of the Education Department. Provided that the previous permission of the officers of the Education Department shall be required for the opening of new schools by the district boards in places which have no school within a radius of one mile and which have a population of not less than 500. In such cases it will be sufficient if the District Educational Officer is informed of the opening of the schools as soon as possible."

The Norms for Secondary and Higher Secondary Schools are formed every year by the high level committee and are approved by the Government. For relaxation of Norms on any account the authority is Government only. Since every year Government approved Norms for High and Higher Secondary Schools, Question of difficulty in adoption does not arise.

A brief report of S. C. Habitations having been covered with the Primary Schools within 1 Km. and upto 1 Km. is given below. Even these special blocks have been covered only according to Norms.

S. C. HABITATIONS IN VARIOUS POPULATION SLAB AND POPULATION SERVED BY PRIMARY STAGE

Population Slab	Habitations (Total SC)	S. C. HABITATIONS SERVED				Percentage of Population served	
		Within No.	%	Upto 1 Km. No.	%	Within	Upto 1 Kms.
1.	2.	3.	4.	5.	6.	7.	8.
5000 & above	16	15	93.8	16	100	94.2	100.0
2000-4999	231	225	97.4	231	100	97.9	100.0
1000-1999	858	792	92.3	850	99.1	92.7	99.0
500- 999	1535	1211	78.9	1491	97.1	80.3	97.4
400- 499	457	264	57.8	418	91.5	58.2	91.6
300- 399	546	301	55.1	504	92.3	55.9	92.4
200- 299	655	182	27.8	560	85.5	28.5	84.9
100- 199	765	76	9.9	637	83.3	10.4	82.8
Below 100	382	11	2.9	280	73.3	3.2	71.6
TOTAL	5445	3077	56.5	4987	91.6	80.1	96.6

STATEMENT 5.5.

S. T. HABITATIONS IN VARIOUS POPULATION SLAB AND POPULATION SERVED BY PRIMARY SECTIONS.

POPULATION Slab	Habitations (Total S.T.)	S. T. Habitations served				Percentage of population served	
		within No.	%	Upto 1 Km. No.	%	Within in	upto 1 Km.
1.	2.	3.	4.	5.	6.	7.	8.
5000 & above	-	-	-	-	-	-	-
2000-4999	2	2	100	2	100	100.0	100.0
1000-1999	26	26	100	26	100	100.0	100.0
500- 999	134	117	87.3	131	97.8	87.7	98.0
400- 499	83	61	77.1	75	90.4	77.2	90.4
300- 399	93	48	51.6	63	67.7	51.8	68.4
200- 299	142	51	35.9	86	60.6	36.4	61.7
100- 199	221	26	11.8	100	49.3	11.7	49.6
Below 100	284	10	3.5	138	48.6	2.6	54.6
TOTAL	985	344	34.9	630	64.0	64.3	81.6

In case of special schools such as S.C./S.T. schools, Deaf & Dumb schools, Blind schools, Schools for handicapped, Girls schools, Linguistic and Ethnic minority schools, etc., the norms are relaxed.

C. Commitment by Political leaders:

Whenever the political leaders make a commitment to people, a suitable proposal is made by the Government so as to suit the fulfilment of the commitment within the frame-work of usual norms for opening of schools.

For example during 1989-90 a commitment was made to open schools in Scheduled Castes/Scheduled Tribes thickly populated areas. This has been fulfilled by Government by opening schools in such areas correspondingly fulfilling the requirement to open more schools for 500 population and above within 1 K.M. distances according to survey report. Therefore no special deviations were made to fulfil this political commitment.

Number of Schools Opened and Upgraded during the 7th
Five Year Plan

Particulars	Number of Schools during									
	1985-86		1986-87		1987-88		1988-89		1989-90	
	T	PC	T	PC	T	PC	T	PC	T	PC
1. New schools Opened										
a. Primary	287	-	129	-	138	-	29	-	59	-
b. Middle	-	-	-	-	-	-	-	-	-	-
c. High/ Secondary	1	-	0	-	0	-	3	-	11	-
d. Higher Secondary	-	-	-	-	-	-	-	-	-	-
2. Upgraded/ classes attached										
a. Primary to middle	91	-	92	-	99	-	22	-	36	-
b. Middle to High	83	-	99	-	1	-	46	-	107	-
c. High to Hr. Sec.	65	-	20	-	9	-	29	-	74	-
d. Addition to classes (if not covered under a to c)	-	-	-	-	-	-	-	-	-	-
i. T ..	Total Number of Schools.									
ii. PC ..	schools opened because of political commitment.									

D) Regional allocation:

It has been already discussed that Distribution of Schools to various districts is done on the basis of requirements received from various districts through proposals. These proposals are first prepared by the level building committees for Panchayat Union Schools and Government Schools. These proposals after scrutinizing by Field Inspectors (Assistant Educational Officers and District Educational Officers) are submitted to Chief Educational Officers who forward them to Director of Elementary Education and Director of Secondary Education respectively.

In case of Primary and Middle Schools, Chief Educational Officer is the competent authority to open. By practice the proposals are sent to Director of Elementary Education for scrutiny, application of norms and distribution of schools to various districts according to need and availability of funds with the Government. On receipt of the distribution list of the selected schools, the Chief Educational Officers accord permission and recognition to these schools.

In the case of High and Higher Secondary Schools proposals are received from the building committees, through the District Educational Officer and Chief Educational Officer by the Joint Director (Secondary). He consolidates and puts them up to the High Level Committee appointed by Government. This Committee formulates suitable norms and then apply and select schools to be upgraded for various districts according to need and availability of funds with the Government.

In respect of private schools, the managements sends the proposal to the Joint Director Secondary and he permits the schools if they fulfill all conditions.

District-wise particulars of school opened for the past five years are given in the following tables:

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DISTRICT-WISE SELECTED INFORMATION.

S. No.	Name of District	Literacy rate (1981)	4th All India Edn. Survey		5th All India Edn. Survey		No. of Primary schools opened 1985-90	
			Total Hab.	Hab. with 500 or more pop. without Pry. school within 1 Km.	Total Hab.	Hab. with 300 or more pop. without Pry. school within 1 K.M.	Govt./Local Bodies	Non-Govt.
1.	Madras	68.40	-	-	-	-	-	2
2.	Chengai Anna	48.00	2992	117	2715	86	34	2
3.	North Arcot	40.89	4074	112	3852	71	38	3
4.	South Arcot	36.78	3331	38	3794	73	37	11
5.	Tiranjavur	50.36	4413	137	3342	78	16	3
6.	Madurai	50.71	3651	114	2302	16	33	4
7.	Dindugal	41.02	-	-	2450	60	42	17
8.	Kannag	42.81	4863	91	1624	33	40	3
9.	Kannaraj	47.68	-	-	1293	11	30	4
10.	Pasumpon	44.68	-	-	1301	62	41	6
11.	Tirunelveli	49.74	3116	47	1843	34	23	5
12.	Tuticorin	56.09	-	-	1401	10	29	1
13.	Kanyakumari	63.85	728	72	1139	107	-	4
14.	Salen	39.29	3339	181	3037	98	3	5
15.	Dharmapuri	29.00	3230	176	3620	219	21	3
16.	Trichy	45.62	3767	122	3635	149	33	5
17.	Pudukottai	38.69	2721	95	2594	62	17	3
18.	Coimbatore	53.10	4447	271	1884	100	46	1
19.	Periyar	39.81	-	-	3916	151	35	1
20.	Milgiris	56.52	414	10	750	41	6	0
Total			45130	1638	47392	1461	559	83

Districts 1, Kannaraj, Pasumpon, Tuticorin and Erode are newly formed Districts.

District-wise and Management-wise Information 1985-86 - 1989-90

Name of the District	Middle				Secondary				Stage Opened/Upgraded				Higher Sec.
	Govt.	Local body	Pvt. aided	Pvt. Unaided	Govt.	Local body	Pvt. aided	Pvt. unaided	Govt.	Local body	Pvt. aided	Pvt. unaided	
1. Madras	18	-	3	-	24	3	14	16	4	3	8	30	
2. Chennai Anna	23	16	6	-	27	4	3	55	10	-	4	16	
3. North Arcot	23	-	7	-	24	1	3	9	13	-	3	6	
4. South Arcot	16	-	2	-	26	1	1	36	11	-	2	7	
5. Thanjavur	12	-	1	-	33	-	-	31	10	-	3	3	
6. Madurai	11	-	6	-	9	-	3	34	5	-	5	13	
7. Dindigul	16	-	7	-	7	-	2	13	2	-	1	5	
8. Namakkal	22	-	2	-	7	-	2	3	15	-	4	-	
9. Kanyakumari	6	-	5	-	7	1	5	9	-	-	1	8	
10. Pudukottai	6	-	4	-	8	-	-	6	1	-	1	-	
11. Tirunelveli	11	-	9	-	6	-	9	19	5	-	6	2	
12. Tuticorin	6	-	0	-	2	-	4	1	-	-	3	4	
13. Kanyakumari	-	-	10	-	8	-	-	13	2	-	1	6	
14. Salem	26	-	5	-	13	-	2	16	8	-	-	5	
15. Dharmapuri	8	-	1	-	24	-	-	5	8	-	-	1	
16. Tiruchy	25	-	6	-	16	-	1	13	4	-	4	3	
17. Pudukottai	15	-	2	-	13	-	-	3	4	-	2	-	
18. Coimbatore	17	-	4	-	13	4	-	17	4	1	1	10	
19. Periyar	20	-	2	-	12	-	-	17	1	-	1	2	
20. Nilgiris	2	-	0	-	10	-	-	2	4	-	-	2	

Both the norms and list of schools selected are sent to Government for approvals then they are individually permitted and recognised by the Joint Director (Secondary Education). It is ~~xxx~~ to be noted that High and Higher Secondary Schools are not allotted to Chief Educational Officers but by name selected and permitted by the Director of Elementary Education with intimation to Chief Educational Officer and District Educational Officer.

Thus there is no priority allotment at District level and block levels. Only in sending the proposal or indent the priority is observed by the District level and block level officers.

While considering the schools for opening by the Director of Elementary Education and the High Level Committees the educationally backward areas ~~and~~ are given special attention.

For example the 1990-91 all the Panchayat Union schools to be opened were considered from the Scheduled Caste, Scheduled Tribe thickly populated backward areas.

CHAPTER V

a) RATIONALISATION OF SCHOOLING FACILITIES:

The minimum and maximum enrolment for school/class is given in G.O.Ms.No.250 Education dt.29.2.1964 and this is strictly followed for assessing the non-viability of a school. According to the G.O. in primary schools (I-V Std) fixation is done using following

b) Para-meters According to G.O.Ms.No.250 Edn/ dt.29.2.1964 Primary Schools including basic Schools - Std I to V

1. Single-Teacher Schools: The minimum average attendance for the continuance of any primary or basic school shall be 20. No grant ~~xxx~~ shall be calculated in a month for any teacher in a

grant shall be calculated in a month for any teacher in a school if the average total attendance for the month is less than 20 pupils. A second teacher will be allowed where the overall average attendance of the schools is 30 and above. For the third and subsequent teachers, the schools should have the normal teacher pupil ratio meant for other schools.

2) Combination of Standards in schools other than single teacher schools:

In the case of schools other than Single Teacher Schools, in which two or more standards have to be combined, the number of teachers admissible will be fixed as follows:-

The two teachers if the average attendance of the combined standards is 30 and above.

Three teachers if the average attendance of the combined standards exceeds 55

Four teachers if the average attendance of the combined standards exceeds 75.

Five teachers if the average attendance of the combined standards exceeds 95.

3) Division of Standards:

A standard may be divided into sections as below:

One section if the average attendance of the standard is upto 35.

Two sections if the average attendance of the Standard is between 36 and 70.

Three sections if the average attendance of the standard is between 71 and 105.

Four sections if the average attendance of the standard is between 106 and 140.

Five sections if the average attendance of the standard is between 141 and 175; and so on in slabs of 35.

4) Standards which have been divided into two or more sections will be treated as separate units and the No. of teachers admissible for such standards will be determined with reference to (3) above. Standards which have not been divided into two or more sections will be combined and the No. of teachers admissible will be determined with reference to (2) above.

Upper primary Standards of Upper Primary Schools including Senior Basic Schools - Standards VI, VII and VIII

5) Each upper primary standard will be considered as a separate unit provided the average monthly attendance is not less than 20.

6) Division of upper primary standards into sections

An upper primary standard may be divided into sections as below:

One section if the average attendance of the standard is upto 35.

Two sections if the average attendance of the standard is 36 and above.

Three sections if the average attendance of the standard is 61 and above.

Four sections if the average attendance of the standard is 81 and above;

and so on afterwards in slabs of 20.

7) Combination of Standards:

In the case of upper primary schools which do not have a minimum average attendance of 20 in each of the upper primary standards, two or three standards may be combined and a second teacher will be allowed if the combined average attendance of the standards is 30 and above and a third teacher will be allowed if the combined average attendance exceeds 55.

8) In the case of an incomplete upper primary school with Std VI or VII as the highest, which do not have the required minimum average attendance of 20 even in Std.VI and VII are put together, the average attendance of upper primary standards may be combined with the overall average attendance of the primary standards which have not been divided into the two or more sections and the No. of teachers admissible for the school will be fixed on the basis of the teacher-pupil ratio applicable to primary standards with reference to (2) above. Out of this No., one Secondary Grade Teacher will be allowed for upper primary standard or standards.

9) An upper primary standard which has been divided into two or more sections will be treated as a separate unit the No. of teachers admissible will be fixed with reference to (5) above.

10) Upper primary standard which has not been divided into two or more sections will be treated as a separate unit and the No. of teachers admissible will be fixed with reference to (7) above.

