



**DISTRICT PRIMARY EDUCATION PROJECT
TAMIL NADU**

**State level Gender based intervention
for
improving Girls Education and Women's Empowerment**

PART - I

NIEPA DC



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**Directorate of Teacher Education, Research & Training
Government of Tamil Nadu**

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DISTRICT PRIMARY EDUCATION PROJECT (GENDER STUDIES)

TAMIL NADU

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CHAPTER I

CHAPTER - I

WOMEN EMPOWERMENT - A VISION AND A DREAM

"angalodu pengalum sari nihar samanamaha
Vazhvom inda nattile"

(Women shall live in this native land with absolute and exact equality with men)

This was the vision of Poet Subramania Bharathi (1882-1921) expressed in his poem 'Viduthalai' (Liberation).

Tamil Nadu had a hoary past and the 2000 year old Sangam Literature gives abundant limits of the status of women and their access to education. Successive wars, religious upheavals and cultural invasion during the middle ages and the foreign rule later had resulted in women losing their status in society. Periyar E.V.Ramaswami, a great Social Reformer gave a clarion call for the emancipation of women. Women activists like Dr. Muthulakshmi Reddi, the first lady doctor who was instrumental for the uplift of women and sister R.S. Subbulakshmi who advocated widow marriage and self-support played a notable role during pre-independence days in tackling social evil practices affecting women. Despite all these efforts, the absolute equality dreamt of has yet to be attained.

The elimination of all forms of discrimination against women, especially in the light of the provisions of constitutional requirements, social legislations and universalisation of primary education, is still to be achieved.

It is in this context, that education of girls and women has become a major policy concern' - for asserting human rights - for education, equality in access, retention in the system, and for ensured success, in achieving the levels of education for supportive and developmental activities in life.

It is with a view to study the status and processes of educational programmes relating to girls' Education, and to provide 'inputs' in plan formulation, with a view to promoting girls' education and womens' empowerment, a concerted effort is being taken now by the Government of India, Government of Tamil Nadu, the NCERT, New Delhi the DTERT Tamil Nadu and the supporting departments in women's welfare and other NGOs in Tamil Nadu.

The All India Scenario:

The enrolment ratio of girls at the elementary stage by states / UT and ranked by female literacy rate percent in 1991 is given Table I below, to understand the ranking, and