2) (ii) The No. of teachers admissible for each school with reference to the above formula will be fixed by the District Educational Officer every year on the basis of the average attendance in the month of July in the case of schools under public management and on the basis of the average attendance for the period from 21st June to 20th July in the case of aided schools.

The appointment of additional teachers and the division of standard I into two or more sections due to additional enrolment may be permitted by the District Educational Officer upto the month in which Vijayadasami falls.

(iii) The Number of teachers fixed by the District Educational Officer should be continued until the next re-fixation and it would be the responsibility of the teachers

refixation and it would be the responsibility of the teachers and the managements ensure that the required attendance is maintained throughout. If the average attendance decreases in any month, the grant due to the Junior most teachers or teacher will be disallowed.

3) Specialist teacher like pre-vocational instructors/ physical training instructors and pandits will not come within the purview of this order. Such teachers and secondary grade teachers for handling English in Std III to V should be employed with reference to the scale of employment and rules and orders already in force.

4) In the case of primary and upper primary schools having ten sections or more, grants may be assessed for an additional teacher a higher grade teacher in primary school and secondary grade teacher in the upper primary school.

5) Grant shall not be calculated for more teachers than there are standards or sections in the school or than are actually employed in the school, whichever is less.

6) In every school where there is a surplus of teachers by applying this ration, no fresh appointments in any vacancy whatsoever e.g. on leave, resignation, retirement additional enrolment etc., should be made until the surplus is absorbed. The teachers now in regular service who are found in excess of the ration should, however be continued in service till they are absorbed in future vacancies.

7) The Director of Public Instruction is requested to issue suitable instructions for the early absorption of the supernumerary teachers in new vacancies that may arise within the Revenue District.

8) The District-Director of Public Instruction information that the above orders should be given effect to within the

budgetary and plan provision available for elementary education. The total Number of additional posts to be created in implementing the present orders should not exceed the number of super numberary ~~posts~~ posts already in ~~existence~~ existence plus the number of posts viz. 8000 provided for in the budget for the age group 6-14 during 1963-64.

9) The Government recognise that it will be necessary to give the Director of Public Instruction adequate powers in regard to opening of new schools as well as allotment of additional teachers both in panchayat union and non - panchayat union ~~areas~~ areas if he is to be help responsible for regulating the expenditure on elementary education with reference to budgetary and plan provisions. The orders already issued vesting certain powers in this regard in panchayat unions will be suitable modified so as to provide for opening of new schools and allotment of additional teacher within the limits to be laid down for each panchayat union by the Director of Public Instruction. Necessary orders in this matter are being issued separately.

10) This order issues with the concurrence of finance department vide their U.O.No.21935/A/1; 64-1 dated 29.02.1964."

(By order of the Governor)

V. Balasundaram,
Secretary to Government.

Regarding High and Higher Secondary schools the viability is checked according to following norms.
Teacher-Pupil ratio in Secondary and Higher Secondary schools

Teachers- pupil ratio should be 1:40 for division of Standards as per Rule 18 of the Tamil Nadu Educational Rules. A second section or more be given for Standards I to X as detailed below only to the extent necessary for absorption of surplus teachers.

G.O.Ms.No.250/
Edn/ dt.29th
Feb 1964.

Minimum strength	.. 20 pupils
1 Section	.. upto 40
2 Section	.. 41 to 80
3 Section	.. 81 to 120
4 Section	.. 121 to 160
5 Section	.. 161 to 200
6 Section	.. 201 to 240
7 Section	.. 241 to 280
8 Section	.. 281 to 320
9 Section	.. 321 to 360
10 Section	.. 361 to 400

A section and subsequent section for Standards I to X may be allowed as detailed below in cases of additional enrolment and sanction of new posts in the slab of only at 1:45.

Minimum strength	.. 20 pupils
1 Section	.. upto 45
2 Section	.. 46 to 90
3 Section	.. 91 to 135
4 Section	.. 136 to 180
5 Section	.. 181 to 225
6 Section	.. 226 to 270
7 Section	.. 271 to 315
8 Section	.. 316 to 360
9 Section	.. 361 to 405
10 Section	.. 406 to 450

Higher Secondary Course

Each group in General academic course - 50 seats

Each group in Vocational course - 20 seats

C) Every year the Inspecting Officers District Educational Officers and Deputy Inspector of Schools are strictly instructed to check up the viability of the existing schools/sections and determine the non-viable sections/schools. The proper Notice is given for closure of this section/school unless the additional enrolment is made to make it viable G.O.1820 Edn dt.21.11.84.

"The No. of teachers admissible for each school with reference to the above formula (viz the formula laid down in G.O.Ms.No.250, Edn dt.29.2.1964) will be fixed by the District Educational Officer every year on the basis of the average attendance in the month of July in the case of schools under

Public management and on the basis of the average attendance for the period from 21st June to 20th July in the case of Aided Schools.

- ii) The appointment of additional teachers and the division of Std I into two or more sections due to additional enrolment may be permitted by the District Educational Officer upto three month in which vijayadasami falls.
- iii) The number of teachers fixed by the District Educational Officer should be continued until the next re-fixation and it would be responsibility of the teachers and the management to ensure that the required attendance is maintained throughout. If the average attendance decreases in any month, the grant due to the Junior most teacher or teachers will be disallowed."

While submitting the vacancy position of the District to the Director the District Educational Officers and Chief Educational Officers always take care to see that non-viable sections are closed and then send the vacancy position as follows:-

S.No.	Name of the School	Middle School Headmaster How vacancy caused	Primary school Headmaster how vacancy caused	Secondary Grade Teacher how vacancy caused.
1.	2.	3.	4.	5.

1. Name of the Educational District

2. Name of the Block

Full-time Craft Teachers how vacancy caused	Part-time Craft Teachers how vacancy caused	Physical Educational Teacher how vacancy caused	Tamil Pandit how vacancy caused	Total
6.	7.	8.	9.	10.

c) Steps taken to improve viability:

If a section/school is non viable the section/school is closed after giving proper notice. If a section is non viable it is amalgamated in the same standard in the same school. Even if the classes are non-viable they are combined to be under the same teacher. Normally amalgamation of schools is not done.

Shifting of school is done very rarely. Closure is done on 3 occasions.

- 1) When the strength of the school is continuously below the minimum fixed for viability.
- 2) When the management of the school does not fulfill the conditions of the Departments and it is not competent to run the school.
- 3) When the management willingly come forward to close down the school for valid reasons.

d) Steps taken to regulate expansion of private schools:

Private schools regulation acts 1973 was brought out to regulate the starting and functioning of private schools. According to this Act and rules no management can start a private school without the prior permission of the Departmental Officers except minority managements. While applying for permission to start, the need for the school is examined by the Department and the permission is given. It is also examined whether any close by Government/Local bodies school has objection for the starting of the new private school in respect of enrolment. Then only permission is given. Copy of private schools regulations Act 1973 is enclosed as Appendix to this report.

(e) List of Schools closed Amalgamated and shifted during the 5 year plan:

Sl. No.	Name of school closed	Classes	Reason for closing	Name of school Amalgamated	Name of school shifted.
1.	Kanaka Sabapathi Middle school, Kovil patti.	I - VIII	building Dilapidated condition.		
2.	Gandhi Vidyalayam Perunalpuram, Periyakulam.	I - V	School shifted without permission		
3.	Vinai Theertha Nadar patti Kamaraj Hindu Middle school Tirunelveli	I - VIII	Management Dispute	NIL	NIL
4.	Anai Velankanni Vidyalaya primary school, Mahakavi Bharathi Nagar.	I - V	Management Dispute		

EDUCATIONAL SURVEY

Chapter VI

a) Functional Utility :

In Educational planning the data collected through educational survey is very much used. Though the proposals are annually received from the local public (Building committees and managers of private schools), they are considered to fit in the long term plan made for extension of educational facilities based on survey particulars.

For example the following table gives the survey particulars for schools beyond 1 K.m. of habitations.

Population slab	Habitations in the slab	Habitations served beyond 1 K.M.		Population served for primary stage beyond 1 K.m.
		No.	%	
1.	2.	3.	4.	5.
5000 & above	340	--	--	--
2000 - 4999	2906	11	0.4	25110
1000 - 1999	7621	82	1.1	116589
500 - 999	12361	401	3.2	263007
400 - 499	3967	287	7.2	124097
300 - 399	4873	680	14.0	235816
200 - 299	5641	1212	21.5	306186
100 - 199	6268	1851	29.5	269870
Below 100	3412	1239	36.3	76863
Total	47302	5763	12.2	1417538

Out of the 47,392 habitations, 5,763 habitations (i.e. 12.2% of the habitations) are served beyond 1 K.m. for primary stage. However, the habitations served beyond 1 K.M. for primary stage for the population slab of 500 and more is only 494. Out of this 439 habitations have been covered during 1990-91. During 1991-92 500 more habitations will be covered for 499 and less. Thus during this 8th year plan gradually 2822 Schoolless habitations will be covered.

b) Preservation of Data

Survey data is preserved in both District and State level. Every District Educational Officer holds the survey data in his office for the areas (Taluks) in charge of him along with stock level data.

The Directorate of school Education maintains the survey particulars in their office data for districts and stock level (in the printed book-let form).

c) Measures adopted for utility of these data

Whenever planning for opening of schools are done the Data is strictly utilised for the purpose. Based on these data only the proposals for planning Commission are given. Planning block and districts level are not generally done. But proposals for opening of schools forwarded up for consideration along with survey details.

Chapter VII

Concern areas for schooling facilities

There are disadvantaged areas and groups who have to be provided facilities to equalise with normal areas.

Special Areas:

In Tamil Nadu there are no deserts, Islands chemically flood affected areas and all. But there are hilly areas, slums drought prone areas and Scheduled tribes and Scheduled castes thickly populated areas. Such areas need special consideration like relaxation of norms, certain considerations for teachers etc. The norms for opening of schools is

relaxed in case of hilly areas. Teachers are posted there on rotation, special schools and hostels are opened for Scheduled Caste & Scheduled tribe children, slum children are given ample opportunity to go to school by opening schools within their reach. Also welfare measures are taken up to give free food, uniform text books and chappals.

Special grounds:

There are special schools run for special group of people for example there are seven schools run in Tamil Nadu for orthopaedically disabled children. Fourteen blind schools are run for blind children. About 17 schools are therefor deaf and dumb children. Even for mentally disabled children 7 special schools are run. Most of the schools come under the Social Welfare Department. We do relax norms for such schools and through social Welfare department lot of incentives are given to run such-schools.

For children who have their mother tongue other than Regional language special linguistic minority schools are run- Also as per constitutional rights, ethnic minorities open their schools in places they like without even taking prior permission of the Government. No norms are applied in such cases.

For scheduled caste & scheduled tribe children special residential schools have been opened both in plain areas and hill areas relaxing norms - special incentives are given to children - scholarships are given free books, uniform etc are provided.

For improvement of girls education separate girls schools are opened close to boys schools without applying distance norms. In Tamil nadu various incentives given to girls students. A new scheme by name "MOOVALUR RAMAMBETHAM AMMIYAR ASSISTANCE SCHEME" has been introduced according to which a marriage grant of Rs.5000/- is given to all poor girls who have passed VIII Std (5th Std in case of Scheduled tribes) More than 10000 girls have been benefitted at a cost of Rs.5.05 crores.

Another scheme called "Fostee parent Scheme" has been launched according to which a philothenrically minded citizen can adopt a poor girl of Std I - VIII by paying Rs.250/- per year to the parent of the child.

Orders have been issued ~~xxx~~ to give 50% of the appointments in primary schools to lady teachers. All the teachers in I to III stds should be women teachers. Drop-outs, working children etc are provided with non-formal education in Madras and sivakasi alone.

Non-formal Education in Progress of Education:

Government of India have extended the scheme of Financial assistance for running Non-formal Education projects for Tamil Nadu from 1987-88. This scheme was introduced in Tamil Nadu during 1988-89 for the benefit of drop-outs and non-starters. On 50 percent Central assistance in certain special areas like city slums, hill areas and industrial areas. Under the scheme, two Non Formal Education Projects were started one at Madras and the other at Sivakasi with 100 Centres each. In each centre 25 Children in the age group 6-14 are enrolled.

The children once enrolled will continue in the same centres for three years and attain the literacy level of V Standard. Out of the 5,000 students enrolled in all the 200 centres, 3,850 are girls.

Under a Non-formal and Adult Education scheme for tribals, five-Projects were started in December 1988 for the benefit of the Tribals of the area in Koelli Hills and Yercaud hills in Salem District; Kalrayan Hills in South Arcot District; Jawadhu Hills in North Arcot, Ambedkar District; and Pachamalai Hills in Tiruchirapalli District. This scheme was implemented with 30 Non-formal and Adult Education Centres in each of the above five areas. 20 Children in the age group of 6-14 and 20 Adults in the age group of 15-35 are enrolled in each of the Non-formal and Adult Education Centres, respectively.

Chapter-VII continued

b) Strategies for providing facilities for the Educational Development needs in thickly areas/slums in Urban areas:

In thickly populated areas schools are started to cater for the greater No. of School going children, relaxing the distance norms. In Tamilnadu sharing of building is not done much for meeting the need for land and buildings for schools. But in cities shift systems are arranged to meet the need. No land is available to extend horizontally. Neither vertical movement is possible due to poor foundations in most cases. Therefore shift system is adopted in City schools where there are no sufficient buildings.

In case of newly developing Colonies, Corporation always insist on allotting school spaces and play grounds in such Colonies. Further the Metropolitan Development authorities allot school places, build the school buildings and provide furnitures to enable the Education Department to start a school in the new Colony with immediate effect. There is a close link between the Metropolitan Development authorities and the school Education Department. Normally Education Director or ~~it~~ his representative is a member of the Metropolitan Development Authorities Committee Meetings. Similarly Urban Development Plans always include Educational

...contd.

facilities in newly developing Urban areas. District Education Officers are member on this Committee.

(c). Provision of Hostel Facilities:

Normally Education Department as such do not run any Government Hostels for children. Private aided / un aided managements run hostels for their school children. There are Private residential schools also. All the Government Hostels for Schools and Colleges are run by Department of Welfare of Scheduled Castes, Scheduled Tribes and other Backward Classes and Social Welfare Department. At the end of VI th Five Year Plan there are about 713 Government Hostels for Scheduled Castes and 160 Hostels for Scheduled Tribes. All these 160 are residential Schools. 56 are located in Hill areas. Further 135 Hostels have been started for Scheduled Castes during VII th Five Year Period. About 55,000 boarders are living in all these Hostels. Stiphonds, Scholarships, free meal, 2 pairs of dress etc., are given as incentives in Hostels. Special Hostels for Physically Handicapped Children are run by Social Welfare Department. About 20-25 Orphanages are run by Social Welfare Department. Free Meal, Free Uniform, Free Schooling, Free Hearing Aid, Free Slippers and other equipments are given to the boarders of the Orphanages.

(d) School Timings and Vacations:

School timings are almost same all over the State except in Metropolitan Cities. In cities staggering of School timings is done to manage the transport problem and traffic problem. Some areas start the Schools and Colleges early hours like 8.00 a.m. and 8.30 a.m. Some other areas they start at 9.30 to 10.00 a.m. Some Institutions have shift system also to lessen the traffic and transport problem. In rural areas there is no such problems and all the schools have the same timings - say 10.00 a.m. to 1.00 p.m., 2.00 p.m.- 4.30 p.m.

Vacations are almost same period for first quarter, second quarter and third quarter for all schools with slight changes in respect of Christian Institutions during II quarter vacation.

(e) Non-formal Education:

The need for substitution of Formal Schools by Non-formal Institutions was not felt much in Tamil Nadu till 1988-89 during which year 2 Non formal Projects were started one at Madras and another at Sivakasi each carrying 100 centres.

Apart from these 200 centres nowhere else in Tamil Nadu we have non formal centres. These 200 centres at Madras and Sivakasi are mainly intended for Industrial area children who dropout from formal schools and go for coolly works.

CHAPTER III

THE MEDICAL PATTERN AND CURRICULUM

(a) Location of +2 stage:

*2 Stage of Education is in Schools in Tamil Nadu. There are no +2 stage in Universities. The particulars of Higher Secondary Schools in Tamil Nadu are as follows:-

	1984-85	1988-89	1989-90
	-----	-----	-----
Number of Higher Secondary Schools (including Central Board)	1474	1787	1915
Teachers	32322	39017	71158
Enrolment	332000	422000	441359

Total number of Higher Secondary Schools of State board is : 1328.

Government	764
Welfare Department	48
Aided	727
Municipal/Corporation	68
Matriculation	192
Anglo Indian	29
Total	1328

Administrative Problems:

The Administration problems in respect of Teachers Fees, Medium of Instruction etc were met with as follows:

The bulk of the needs of Teachers for Academic subjects in Higher Secondary Schools in 1978-79 was met by transferring from high schools teachers fully qualified for higher secondary and also by "inducting" from high schools, teachers without Post-Graduate qualification. For meeting the further needs of higher secondary teachers in that year and the need in later years (for the newly upgraded higher secondary schools as well as for additional sections) more than 10,000 additional posts of higher secondary teachers in all have been sanctioned so far. Six hundred and fifty posts of physical directors and 900 post of laboratory attenders have also been sanctioned so far.

Service rules for posts of headmasters of higher secondary schools and teachers of higher secondary standards were issued in April 1981. The "inducted" teachers were allowed time for acquiring post graduate qualifications and getting regular appointment as higher secondary teachers. Till then, they are allowed a Special Pay of Rs.40/ per month. The SCERT has conducted a ten month post graduate teachers' certificate course for the benefit of the "inducted" teachers. The teachers who have successfully completed the course are allowed post-graduate teachers' scale of pay.

Medium of Instruction:

No tuition fees are levied in higher secondary standards who study through the medium of Tamil or the mother tongue of linguistic minorities. Students belonging to linguistic minorities who have studied in the medium of their mother tongue up to X Standard may choose English as the medium of instruction at the higher-secondary stage, if their respective medium is not available, and no tuition fees are collected from such students even though they study in the English medium. A tuition fee of Rs.20 a month or Rs.200 per year is collected from each of the student, who opt for the English medium in higher secondary standards. The medium of instruction for the vocational subjects is determined by the medium chosen for the related subject under Part III of the General Course.

(b) Buses and Norms for study +2 stage in Schools:

There should be atleast 50 students in one academic group and 25 students in one vocational group to start the Higher Secondary sections with that group. 8 Kms. Distance and 10000 population has been taken as normal norms and atleast 60 students should be there in X Standard. In Tamil Nadu during 5th educational survey about 1600 habitations had Higher Secondary School within the habitation itself.

30, 410 habitation had Higher Secondary School within 8 Kms. Distance. Proper building, 3 separate Laboratories with equipments, a big library with reading room are the main

requirements for Higher Secondary Schools. Vocational sheds/Computer rooms should be provided for Vocational streams. No relaxations are given except for Girl Schools, SC/ST areas and hill areas. So far no relaxation has been given for political commitments.

1915 Higher Secondary Schools are meeting the need of +2 stage, education which was earlier met in only about 200 colleges.

(c) Vocational Education:

Vocational streams are ~~not~~ voluntarily demanded by Managements, Local Committees and Parent Teacher Associations. The school should be able to provide Vocational sheds/Computer rooms, Machines, Tools, Equipments, Computers, Typewriters etc. should be provided in sufficient quantity. The teacher should be properly qualified to teach the vocation.

Vocational courses in higher secondary:

The achievement of Tamil Nadu in the field of vocational education at higher secondary level has been lauded at all India Level. The number of higher secondary schools which were offering Vocational Courses in 1989-90 was 1,375. They offered one or more vocational courses in

and the total number of such courses offered was 103. Out of 4.42 lakhs higher secondary students in 1989-90, 93,141 were studying in vocational courses, as detailed below:-

Major area to which the Vocational courses belonged (1)	Boys (2)	Girls (3)	Total (4)
Agriculture	5,691	179	5,870
Home Science	103	5,152	5,255
Commerce and Business ..	23,037	22,113	45,150
Engineering and Technology ..	18,348	1,391	20,239
Health	82	5,431	5,693
Teacher Training .. .. .	..	10,934	10,934
Total	47,941	45,200	93,141

From 1984-85, such of the higher secondary schools as opt to do so were permitted to allow higher secondary students of the General stream to offer a Vocational subject in lieu of one of the four optionals.

The vocational courses are handled by 491 full time staff who were formerly handling bifurcated courses in high schools and by about 3,927 single/double part time instructors on a monthly remuneration of Rs.400/800. The innovative scheme of vocational monitors also continues to be implemented. Equipments for vocational monitors also continues to subjects have been supplied in all at a cost of more than Rs.40 lakhs

from State Government funds, apart from expenditure in this regard allowed from balances in Amenity Fee Funds and from funds of private managements .

Employment Opportunities to Vocational students after passing +2.

With a view to make the vocational education more employment oriented, the following vocational courses have been recognised by the Government for recruitment purposes and pursuing higher studies:-

1. Typewriting higher and shorthand lower offered under Office Secretaryship.

2. With reference to the subjects taken under the main stream and vocational stream and subject to the rules and regulations prescribed, the vocational course students are also eligible for admission to engineering, medical, agricultural and veterinary colleges.

3. They are also eligible for admission in the 11 year of polytechnics and 10 percent of seats are reserved for them.

4. Those who have taken nursing under vocational course are eligible for admission into B.Sc., Nursing in the 11 year of the Course.

(d) Policy of State about Elementary Stage:

Throughout Tamil Nadu Elementary stage is 5 + 3. All

contd.

Primary Schools are from I to V Standards and all Middle Schools are from I to VIII Standards. There are no Compartmental Middle Schools with only VI to VIII. Thus Tamilnadu is already in tune with National Policy.

Chapter- IX

Land and Buildings

a) Procedure for providing Land for School Buildings:

Normally for starting a Panchayat Union School or Government School land is allotted for the School by the Government, if Government land or pramboke lands are available. Otherwise the local building committee of the area makes arrangements to procure a land for the school and report in its proposal about the same to the Department. For aided schools the management should provide the land and building for the school it starts. Provision of Land and building is one of the conditions for giving permission and recognition to a school.

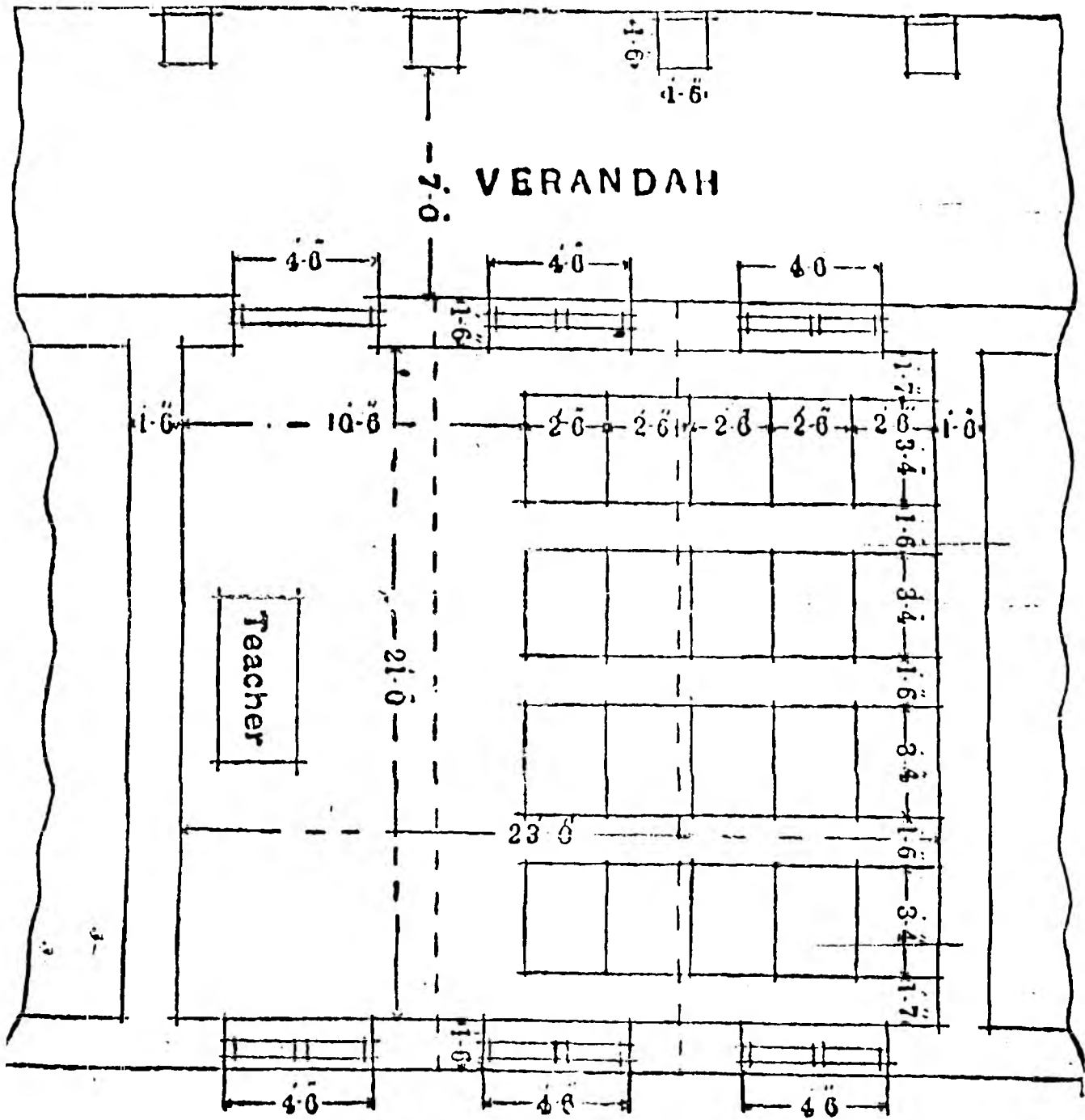
b) The Standard design of the School Building:

The Standard Design of a class room is given in the next page - Government prepared this and published it in the Manual "Grant in Aid Code". Some more instructions given in the code book regarding school building are as follows:-

Grand-in-aid
code

...contd.

MODEL CLASS ROOM
GRANT-IN-AID COLLEGE



Orientation of buildings

3. This will differ for different parts of the State and will depend chiefly on the best way secure perflation of air. Subject to this the more buildings are lighted from the north the better.

Floor space

4. When funds are available they should be utilized in providing floor space in excess of the following minimum requirements :-

For elementary Schools	9½ square feet per -
For Secondary schools	11 -do- pupil
For training colleges and technical schools	15 -do-

Rooms which are intended to be used for practical work, such as laboratories, drawing room, workshops, etc. should be carefully designed with a view to the nature of the work and the number of students to be accommodated.

Composition of Floors

5. It is desirable that the floors should be made of a material which will admit of they being washed with water. Stone flagging or something better must be aimed at in rooms where desks or benches can be provided. Where the pupils have to sit on the floor, stone floors need not be insisted on if objected to. At the same time it must be recognized that from the hygienic point of view they are to be preferred and the objection on the score of their coldness can be met by providing boards or mats. But where this is done, the greatest care must be taken to ensure that the mats are kept scrupulously clean.

11. Window sills should **not** be more than 4 feet from the ground in rooms in which the scholars are seated at desks. When pupils sit on the floor the sills should come to within $2\frac{1}{2}$ feet or 3 feet of the floor level. Windows for subsidiary lighting may have their sills more than 4 feet from the floor.

12. The window area should not be less than one-fifth of the floor area and whenever possible the principle lighting should be from the north.

Doors

13. Class rooms should not have to be used as passages from one part of the building to another. They should consequently not open into one another but into passages or varandas. No class room should have more than two doors and in most cases one is preferable. The door or doors should be at the teacher's end of the room.

Height of class rooms.

14. The minimum height of the room in secondary schools, training colleges and technical schools should be 12 feet to the rae beam when the room has an open sloping roof and 14 feet to the under side of the joists where the room has a terraced ceiling. In elementary schools the minimum height should be 10 feet and 12 feet respectively.

These are state level instructions and these instructions are followed throughout the State.

(c) Building for Government schools - procedure for allocation of funds:-

Government allots funds for school buildings every year in their budget.

During 7th 5 year plan a sum of Rs.2607.00 lakhs has been provided for building for programme of existing Secondary Schools and renovation of school buildings.

An outlay of Rs. 437.00 lakhs has been earmarked towards construction of new buildings for 125 new High Schools to be started during the plan period.

For Laboratory buildings Rs. 1.20 lakhs is spent for each Government High School and 60 percent of the cost of construction of Rs.72,000 whichever is less is paid to each aided school as grant-in-aid . It is proposed to cover 750 more high schools at a cost of Rs.1125.00 lakhs during the Seventh Five-Year Plan period.

During 1990-91 Government provided 3 crores for maintenance and Special repairs to Primary School buildings in rural area.

High School Buildings:

The following are the details of the provisions in the Budget Estimate for 1990-91 for construction of buildings for High Schools:-

(RUPRES IN LAKHS)

Building grants to Aided High Schools

Building for Government High/Higher Secondary Schools:

Minor works	..	..	6
Spillover works	..	..	81
New works	..	..	150

Repairs to Government School Buildings affected by Natural calamities like flood, fire, etc., 5

Total 245

For the construction of additional class room for the Government High/~~Higher~~ Secondary Schools and also for land acquisition and construction of compound walls, the Government sanctioned in all a sum of Rs.1.50 crores in 1989-90.

Construction of School buildings has been taken up in 38 Government High/~~Higher~~ Secondary Schools. Much bigger programme will be undertaken during next year with the expected aid from HUDCO.

Buildings and equipments for Higher Secondary School

The Government have sanctioned the construction of one class room and one laboratory in each of the Government higher Secondary Schools in a phased manner at a total cost of Rs.15.22 crores.

Funds allotted every year is not sufficient for construction of sufficient school buildings for all Government schools. Tamil Nadu Text Book Society and HUDCO come forward with aid for construction of buildings. A brief idea about percentage of buildings available for Schools in Rural and Urban area is given below:-

	Primary	Upper Pri- mary	Secondary	Hr. Sec.

i. Percentage of Schools in rural Areas not having building :	3.5	6.1%	11.4%	45%
ii. Percentage of schools in Urban areas not having building :	11.5	7.6%	3.5%	1.5%
iii. % of schools in rural areas having Pukka/Partly pukka building :	92.5	93.9%	88.6%	95.5%
iv. % of schools in urban areas having pukka/partly pukka building :	89%	92.4%	96.5%	98.5%

Schools with various types of buildings also

are given below:-

SCHOOLS WITH VARIOUS TYPES OF BUILDING

School	Area	Pukka building	Partly pukka	Kuchcha building	Thatched Hut	Tents	Open	Total
PRIMARY	R	20500	3275	558	1436	34	41	25844
	U	2624	422	135	235	6	2	3424
	T	23124	3 697	693	1671	40	43	29268
UPper Primary	R	3943	657	34	170	3	1	4258
	U	1073	28	41	64	2	--	1408
	T	4416	885	125	234	5	1	5666
Secondary	R	1224	432	63	129	6	11	1870
	U	604	185	10	19	..	..	818
	T	1828	617	73	148	6	11	2688
Higher Secondary	R	585	115	23	5	1	4	733
	U	817	115	9	1	1	3	946
	T	1402	230	32	6	2	7	1679

Agency responsible for constructing all school buildings is Public Works Department. No building can be constructed without Public Works Department. Even if other agencies than Government come forward with funds for construction of the School building, the construction should be carried out

under the supervision of Public Works Department and the Structural Steability should be certified by Public Works Department only. Since all the Schools go to Public Works Department for constructions and repairs, the works are carried out in priority and there is some delay which is tolerable. At present the Technical Education Department Engineers also help in constructions of limited number of school buildings. Public Works Department does the satisfactory work for educational constructions.

Procuring school building on Rent:

For hiring a school building, the Public Works Department should fix up the rent. Structural Steability certificate is also given by Public Works Department and Tahsildar (Revenue Office) issues building license. No difficulties experienced in the procedure except a short delay due to rush of regular work in Public Works Department and Revenue Departments.

- d) Uses of School Buildings for other purposes terms and conditions:

The premises of the school or subsidiary building appurtenant to it or a playground or a vacant site belonging to the school whether adjacent to or remote from it, shall ordinarily be used for the purposes of conducting the school or for functions conducted by such schools or for authorised examinations or for other purposes specifically permitted by the Chief Educational Officer.

The use of the building and other properties including the playground of any recognised private school for conducting drill or training with or without arms by persons who are not students or members of the staff of the school shall not

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Page 7
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be permitted by the management under any circumstances.

e) Norms relating to school building are formally fixed by the Government and published in Grant-in-Aid Code Book

NORMS:

Sl.No.	Item	Norms Fixed
1.	Total area	According to type of School and Strength of Children.
2.	Area per Student	9½ Sq.ft. (Elementary) 11 Sq.ft. (Secondary) 15 Sq.ft. (Technical & Higher Secondary School).
3.	Size of class room	24' x 25'
4.	Size of the smallest class room	23' x 21'
5.	Playground area	: 5 acres for Boys & Secondary School 3 acres for Girls- Secondary School.
6.	Toilets and Lavatories :	

Sanitary arrangements

Latrines should be placed nearer than 40 feet to any school building. They should be so situated that the prevailing wind will not blow from them in the direction of the School.

The type designs of the sanitary department should be consulted when planning latrines.

For boy's Schools separate urinals and latrines should be provided. Separate accommodation should in all schools be provided for the teaching staff.

The number of latrine seats should be on the following scale:-

		Girls Boys				Girls Boy	
Under	30 Children	2	1	Under	150 Children	6	3
"	50 "	3	2	"	200 "	8	4
"	70 "	4	2	"	300 "	12	5
"	100 "	5	3	"	500 "	20	8

In addition there should be urinals for boys at the rate of six urinal compartments each 20 inches wide for every 100 boys, or if separate urinals are not provided the number of latrine seats should be correspondingly increased.

If the flush-out system of latrines is in vogue, the number of water closets should be on the following scale:-

Number of pupils	Scale of water-closets		Number of pupils	Scale of water-closets	
	Girls	Boys		Girls	Boys
25	1	1	150	6	3
50	2	1	200	8	4
75	3	2	300	12	5
100	4	2	500	20	8

Considerations in selecting sites for School building.

Selection of sites

In the selection of site the following points should be weighed against considerations economy convenience, proximity to houses of parents, etc.; :-

(i) A site should not be selected if its natural position is in a hollow or in the neighbourhood of high trees, or houses which prevent the free circulation of air and the access sunlight to the school buildings. Shady trees are, however, of value, in the playground, provided that they do not unduly reduce the space available for play and are not planted so close to the school buildings as to obstruct the entry of light into the class rooms, or in course of time, to cause damage to the structure.

(ii) Made soil should be avoided and, as far as possible all soils which are specially retentive of moisture.

(iii) Sufficiency of space is important and in this connexion the possibility of future extension and the necessity of giving subsequent class rooms the proper orientation should be borne in mind.

(iv) Channels and tanks in the vicinity are a disadvantage.

(v) The presence of rank vegetation, more especially prickly-pear, is objectionable.

(vi) The neighbourhood of dusty and noisy roads and of shops or factories should, ^{as} far as possible, be avoided.

All site plans should show the nature of the surroundings, the height of the neighbouring buildings the north point and the direction of the prevailing wind.

Chapter-X - Staffing pattern and Rationalisation
Primary Schools including Basic Schools - Std. I to V

1) Single-Teacher Schools:

The minimum average attendance for the continuance of any primary or basic school shall be 20. No grant shall be calculated in a month for any teacher in a school if the average total attendance for the month is less than 20 pupils. A second teacher will be allowed where the overall average attendance of the school is 30 and above. For the third and subsequent teachers, the schools should have the normal teacher-pupil ratio meant for other schools.

ii) Combination of Standards in Schools other than Single-Teacher Schools:

In the case of schools other than Single Teacher Schools, in which two or more standards have to be combined, the No. of Teachers admissible will be fixed as follows:-

The Two Teachers if the average attendance of the combined Standards is 30 and above.

Three Teachers if the average attendance of the combined Standards exceeds 55.

Four Teachers if the average attendance of the combined Standards exceeds 75.

Five Teachers if the average attendance of the combined Standards exceeds 95.

Middle Schools:

Upper Primary Standards of Upper Primary Schools including Senior Basic Schools - Standards VI, VII and VIII

Each Upper Primary Standard will be considered as a separate unit provided the average monthly attendance is not less than 20.

Division of Upper Primary Standards into Sections:

An Upper Primary Standard may be divided into Sections as below:

One Section if the average attendance of the Standard is upto 35.

Two Sections if the average attendance of the Standard is 36 and above.

Three Sections if the average attendance of the Standard is 61 and above.

Four Sections if the average attendance of the Standard is 81 and above; and so on afterwards in slabs of 20.

Teacher-Pupil ratio in Secondary:

Teachers-Pupil ratio should be 1:40 for division of Standards as per Rule 18 of the Tamilnadu Educational-Rules. A second section or more be given for Standards I to X as detailed below only to the extent necessary for absorption of surplus teachers.

G.O.Ms.No.
250,Edn.,
dt.29.2.64)

Minimum strength	...	20 Pupils
1 Section	...	Upto 40
2 Section	...	41 to 80
3 Section	...	81 to 120
4 Section	...	121 to 160
5 Section	...	161 to 200
6 Section	...	201 to 240
7 Section	...	241 to 280
8 Section	...	281 to 320
9 Section	...	321 to 360
10 Section	...	361 to 400

A section and subsequent section for Standards I to X may be allowed as detailed below in cases of additional enrolment and sanction of new posts in the slab of only at 1 : 45.

Minimum strength	...	20 Pupils
1 Section	...	Upto 45
2 Section	...	Upto 46 to 90
3 Section	...	91 to 135
4 Section	...	136 to 180
5 Section	...	181 to 225
6 Section	...	226 to 270
7 Section	...	271 to 315
8 Section	...	316 to 360
9 Section	...	361 to 405
10 Section	...	406 to 450

Higher Secondary Course:

Each Group in General academic course - 50 Seats
Each Group in Vocational Course - 25 Seats

All the above norms for Teaching staff are given out in Government Order G.O.Ms.250, Education, dt.29.02.1964 and Director's proceedings in Rc.No.56237/W1/78, dt.21.08.78 for Higher Secondary Schools.

...3...

Norms for different stages with workload:

Allocation of periods per week according to Syllabus High Schools

Std.	No. of periods fixed for each subject per week									Moral Instruction
	Tamil or mother tongue	English	Maths	Physics Chemistry Biology	History	Geo- graphy	Physical Education	Arts Crafts		
6	7	6	7	6	2	2	2	2	1	
7	7	6	7	6	2	2	2	2	1	
8	7	6	7	6	2	2	2	2	1	
9	7	7	7	6	2	2	2	1	1	
10	7	7	7	6	2	2	2	1	1	

Fore Noon - 4 Periods of 45 Minutes each ; After Noon - 3 Periods of 40 Minutes each

...4/-

Allocation of periods per week-Higher Secondary Course

General and Vocational Course:

Part - I - Language - 4 Periods of 45 Minutes duration
Part-II - English - 4 Periods of 45 Minutes duration

Part-III-Subjects - General Education - Group - A

General Academic Course (Four subjects)

First Subject - 6 Periods of 45 Minutes duration
Second Subject - 6 Periods of 45 Minutes duration
Third Subject - 6 Periods of 45 Minutes duration
Fourth Subject - 6 Periods of 45 Minutes duration

Part-III-Subjects-Vocational Course:

Vocational Education Group - B

Allied Subjects(One Subject) 6 Periods of 45 Minutes-duration
Physical Education- 2 Periods of 45 Minutes duration
Moral Instruction - 1 Period of 45 Minutes duration
Vocational Education-18 Periods for a week of 45 Minutes duration.

The language and subject teachers should take 24 Periods or 18 Clock hours of Work per week.

A second teacher will be allowed if the work load exceeds 24 Periods per week, but not less than 12 periods per week subject to availability

Elementary Education:

I and II Standards:

Tamil - 10 Periods
Mathematics - 5 Periods
Environmental Study - 10 Periods
Life Oriented Education - 5 Periods
Physical Education - 3 Periods
Moral Instruction - 2 Periods
Total - 35 Periods

III and above:

Tamil - 3 Periods
English - 5 Periods
Mathematics - 5 Periods
Environmental Science - 8 Periods
Environmental Social Science - 5 Periods
Life Oriented Education-5 Periods
Physical Education - 2 Periods
Moral Instruction - 2 Periods
Total 40 Periods

/Urgent/

/Under certificate of postings/

PROCEEDINGS OF THE DIRECTOR OF ELEMENTARY EDUCATION: MADRAS-6.
Rc.No.57098/B 18/89 Dated 01.08.1989.

Sub: Elementary Education - Allotment of posts under Part-II Schools to Elementary Education under all managements - Fixation of cadre strength of schools - Regarding.

- Ref: 1. G.O.Ms.No.250 Edn., dt.29.02.1964
- 2. G.O.Ms.No.1820 Edn., dt.21.11.1984.
communicated in Director's proceedings D.Dis.No.332069/B7/84, dt.15.12.'84 .
- 3. Director's Proceedings Rc.No.57098/B18/89 dated 21.06.1989.

- - -

The attention of the District Educational Officers is drawn to the Director's proceedings cited in which necessary instructions have been issued to fix the cadre strength of Primary and Middle Schools with reference to Teacher/pupil ratio as on 01.08.'89 in respect of schools under Public Managements and as on 01.09.'89 in respect of schools under Aided Managements. They were also requested to furnish the net requirement of posts under all managements in the form prescribed therein.

It is the time to fix the cadre strength of the schools under Public Managements as on 01.08.'89 and I hope that speedy action is being taken on the subject, by the District Educational Officers. The cadre strength should be fixed and excess teachers should be deployed to needy schools on or before 15.08.'89 without fail.

The District Educational Officers are requested to furnish the following certificate in respect of the schools under Public Managements for which the cadre strength is to be fixed as on 01.08.'89. The certificate should reach the Director of Elementary Education on 16.08.'89 positively.

Any delay on this issue will be seriously viewed. They should also furnish the particulars required in the Director's proceedings 3rd cited with the said certificate.

Certificate

I, the District Educational Officer, Certify that I have fixed the cadre strength as per the Teacher/Pupil ratio in the Elementary and Middle Schools under Public Managements as on 01.08.'89 and the surplus teachers have been transferred to the needy schools under the same managements. The particulars required in the Director's proceedings Rc.No.57098/B 18/89 , dt.21.06.'89 are also enclosed.

Signature of the D.E.O.

b.t.o.

As already instructed in the Directors proceedings 3rd cited the cadre strength in respect of Primary and Middle Schools under Private managements as on 01.09.'89 have to be fixed and the above certificate should be furnished in the form prescribed below along with the required particulars on or before 15.09.1989.

Certificate

I
the District Educational Officer,
certify that I have fixed the cadre strength in the Primary and Middle schools under Private managements as on 1.9.'89 and the surplus teachers have been transferred to the needy schools under Private managements. The particulars required in the Director's proceedings No. 57098/B 18/89, dated 21.06.1989 are also enclosed.

Signature of the D.E.O.

The District Educational Officers are requested to strictly adhere the instructions issued in these proceedings and should keep up the time stipulated for furnishing the certificates as well as the particulars.

T. Natchimuthu,
Director of Elementary Education,
Madras-6.

By /t.c.f.b.o./

Sd/- xxx
Superintendent.

To

All the District Educational Officers.

Copy to All The Chief Educational Officers.

Spare-10.

/true copy/

....

c) Norms for providing additional teacher:

Same G.O.Ms.250,Edn.,dt,29.2.64 is applied for providing additional teachers.

d) some norms are applied for Localbody schools also. For Determining grant-in-aid 250,G.O.,Education,dt.29.2.64 is followed and fixation done. For rationalisation also the norms as prescribed in G.O.Ms.No.250, are followed.

e) Procedure followed & types of information collected for rationalisation:

Instructions are sent from Directorate to the Field Officers to apply to each school strength the provisions of G.O.Ms.No;250, Education and fix-up the No.of posts eligible to be retained for the year. Then the surplus teachers are asked to be re-deployed and a certificate to the effect that the cadre strength has been fixed and excess teachers had been re-deployed to needy place should be sent to Director. The certificate should be sent separately for Government and Aided Schools.

A copy of the Instruction issued from Director's Office and the copy of the certificate are given in the following pages.

f) System of collecting information about staff vacancies

Every year the vacancy position of the various Government Panchayat Union Schools are collected from the District-Educational Officer by the Director through the Chief-Educational Officers. These vacancies may be due to Death, retirement or termination. The inspecting officer sends the report in the following proforma every year.

Middle Schools:

Sl. No.	Name of School	HM. Middle School		Sec.Gr. Teacher		Full Time Craft Teacher		Tamil Pandit		P.E.T		Total
		No	Rea-son	No	Rea-son	No	Rea-son	No	Rea-son	No	Rea-son	
		(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	(1)(2)

Chingleput Educational District:

1) Name of Block : Minjur

PU Middle School	1	Returned	-	-	-	-	1	-	-	-	-	2
2) -do- Redhills	-	-	1	-	-	-	-	-	-	-	-	1

Name of Block: Ambathur ...etc.

System of filling vacancies:

Government gives the policy on recruitment every year.

1. First the annual transfers are finished by the District Transfer Committee;
2. Then vacancy position are ascertained;
3. The District appointment Committee headed by Chief Educational Officer call for the Employment Exchange list for various categories of teachers. The list is called for according to the No. of vacancies. Separate lists are obtained for Backward Class, Scheduled Caste/Scheduled Tribe any other castes.
4. Committee calls for interview and selects the teacher;
5. Waiting list is also prepared.
6. Appointment orders are issued from the Selected list.

System of Part-time Teacher:

Part-time Teacher are there in two categories.

1. Craft Teacher in Middle and Single Schools;
2. Vocational teacher in Higher Secondary School (Shorthand, Typewriting instructors, Computer Teacher etc.).

Part-time teacher get consolidated pay and they do not have the same No. of hours of duty as full time teachers.

Substitute Teachers:

When permanent teachers go on long leave (1 Month and more) leave substitutes are appointed calling list from employment exchange system of appointing school mothers has been dispensed with in Tamilnadu.

VII) Class room teaching materials:

(OBBIS/BV/91)

- | | |
|---|------------------------|
| 1) Maps 75 Cm x 100 Cm Varnish coated thick cloth lined with round reapers all in Tamil | |
| a) District Maps | |
| b) Tamilnadu Political | 1 No. each at Rs.140/- |
| c) Tamilnadu Physical | per set |
| d) India Political | |
| e) India Physical | |
| f) World Political | |
| g) World Physical | |
| 2) Card board Globe 12" Dia, Metal base | 1 Rs.180/- |
| Globe to be raised 3" from base | |
| (approved sample manufactured by | |
| M/s.Mercury Scientific Co., Salem-1) | |
| 3) Educational Charts-70 Cm x 50 Cm with round reapers | |
| a) Purification of water - Tamil | 1 No., each |
| b) Food factors - Tamil | Rs.48.45 per set. |
| c) Tamil Alphabets-Tamil | |
| d) Grapes are sour - Figures | |
| e) Animal - Figures | |
| 4) Primary Science Kit as per specifications | 1 Rs.450/- |
| 5) <u>School Ball:-</u> | |
| Disc., type iron- 1 1/2 1/2" Thickness | 1 Rs.60/- each |
| 9" Dia with iron hammer 10" length | |
| with hexagonal head 2 1/2" length | |
| and 3/4" side | |
| 6) Trash Can- Plastic-9"(Dia)height-12" | 10 Nos., |
| | Rs.60/-per 10 Nos. |

Sports materials also are supplied as denoted below:

Play Materials and Toys:

- | | |
|--|--|
| 1) Wisdom Blocks (Plastic) 46 Blocks, 12 Shapes, 4 Colours | 3 Sets Rs.129/- per 3 sets |
| 2) Bird and Animal puzzles set of 8 Birds and 8 Animals | 3 sets Rs. 70.50 per 3 sets |
| 3) <u>Toys:</u> | |
| a) Bird figures 1 set of 12 Nos. | |
| b) Animal figures 1 set of 5 Nos | |
| c) Magnetic letters, No., in different colours and symbols | 2 Sets Rs.170/-per 2 sets |
| - 1 set of Nos.3 Each(0 to 9) and symbols 2each, English alphabets capital letters(A to Z) 3 each in different colours, symbols(-)(+)(x)(÷)(=) and a line, triangle, round, square, rectangle all in different colours with magnetic metal sheet of 1 1/2 x 1' | |
| d) No.Blocks wooden with numerals and mathematical symbols consisting of 12 pieces | 2 sets Rs.38/-per 2sets |

Musical instruments and Two-in-ones are also x distributed to Primary Schools as follows:

- 1) Dholak 1 No. Rs.78/-
- 2) Harmonium 29 x 10 x 8 $\frac{1}{2}$ "-15 Keys 1 Rs.405/-
3 Knobs made of teakwood
- 3) Kanjira - 6 $\frac{1}{2}$ " Dia wooden body, 1 Rs.28/-
Udumbu leather

Furniture is made available to the schools mostly by the voluntary contribution of the Public. Once in two-years the Public of the block arrange for School improvement conference in which required equipments, furniture and aids are donated to the schools by various donors. Parent-Teacher Association plays a vital role in providing land building and furniture for schools.

Furniture are not procured by ~~work~~ Government and therefore storing and distributing of these items does not arise.

However, the stock entry of all furniture and equipments are made ^{and} once they reach the school through any agency, and they are treated and counted as Government property. Proper maintenance is made and repairs carried out from school funds. Handing over of these furniture and equipment is one of the main conditions for relieving a Headmaster from the school.

C) Operation Black Board Scheme:

The scheme is implemented in Tamilnadu from 1987-88 in the following measure.

- 1) 1987-88 - 20% of the block
- 2) 1988-89 - 40% (30 + 10) of the block
- 3) 1989-90 - 40% (25 + 15) of the block

During 1987-88, 20% of the blocks i.e. 77 Blocks with 5995 Primary Schools were benefitted during 1988-89 40% of the blocks have been covered. The supplies are made by the following Government undertakings.

1. Tamilnadu Text Books Society.
2. TANSI.
3. SIDCO
4. Tamilnadu Khadi and Village Industries Board.
5. Tamilnadu State Sports Development Corporation Ltd.,
6. Coimbatore Carpentry Black-Smithy Slate and Allied Educational Products.
7. Women Chalk Crayon Societies under Social Welfare Department.

Only Library books are supplied by the Private Publishers selected by a Special Committee appointed by Government. No difficulties are experienced. Norms are Good. No change is needed. The items were supplied direct to the schools through the inspecting Officers.

Chapter -XII - School Libraries

a) Norms:

No norms were fixed for supply of books to library.

- b) No library books are supplied to schools by the Department except to recommend books that can be purchased by schools generally. The Secondary Schools buy library books from Special Fees (Library Fee) and some times from Amenity Fee Fund with proper permission.

Now, Library Books are supplied to Secondary and Higher Secondary Schools through Centrally Sponsored Schemes.

One of the main condition for opening Higher Secondary Section is provision of good library. Secinen books are called for through News Paper and Library Books are selected through a Special Committee constitutes for this purpose and supplied to selected schools under this scheme..

For Primary schools also Library Books were being supplied under Operation Black Board to the Worth of Rs.1800/- each.

Chapter-XIII - Networking of Physical Facilities

a) Facilities shared:

- i) Building: Buildings are rarely shared by two different schools in Tamilnadu. Two schools of the same management some times run their schools in the same building.
- ii) Teaching and Non-teaching staff: Teachers are shared between schools voluntarily in school complex system. Officially teachers and non-teaching staff are not shared.
- iii) Play Ground: Some schools with an understanding share the play ground for games and sports. This is done only in schools where there is wide area of play ground.
- iv) Equipments, Library Books, Laboratory etc.: These are shared by the schools, only in school complex system.

b) Shift System:

Shift system in Tamilnadu is taken-up only in few schools of the city to enable staggering of time due to bus traffic. In rare cases schools run shift system due to want of accommodations in rural and urban areas. The schools have to get permission of the Department to run shift system. As far as possible syllabus is covered with lesser No. of hours of study in shift system. Indeed this system is not so effective as the normal system. Still there is no substitute for this, when there is need of accommodation. On-way through which school improvement can be brought about in our schools is that of the "School Complex". The Seventh National Seminar on Elementary Education held at Mahabaleshwar in 1967 clearly stated that "the school complex could be profitably linked up with the programme of school improvement both from the point of view of strengthening the material and physical facilities and instructional improvement. The programme of school improvement should include not only the physical and material aspects but also the academic aspect." The School Complex is "a viable unit of Educational Reform". The Education Commission has recommended the linking of 3 to 4 Middle Schools and 10 to 20 Primary Schools with a Secondary School, under the School Complex programme.

..The Commission has stated that "this is a fairly small and manageable group which can function in a face to face relationship within easily accessible distance. It has also a good potential for planning and guidance since there will be at least five or six trained graduates in the group".

The Education Commission suggests that the linking of Secondary and Primary Schools under this programme can be done in two tiers. These two tiers are clearly explained below:

"In the first tier each Higher Primary School should be integrally related to the eight to ten lower primary schools that exist in its neighbourhood so that they form one 'Complex' of educational facilities.

The Headmaster of the higher primary school should provide an extension service to the lower primary schools in his charge and it will be his responsibility to see that they function properly. For this purpose, there would be a Committee under his Chairmanship (of which the Headmaster of every lower primary school in his area would be a member) which would be responsible for planning and developing all the schools as a Single 'Complex'.

"The second tier would be a Committee under the Chairmanship of the Headmaster of the Secondary School (all headmasters of the Higher and Lower Primary Schools in the area being members) which will plan the work and give guidance to all the schools in the area in the light of which each higher primary school complex (with its associated lower primary schools) would carry on its works".

The School Complex may perhaps be nothing new to Tamilnadu, because already schools are aware of the "God Father Scheme" by which some nearby middle schools were attached to a High School. The objectives are similar. Through the God Father Scheme some secondary schools in the State have devotedly helped the Middle Schools nearby. The main objective was to raise the Standard of the Middle School pupils who would be ultimately seeking admission to the High School. In several Districts, Middle Schools were actually attached to particular High Schools under the God-Father Scheme.

The High School is thus the "God Father" to the nearby Primary and Middle Schools which are his God-children".

Thus the school complex programme is nothing new and hence the field is quite familiar and ripe for easy implementation of the School Complex Scheme.

XIII Educational responsibilities of Local bodies:

Till 1981, Panchayat Unions were running the Primary and Middle Schools except those run by the private managements. Provision of inputs, management of the schools and recruitment of teachers and non-teaching staff were with Panchayat Unions.

From 01.06.1981, all the Panchayat Union Schools were taken over by Government and provision of all the input, management of schools and recruitment of teachers are done by the Government. 396 Assistant-Educational Officers have been appointed all over Tamilnadu to manage these Panchayat Union Schools. Only Panchayat Union School buildings are maintained by Rural Development and Local Administration Department as has been agreed to.

All the Municipal Schools and Corporation Schools have been taken over by Government with effect from 01.06.1986. Earlier provision of all inputs including salaries of teachers, Management of Schools, recruitment of teachers, starting of schools etc., were with Municipalities and Corporation. Now, everything has been transferred to Education Department. Only the school buildings are now maintained by the local bodies.

Chapter-XIV: Non-Government Organization and Institution:

a) Bases, system and procedure followed by the Education Department in dealing with Private organization:

Power of Government to regulate School Education.-- The Government may regulate the different stages of education and courses of instruction in private schools.

New private school to obtain permission --Save as otherwise expressly provided in this Act, no person shall, without the permission of the competent authority and except in accordance with the terms and conditions specified in such permission, establish on or after the date of commencement of this Act, any private school.

Application for permission and sending of statement--(1)

The educational agency of every private school proposed to be established on or after the date of the commencement of this Act shall make an application to the competent authority for permission to establish such school.

2) Every such application shall-

- a) be in the prescribed form;
- b) be accompanied by such fee not exceeding one hundred rupees as may be prescribed; and
- c) contain the following particulars, namely:-
 - i) the name of the private school and the name and address of the educational agency;
 - ii) the need for the private school in the locality;
 - iii) the course for which such private school proposes to prepare, train or guide its pupils for appearing at any examination conducted by, or under the authority of the Government.

il Nadu
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y enclosed)

- iv) the amenities available to pupils and teachers;
- v) the equipment, laboratory, library and other facilities for instruction;
- vi) the situation and the description of the buildings in which such private school is proposed to be established; and
- vii) the sources of income to ensure the financial stability of the private school;
- viii) such other particulars as may be prescribed.

The educational agency of every private school in existence on the date of the commencement of this Act shall, before the expiry of six months from that date, send to the competent authority a statement in the prescribed form containing--

- i) the particulars specified in clause (excluding sub clause) there of sub-section
- ii) the names of the members of the teaching and non-teaching staff and the educational qualifications of each such member; and
- iii) the number of pupils and classes in the private school.

Grant of permission-- On receipt of an application under sub section(1) of section 5, the competent authority--

- a) may, after considering the particulars contained in such application, grant or refuse to grant the permission; and
- b) shall communicate its decision to the applicant within a period of four months from the date of such receipt

Provided that the permission shall not be refused under the section unless the applicant has been given an opportunity of making his representations;

Provided further that in case of refusal of the permission the applicant shall be entitled to refund of one-half of the amount of the fee accompanying the application.

Permission deemed to be granted in certain cases--
On receipt of a statement under sub-section (3) of section 5 from any private school in existence immediately before the date of the commencement of this Act, permission under section 6 shall be deemed to have been granted to such private school but no fee shall be payable for any such permission.

communicate its decision to the applicant within a period of three months from the date of such receipt.
Minority school to be established without permission--Any minority whether based on religion or language may establish and administer any private school without permission under section 6.

Minority school to send statement-- 1) Every minority school in existence immediately before the date of the commencement of this Act shall send to the competent authority a statement containing the particulars specified in clause (c) (excluding sub-clause (ii)) thereof of sub-section (2) of section 5 within such time as may be prescribed.

2) Every minority school established and administered after the date of the commencement of this Act shall send to the competent authority a statement containing particulars specified in clause (c) of sub-section (2) of section 5 within such time as may be prescribed.

Recognition of private school-- On receipt of an application by--

a) any private school in respect of which permission has been or is deemed to have been granted under section 6
or

b) any minority school ; the competent authority

may, after satisfying itself, that proper arrangements have been made for the maintenance of academic standard in the school, that the provisions of this Act are complied with and that the prescribed conditions have been satisfied grant a certificate, recognising the private school for the purposes of this Act.

The certificate under sub-section (1) shall be granted within such period as may be prescribed.

CONTROL OF PRIVATE SCHOOL

Closure of private school-- 1) No private school and no class and no course of instruction therein in a private school shall be closed without obtaining the prior approval of the competent authority and without making such arrangements as may be prescribed for the continuance of the instruction of the pupils of private school or the class or the course of instruction, as the case may be, for the period of study for which the pupils have been admitted.

2) No prior approval under sub-section (1) shall be given unless a notice in writing is given to the competent authority. The period of notice shall be such as may be prescribed and different periods of notice may be prescribed for different cases of private schools. The notice shall be in such form, contain such particulars and given in such manner as may be prescribed.

Taking over management of private school-- If on receipt of a report from the competent authority or otherwise the Government are satisfied that the educational agency of any private school has neglected to discharge any of the duties imposed on, or to perform any of the

functions entrusted to that agency by or under this Act or any rule or order made or direction issued thereunder and that it is expedient in the interests of school education to take over the management of such private school, the Government, may by order, in writing take over the management of such private school.

b) Difficulties in respect of the functions above:

Normally the non-minority managements follow this provisions of the regulations Act. But minorities have agitated against these Acts & rules. Minorities have the right to open and run schools at their will and as a result opening of schools according to the prescribed norms becomes difficult.

c) Reasons for preferring private schools to Government Schools:

- i. Private schools start with all the facilities required to a school where as Government school has to gradually improve these facilities.
- ii. Private school teachers especially minority schools teachers do not have job security and the management makes use of this condition and extracts extra work out of them to the benefit of students.
- iii. Government Schools admit children from families of various status of the locality. But private schools take the cream of the society and produce results which attract the parents. Generally the private schools produce very good results.

private schools grant at such rate and for such purpose as may be prescribed.

2) The Government may withhold permanently or for any specified period the whole or part of any grant referred to in sub-section (1) in respect of any private school--

i) which does not comply with any of the provisions of this Act or any rules made or directions issued thereunder in so far as such provisions, rules or directions are applicable to such private school, or

ii) in regard of which the pay and allowances payable to any teacher or other person employed in such private school are not paid to such teacher or other person in accordance with the provisions of this Act or the rules made thereunder, or

iii) which contravenes or fails to comply with any such condition as may be prescribed.

Before withholding the grant under sub-section (2) of the Government shall give the educational agency an opportunity of making its representation.

Closure of private school-- 1) No private school and no class and no course of instruction therein in a private school shall be closed without obtaining the prior approval of the competent authority and without making such arrangements as may be prescribed for the continuance of the instruction of the pupils of private school or the class or the course of instruction, as the case may be for the period of study which the pupils have been admitted.

d) Reasons which would lead to withdrawal of permission

Withdrawal of recognition by competent authority:- The competent authority may withdraw permanently or for any specified period the recognition of any private school--

i) which does not comply with any of the provisions of this Act or any rules made or directions issued thereunder in so far as such provisions, rules or ~~directions~~ directions issued thereunder in so far as such provisions, rules or directions are applicable to such private school, or

ii) in respect of which the pay and allowances payable to any teacher or other person employed in such private school are not paid to such teacher or other person in accordance with the provisions of this Act or the rules made thereunder, or

iii) Which contravenes or fails to comply with any such conditions as may be prescribed.

Before withdrawing the recognition under subsection the competent authority shall give the educational agency an opportunity of making its representation.

Effect of withdrawal of recognition-- Any private school, the recognition of which has been withdrawn shall not be entitled to--

i) receive any grant or other financial assistance from the Government; or

ii) prepare, train or guide pupils for appearing at any examination conducted by, or under the authority of the Government.

Payment of grant-- The Government may pay to the private school grant at such rate and for such purposes

No prior approval under sub-section(d) shall be given unless a notice in writing is given to the competent authority. The period of notice shall be such as may be prescribed and different periods of notice may be prescribed for different classes of private schools. The notice shall be in such form, contain such particulars and given in such manner as may be prescribed.

De-recognised		
Sl.No.	Name of School	Reason for withdrawal of Recognition
1.	Kanaka sabapathi Middle school, Kevilpatti	Recognition withdrawn by the Chief Educational Officer, V.O.Chidambaranar District due to dilapidated condition of the building
2.	Gandhi vidyalayam, Perunalpuram, Periakulam	Recognition withdrawn by District Educational Officer, Periakulam for shifting school also permission.
3.	Vinai Theertha Nadar patti Kamaraj Hindu Middle school Trinelveili	Recognition withdrawn by Chief Educational Officer, Tirunelveli due to the mismanagement & dispute between the management and teachers.
4.	Anai Velankanni Vidyalaya primary school, Mahakavi Bharathi Nagar.	Recognition withdrawn by Chief Educational Officer, Madras due to the dispute between teachers and management.

e) Nature of Action against private schools opened
without permission:

As per constitution of India minority managements have the right to open and establish Educated Institution.

Non-minorities normally do not open schools without prior permission, of the Department. As per regulation act, such schools opened without permission are ignored. They cannot send their children for examinations conducted by the Government. They will not hold a Transfer certificate of recognised school and as such will not be admitted in any recognised school after the standard. Normally no tamil medium unrecognised schools are run in the State.

CHAPTER XV

(a) Budget grants to schools:

Initial non-recurring grants for opening and upgrading of schools is not given in Tamil Nadu.

Therefore question of norms does not arise.

Only 4% of Annual Salary of teacher is given as maintenance grant to management schools.

Matching grant is given to few schools for construction of buildings - Science Equipments are purchased and supplied to selected schools from Centrally Sponsored Scheme funds and State funds for selected Schools.

Sl.No.	Name of Department	Type of Support
1.	2.	3.
I.	Social Welfare	<ol style="list-style-type: none"> 1. Administration of Schools for Deaf and Dumb, blind and other Physically invalid children. 2. Students' Welfare Noon Meal Programme is taken up. 3. Operation Black Board Scheme - Chalk piece, Crayans etc. supplied. 4. Free Uniforms stiched through sub units in the Department.
II.	Welfare for scheduled castes and Scheduled Tribes.	<ol style="list-style-type: none"> 1. Runs Special Schools for Scheduled Caste and Scheduled Tribes. 2. Runs hostels for students of Adidravida Scheduled Castes and Scheduled Tribes. 3. Supplies free Uniforms, Text Books etc., 4. Gives Scholarships and Stiphends etc.,
III.	Rural Development and Local Administrative.	<ol style="list-style-type: none"> 1. Maintains all Panchayet Union Elementary Schools buildings. 2. Construct buildings for schools through N.R.E.P., etc.,
IV.	Technical Education	<ol style="list-style-type: none"> 1. Constructs class room buildings under operation Black Board Scheme.
V.	Information & Publicity	T.V. and Radio conduct special educational programmes in a systematic way by which rural children are very much benefitted.

1.	2.	3.
VI. Stationery and Printing		Supplies all the rules books, administrative documents and writing materials for Education Department.
VII. Text Book Society		Supplies Free Text Books for all the Government Noon Meals Programme students every year in time.
VIII. S.I.D.C.O.		Supplies all aids Equipments and instruments for Primary School children under Operation Black Board Scheme.
Khadi		
TANSI		
IX. Urban Development		Provisions of Schools Land, buildings, Furniture etc., in newly developed area.
X. Public Health		Children Health care, Medical Inspection of children in Schools.
XI. Transport		Free transporttation of School children.
XII. Public Works		Construction of all school buildings in State (Government as well as Aided).

- b. Government arranges these inter Department support through written order.
- c. Existing arrangements are quite satisfactory.
- d. Development Department such as N.R.E.P. help the Education Department in construction of School buildings in rural areas.

CHAPTER XVII

Community Support

a) Organisational Frame Work:

In order to get the maximum community support for running the schools both in Urban and Rural areas, the Tamil Nadu Government has instituted an organisation frame work namely State Parent Teacher Association in Madras, to which Honourable Minister for Education is President. Each Revenue Districts has the District Parent Teacher Association for which the Chief Educational Officer is the Chairman and Headquarter District Educational Officer is the Secretary. All the schools send the affiliation fee to the District and State Parent Teacher Association and become members. The individual School has its own Parent Teachers Association and most of the academic and administrative needs of the School are looked after by them. (Construction of School building construction of Compound Wall, digging well, providing furniture, providing play ground, providing T.V., Radio even Computers for the School).

Parent Teacher Association also conducts special coaching classes for the Weaker children. District Parent Teacher Associations also conduct coaching classes for Scheduled Caste and Scheduled Tribe children for entrance examinations for Medical and Engineering courses.

b. This system is working excellently well.

c & d.

Once in a year School improvement conferences are held block wise Educational District wise etc., On this occasion, parents pour in specific Donation Like furniture, Clock, Radios, T.Vs. Vessels, Land and building. The condition for permitting school by the Department in a location is to provide a land and building by the local building Committee. Always this has been fulfilled by the public before giving permission.

CHAPTER XIIIX : BUDGET

The State Budget and expenditure on School education is given in the following pages for 1985-86, 1986-87, 1987-88, 1988-89 and 1989-90 (For Elementary and Secondary separately).

The percentages of expenditure for Education over total expenditure etc., are also given in the following pages.

Budgeted Expenditure
(Elementary and Secondary Education)

Items	1988 - 89											
	Non-Plan	Plan	Total	Non-Plan	Plan	Total	Non-Plan	Plan	Total			
A) <u>Elementary Education</u>												
a) Recurring	22461	20	22481	24209	98	24307	26630	199	26829	33402	179	34581
-Salaries & Allowances												
-Other items												
b) <u>Non-recurring</u>												
-Construction works	17	4	21	12	6	18	8	2	10	-	-	-
-Other items												
Sectional Total: (a + b)	22478	24	22502	24221	104	24325	26638	201	26839	33402	179	34581

Budgeted Expenditure
(Elementary and Secondary Education)

Annexure - I

(Rs. in Lakhs)

Items	1989-90		
	Non-Plan	Plan	Total
A) <u>Elementary Education</u>			
a) Recurring			
- Salaries & Allowances	37611.09	3054.92	40666.01
- Other items			
b) Non-recurring			
- Construction works	-	-	-
- Other items			

(Rs. in Lakhs)

Items	1985-86			1986-87			1987-88			1988-89		
	Non-Plan	Plan	Total	Non-Plan	Plan	Total	Non-Plan	Plan	Total	Non-Plan	Plan	Total
B) <u>Secondary Education</u>												
a) Recurring	17584	210	17794	19329	626	19955	22263	780	23043	25125	927	26052
-Salaries & allowances												
-Other items												
b) Non-recurring	26	93	119	19	34	103	28	36	64	56	Nil	56
- Construction works												
Sectional Total (a + b)	17610	303	19915	19348	710	20058	22291	816	23107	25181	927	26108

(Rs. in Lakhs)

Items	1989-90		Total
	Non-Plan	Plan	
B) Secondary Education			
a) Recurring	29456	2128	31584
- Salaries & Allowances			
- Other items			
b) Non-recurring			
- Construction works	214	Nil	214
Sectional Total (A + b)	29670	2128	31798

	1985-86	1986-87	1987-88	1988-89	1989-90
1) Percentage of Budgeted expenditure on Education to total State Budget	20 %	22 %	21 %	No Budget presentation	22 %
2) Percentage of expenditure on Elementary and Secondary Education to Total education budget	82 %	82 %	81 %	No Budget presentation	73 %
3) Percentage of Expenditure on salaries and other items to total expenditure on Elementary and Secondary Education	95 %	99 %	99.9 %	99.6 %	99.7 %
4) Percentage of Non-recurring expenditure to total expenditure on Elementary and Secondary Education	5 %	1 %	0.1 %	0.04 %	0.3 %

For institutional experiences, 6 institutions of Vellore block on the following categories have been chosen and informations in respect of them are given in the tabular form in each of the following chapters

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PART III

INSTITUTIONAL EXPERIENCES

1. Government Primary School	..	Sl.No. 1
2. Government Middle School	..	Sl.No. 10
3. Government Secondary School	..	Sl.No. 20
4. Government Higher Secondary School	..	Sl.No.29
5. Private Primary School 1	..	Sl.No. 8
6. Private Middle School	..	Sl.No.19
7. Private Secondary School	..	Sl.No.29
8. Private Higher Secondary School	..	Sl.No.30.

CHAPTER : XIX

OPENING AND UPGRADING OF INSTITUTION

Factors	Govt. School/Local Body				Aided Private Schools			
	Primary	Middle	Secondary	Higher Secondary	Primary	Middle	Secondary	Higher Secondary
Process Difficulties	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
Delays reasons	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
Factors affecting Decision	Distance	Strength	Distance Strength	Distance Strength	Structural Stability	Structural Stability	Structural Stability	Structural Stability
Community Support	No	No	Yes	No	No	No	No	No
Permission Recognition & Grant Problems & delays	-	-	-	-	No Problem	No Problem	No Problem	No Problem

CHAPTER : XX

LOCATION / CATCHMENT AREAS "ONLY FOR PRIMARY & MIDDLE SCHOOLS"

Factors	Govt. School/Local Body				Aided Private Schools			
	Primary	Middle	Secondary	Higher Secondary	Primary	Middle	Secondary	Higher Secondary
Catchment area & Serving area	Same	Same	-	-	Same	Same	-	-
Deviation	Nil	Nil	-	-	Nil	Nil	-	-
Other Better location	Nil	Nil	-	-	Nil	Nil	-	-
Parents preference	Same area	Same area	-	-	Same area	Same area	-	-

Factors	Govt. school/ Local body				Aided Private schools			
	Primary	Middle	Secondary	Higher Secondary	Primary	Middle	Secondary	Higher secondary
Adequacy of furniture	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate
Delaying/Procurement of providing	Not supply by Government	not supply by Govt.	not supply by Govt.	not supply by Govt.	not supply by Govt.	not supply by Govt.	not supply by Govt.	not supply by Govt.
Impact of operation - Lack of board	Happy situation Games kit Equipment Musical instrument library school building are given	Happy situation Games kit Equipment Musical instrument library school building are given	--	--	Happy situation Games kit Musical instrument library school building are given	--	Accountant Clerk	Librarian
Library Adequacy & staff	--	--	Adequate	Adequate	--	--	Adequate	Adequate
Extent of delay	-- Next books Distributed well in advance before reopening schools, after summer vacation - no-delay							

CHAPTER XXIV : LOCAL COMMUNITY INVOLVEMENT

Factors	Govt. school /Local Body				Aided Private Schools			
	Primary	Middle	Secondary	Higher Secondary	Primary	Middle	Secondary	Higher Secondary
Organizational aspects	Parent Teachers' Assn.	Parent Teachers' Assn.	Parent Teachers' Assn.	Parent Teachers' Assn.	Parent Teachers' Assn.	Parent Teachers' Assn.	Parent Teachers' Assn.	Parent Teachers' Association
Contribution	Financial & Administrative Academic	Financial & Administrative Academic	Financial & Administrative Academic	Academic Administrative & Financial Academic	Financial & Administrative Academic	Financial & Administrative Academic	Financial & Administrative Academic	Financial & Administrative Academic

" Note: Administration arrangements - buying land, building, creation of endowment providing furniture & equipment comes.

Academic arrangement - of special coaching classes for weaker students and giving incentives to students and teachers"

Factors	Govt. School/Local Body				Aided Private Schools			
	Primary	Middle	Secondary	Higher Secondary	Primary	Middle	Secondary	Higher Secondary
Working days: actual	220	220	220	220	220	220	220	220
vs norms	220	220	220	220	220	220	220	220
Teacher work load: Actual vs norms	More than 18 hrs.	More than 18 hrs.	More than 18 hrs.	More than 18 hrs.	More than 18 hrs.	More than 18 hrs.	More than 18 hrs.	More than 18 hrs.
Pupil evaluation difficulties	Nil	Nil	More days required	More days required	Nil	Nil	More days required	More days required
Inspection Frequency	3 per year	3 per year	4 per year	2 per year	3 per year	5 per year	1 per year	2 per year
Average stay	2 hrs.	3 hrs.	5 hrs.	4½ hrs.	3¼ hrs.	2½ hrs.	2½ hrs.	6½ hrs.
Enrolment drive	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Retention drive	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Incentives to pupils.	Free food, Free Uniform, Free Rent Book, Free chappals, Free bus travel to all schools.							

CHAPTER XXVI: INTERNAL EFFICIENCY

(i) Promotion:

Period	Government		Private	
	Middle	Secondary	Middle	Secondary
1985-86	36/36	166/198	35/38	240/250
1986-87	48/61	152/197	29/35	249/255
1987-88	51/58	181/199	29/36	254/263
1988-89	57/75	192/207	42/46	261/272
1989-90	59/77	192/224	29/33	275/280

(ii) Repetition:

Government School:

Year	VI	VII	VIII
1985-86	0	0	0
1986-87	21%	9.5%	0
1987-88	12%	0	0
1988-89	24%	19%	0
1989-90	29%	25%	5.2%

Aided School:

Year	VI	VII	VIII
1985-86	9%	7%	0%
1986-87	17%	8%	4%
1987-88	19%	16%	20%
1988-89	8.5%	12.5%	19%
1989-90	12.5%	2.5%	0%

Pupils achievements/internal efficiency/promotions-Class wise

Class	1985-86		1986-87		1987-88		1988-89		1989 - 90	
	No. appeared	No. passed	No. appeared	No. passed	No. appeared	No. passed	No. appeared	No. passed	No. appeared	No. passed
I	89	89	59	59	56	56	79	79	79	67
II	54	54	85	85	50	50	49	49	81	81
III	64	64	56	56	84	84	46	46	47	46
IV	39	39	67	67	57	57	86	86	57	48
V	39	39	39	39	56	56	42	42	74	68
VI	36	36	61	48	58	51	75	57	77	59
VII	47	47	32	29	43	48 43	48 48	39 39	60 60	45
VIII	39	39	44	44	24	24	39	39	39	35

iii) Average Stay of students in various classes:

	1987-88		1988-89		1989-90	
	I Std.	Percen -tage	II Std.	Percen -tage	III Std.	Percen -tage
Rural Govt. Primary School.	111/117	94.9%	87/111	78.37%	81/87	93.1%
Rural Private Primary School.	137/140	97.8%	134/137	97.8%	130/134	97.8%
Rural Govt. Middle School.	52/57	91.2%	52/52	100%	47/53	92.5%
Rural Private Middle School	64/64	100%	64/64	100%	69/69	100%

iv) Attendance:

Stds.	Government		Private			
	Primary	Middle	Primary	Middle	Secondary	Higher Secondary
I	107	66	64	37	89	270
II	193	64	51	64	43	326
III	79	48	52	58	44	381
IV	96	67	57	60	62	308
V	97	66	30	40	78	169
VI	6	81	--	39	68	266

v) Actual attendance on the day of visit

Stds.	Government		Private			
	Primary	Middle	Primary	Middle	Secondary	Higher Secondary
I	93	65	57	73	80	250
II	98	60	46	54	35	310
III	71	45	48	55	33	350
IV	86	65	50	55	51	250
V	86	60	13	38	60	150
VI	23	75	--	34	60	250

(vi) EXAMINATION RESULTS - PRIVATE SCHOOLS:

(Secondary and Higher Secondary School Sections)

Year	Aided Secondary	%	Aided Higher Secondary	%
1985-86	160/299	53.5%	145/187	77.5%
1986-87	148/283	52.3%	128/180	71%
1987-88	134/279	48.0%	169/244	68%
1988-89	161/250	64.5%	143/200	72%
1989-90	143/251	57.5%	139/203	69%

EXAMINATION RESULTS - GOVERNMENT SCHOOLS:

(Secondary and Higher Secondary Schools)

Year	Government Secondary Schools	Percentage	Government Higher Secondary Schools	Percentage
1985-86	153/384	39.8%	194/261	74.3%
1986-87	129/313	41.2%	166/235	70.6%
1987-88	140/224	62.5%	122/195	62.6%
1988-89	126/273	46.2%	123/211	58.3%
1989-90	163/325	50.2%	123/204	60.3%

Vii) Size of a Section in Rural area:

Stds.	Government		Aided	
	Primary	Middle	Primary	Middle
I	32	33	32	29
II	34	32	26	32
III	26	48	26	29
IV	32	33	28	30
V	32	33	30	20

Size of section in Urban area:

Stds.	Government		Private	
	Primary	Middle	Primary	Middle
I	35	-	41	-
II	44	-	37	-
III	45	-	38	-
IV	41	-	43	-
V	43	-	31	-
VI	-	35	-	55
VII	-	36	-	45
VIII	-	36	-	45

viii. Dropout by Stages in 1985-86 to 1989-90

Year	Upto Primary Stage			Upto Middle Stage		
	Boys	Girls	Total	Boys	Girls	Total
1985-86	20.13	25.20	22.48	51.47	62.23	56.45
1986-87	19.86	25.06	22.29	47.66	57.82	52.38
1987-88	19.44	24.46	21.78	44.08	53.14	48.22
1988-89	19.17	24.01	21.42	41.33	51.35	45.97
1989-90	18.78	23.64	21.05	40.87	50.65	45.43

Year	Upto High School Stage			Upto Higher Sec. Stage		
	Boys	Girls	Total	Boys	Girls	Total
1985-86	72.03	79.71	75.53	88.11	90.00	88.97
1986-87	71.41	78.59	74.68	87.50	89.64	88.47
1987-88	69.72	77.32	73.24	87.13	88.84	87.91
1988-89	66.75	76.45	71.26	86.52	88.58	87.46
1989-90	66.11	73.85	69.64	85.11	87.98	86.44

ix. Wastage Ratio :

S. No.	1987-88 I Std.		1988-89 II Std.			1989-90 III Std.		Total Wastage	
	Admitted	Left	Admitted	Left	Final Strength	Admitted	Left		
1.	117	16	8	22	87	10	16	81	50%
2.	165	19	17	10	153	9	14	148	25%
3.	205	4	26	45	182	28	1	209	25%
4.	140	3	0	3	134	0	4	130	8.7%
5.	71	-	0	14	57	0	7	50	30%
6.	106	1	9	17	100	1	6	95	22.6%
7.	128	10	7	20	105	20	7	126	29%
8.	44	3	2	4	39	9	5	43	27.3%
9.	61	-	23	2	82	0	12	70	23%
10.	57	5	7	6	53	0	4	49	26.3%
11.	96	9	0	20	67	10	1	76	31.25%
12.	115	29	4	1	89	11	0	100	26%
13.	70	14	24	11	69	8	10	67	24%
14.	64	-	5	0	69	9	2	76	3%
15.	53	12	12	22	31	1	5	27	56%
16.	58	4	5	5	54	6	6	54	25.8%
17.	379	105	50	1	323	7	18	312	32.7%
18.	86	14	0	4	68	1	9	60	30.23%

N.B. : 18 Schools (Primary & Middle Schools) for 3 years have been chosen for the study.

The New entries and drop out for each year for the same set of children from 1987-88 (Ist Std.) to 1989-90 (III Std.) have been calculated and total wastage by the time the batch left Third Standard have been given against each school.

CHAPTER XXVIII

Unit Cost Analysis:

Trend over five years in respect of :-

a. Per student Cost Recurring on:

	Private Primary School				
	1985-86	1986-87	1987-88	1988-89	1989-90
	Rs. P	Rs. P	Rs. P	Rs. P	Rs. P
Teacher Salary	314.80	432.60	386.00	470.00	593.20
Salaries of Staff.	-	-	-	-	-
Teaching Material	300.50	300.46	280.44	500.76	300.46
Library	-	-	-	-	-
Others	16.50	15.40	14.00	14.20	22.50

CHAPTER XXVIII

(b) Percentage of Non-Recurring Expenditure to Total Expenditure as per Institutional Reports:

Type of School	Non-Recurring Expenditure	Total Expenditure	Percentage
Government Primary	179895.00	179895.00	100%
Aided Primary	61892.00	61892.00	100%
Government Middle	291764.15	291764.15	100%
Aided Middle	582387.00	566848.00	97.5%
Government Secondary	425372.00	477743.00	90%
Aided Secondary	373000.00	387100.00	98.6%

c. Percentage of Income from Government and other sources Recurring/non-recurring :

	1985-86		1986-87		1987-88		1988-89		1989-90	
	Recurring Income	Per centage	Recurring Income	Per centage	Recurring Income	Per centage	Recurring Income	Per centage	Recurring Income	Per centage
Government Middle School	$\frac{127464}{127464}$	100%	$\frac{127464}{127464}$	100%	$\frac{124232}{124232}$	100%	$\frac{152829}{152829}$	100%	$\frac{193231}{193231}$	100%
Private Middle School	$\frac{552387}{566848}$	99%	$\frac{622803}{622803}$	100%	$\frac{700030}{751773}$	97%	$\frac{816033}{865499}$	95%	$\frac{1032500}{1077224}$	97%
Private Primary School	$\frac{217542}{217542}$	100%	$\frac{243489}{243489}$	100%	$\frac{249149}{249149}$	100%	$\frac{326134}{326134}$	100%	$\frac{404381}{404381}$	100%
Private Secondary	$\frac{373000}{373000}$	100%	$\frac{404000}{404000}$	100%	$\frac{474000}{474000}$	100%	$\frac{564600}{564600}$	100%	$\frac{770163}{770163}$	100%
Private Higher Secondary	$\frac{1196729}{1196729}$	100%	$\frac{1367423}{1367423}$	100%	$\frac{1400212}{1400212}$	100%	$\frac{1489853}{1489853}$	100%	$\frac{1689449}{1689449}$	100%

Part IV: Main findings and suggestions:

a) Locational Planning:

In Tamil Nadu locational planning is done in block level, District level and State level for opening of schools. Proposals are made by the concerned locality. People, organising themselves as building committee of the proposed school.

For elementary schools:

Assistant Educational Officer of the block assists the committee to prepare the proposal. All such proposals from the block are received by the Assistant Educational Officer. Locational planning for the block is made by the Assistant Educational Officer based on usual norms and the need according to survey datas.

The District Educational Officer receives the locational plans from all the Assistant Educational Officers under him and prepares an educational District plan and sends it to Chief Educational Officer.

Chief Educational Officer is the competent authority (statutory authority) for opening of primary schools. The District Planning is done by him over the recommendations of the District Educational Officers.

Planning is made by the Chief Educational Officer keeping in minds:

- I. Number of schools/classes to be closed shifted or amalgamated due to non viability in the various habitations in the district.
- II. Number of schools required within 1 K.M. of the habitations having population of 300 and more

III. Number of special areas where schools have to be opened exempting usual norms

IV. Number of schools to be opened for special groups of people like Scheduled Castes/Scheduled Tribes (in thickly populated areas) physically handicapped etc. Joint Director Elementary is the appellate authority.

For Secondary & Higher Secondary Schools:

District Educational Officer assists the local building committee and the Head-master of the school to prepare the proposal for upgrading the middle school in to Secondary school or high school in to Higher Secondary school. The proposal prepared in the prescribed proforma is handed over to District Educational Officer. The District Educational Officer receives such proposals from various habitations and scrutinises them, visits the proposal school sites ensures various factors in respect of facilities and norms and makes a locational planning.

These plan proposals from various District Educational Officers are received by the Chief Educational Officer and he makes the locational planning for the whole revenue district.

The plan proposals from 21 Chief Educational Officers are received by the Joint Director Secondary and Joint Director Higher Secondary Schools who are the statutory authorities for opening of High schools and Higher Secondary Schools respectively. These proposals are put up to a high level Committee consisting of Director of School Education, Joint Directors, Deputy

Secretary to Education and Deputy Secretary to Finance.

They scrutinise the proposals and fit them in to the long term plan they have made for opening of schools based on survey data in state level. They carefully frame norms according to the need and select the schools to be upgraded or opened. Government approves both the norms and the list of schools selected for the whole state.

Joint Directors are the statutory authorities for closure shifting or amalgamations of secondary schools and Higher Secondary schools. Director of School Education is the appellate authority.

Findings & Suggestion:

The system followed by the state is quite satisfactory to cover gradually all the school-less areas within the plan periods -- 5 year plan is made by state in respect of opening of schools based on survey data. At the same time plan proposals are made from root level and sent to state level for selection and approval. This enables the participation at all levels in expansion and rationalisation of educational facilities.

b) Planning for provision and utilisation of facilities in schools

(i) Teachers and non-teaching staff

A Government order has been passed by Tamil Nadu in order number G.O.No.250, Edn dt.29.2.64 to fix up the minimum and maximum number of students in a class and for the fixation of number of teaching posts for a school. The provisions of this G.O. is strictly followed for allotment of teachers post and rationalisation

of the same every year and make reallocations.

A certificate is taken from the field officers every year to the effect that proper rationalisation has been done before the beginning of the next academic year. Non teaching posts which have been already allotted remains with the old schools. If found excess, they are taken out and redeployed to needy schools. If there is a need no additional post of non teaching staff are allotted due to paucity of government funds. Only for new schools minimum number of non-teaching posts are allotted.

ii) Buildings accomodation, Equipment, furniture and teaching learning material:

At present initial grants for opening of schools towards buildings and equipments are not given by the Government. The local people who feel the need for a school in their locality submits proposal and provide the building, accommodation, equipments and furniture to start with. Later the Parent Teacher Association is formed and they provide further facilities. Apart from this the centrally sponsored schemes like Operation Black Board Scheme provide all the teaching learning materials including library books.

Findings & suggestions:

Since Government have to provide a great slice of grant for salaries of school staff, it is not possible to give the initial non-recurring grants like building grant, equipment grant, furniture grant etc. But in Tamil Nadu a very solid structure known as Parent Teachers Association has been formed in the State, District and institutional levels. They lay a vital role in starting and establishing various types of educational institutions.

Community involvement is pre-dominantly seen in the expansion of educational facilities at all levels in Tamil Nadu. There is competitive spirit among locality people in opening of schools and providing facilities. This is quite voluntary. The arrangements are quite satisfactory till government is in a position to release initial grants for such proposals.

c) Norms for Development and maintenance of educational Services.

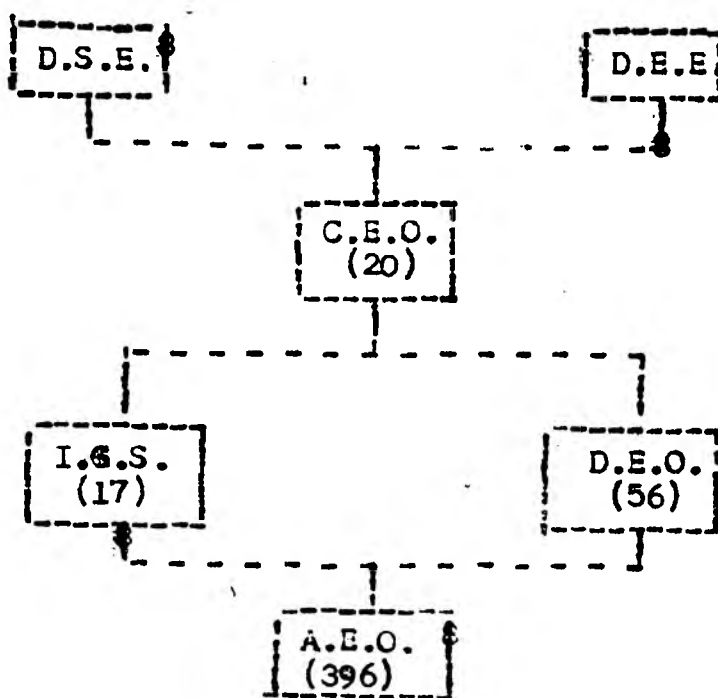
- I. Norms for opening of primary schools is 1 k.m. and 300 population given in the old rules for recognition of schools in grant in aid code book. Norms for opening of high/higher Secondary schools is fixed every year by the Government while selecting the schools. Relaxation is allowed for special schools only.
- II. Norms for allotment of teachers post is given in G.O.No.250 Edn dt.29.2.1964. No revision or relaxation is allowed from these norms.
- III. Norms for a class room size and number of seats to be allotted is given in the enclosed sketch at appendix 'N'.
- IV. Norms for furniture etc are not fixed -
-- procured by schools according to the need-
Furniture, equipment and aids are not procured and supplied by government and therefore no norms are fixed and question of revision of norms does not arise. science equipments are supplied to high and higher secondary schools on fixed norms from state fund. Science

equipments are provided in mobile science vans in fixed norms from state funds. Science kits & equipments are provided to schools from centrally sponsored schemes on fixed norms. These norms are strictly adhered to and no deviations are made. Supplies are made centrally by Department after procuring these from private and public sectors.

Any deviation from the norms for starting schools and allotment of teachers should be approved by government.

d) Organisational structures and inter departmental supports:

Education Department is headed by Secretary to Government Education Department under him function the heads of Department for Collegiate Education, School Education, Elementary Education, non-normal Education, Technical Education, professionals education etc. Under School Education Director the following officers function: 21 Chief Educational Officer at revenue district level and under each Chief Educational Officer 2 to 4 District Educational Officer and under District Educational Officers block level officers (Assistant Educational Officer and Deputy Inspectors of Schools)



District level:

Revenue Department -- Issue buildings
License for school buildings - collects
funds for Teachers welfare fund.

Health Department -- Health units carryout
medical inspection, of school children

DRDAs } construction of panchayat
Corporation } union buildings, maintenance of
and } Corporation schools and
municipalities } municipal buildings.

Block level:

Health Units: Block level health units take
care of school children

At state level planning staff are provided at
secretariate and Directorate of School Education.
At district and block level no separate staff for
planning are provided. Regular staff on ministerial
work looks after collection of Data, preparing statistics
and storing Data for planning and feed-back. The
top level people under go special trainings. The
Directorate, District and block level ministerial
staff go for staff training at Bhavani Nagar staff
training centre.

e) role of community and people participation:

The Educational development in Tamil Nadu is to
a greater extent caused by the people's participation
and community involvement. The very land and buildings
for opening a schools are provided by the public.
They pay the endowment fund - They plan the supply of
all initial facilities to school.

At all levels inter departmental supports
are received for educational Development programmes

At state level:- (1) Social welfare Department -- runs
special schools.

(2) Welfare of Scheduled caste &
Scheduled Tribes Department - runs
welfare schools and Hostels.

(3) Rural Development and Local
Administration - constructs school
buildings for panchayat union schools.

(4) Public Works Department - constructs
all school buildings for which
Government grant is released.

(5) Technical Education Department --
helps to constructs buildings for
District Institutes of Educational
Training etc.

(6) Social Welfare Department --
Supplies free Noon Meal for all
school children in this scheme.

(7) TALCO -- Supplies free foot wear for
all school children in the scheme.

(8) Text book Society -- supplies free
text book for all children in the
scheme.

(9) Transport Department -- free
transportation of school childrens.

(10) T.A.S.I. ; Supplies the Operation Block
S.D.O. Board items for schools.
M.A.D.I

After getting permission and recognition, Parent Teachers Association is formed to look after the schools needs both physical and academic.

School improvement conferences are the special feature of community Development in Tamil Nadu. It is very successful in this state. Most of the needs of a school are provided by public with competitive spirit during the school improvement conference. When Government is handicapped with paucity of funds, community arises to the occasion and meets the needs of the schools with the spirit that it is their own baby.

f) Any other:

Tamil Nadu has already achieved the targets of univerlisation of Elementary Education.

Tamil Nadu is unique in its practising the national pattern of 5 + 3 in elementary education even long before the national policy was introduced.

Tamil Nadu is again popular in its achievement of Welfare programmes such as noon meal Programme, free text book programme, free uniform programme, free chapals programme, free bus pass programme for about 65 lakhs of childrens.

Tamil Nadu is one of the few states who introduced +2 pattern in school Education itself, with popular vocational stream.

Tamil Nadu schools do not practice much of sharing of buildings. State schools do not involve much of shift system. 'School complex', 'School improvement conference', 'Mobile Science-laboratories', 'Parent Teachers Association', 'Panel inspection', 'Central valuation' and 'Vocational Education' are some of the

successful special features of school Education Department
in Tamil Nadu.

The centrally sponsored schemes like Operation
Block Board Scheme, the Improvement of Science Education
in Upper Primary Schools, the Improvement of Science
Education in Secondary & Higher Secondary schools, District
Institute of Education and Training, Environmental education
in schools, Integrated education for disabled children
have been very successfully implemented in Tamil Nadu.

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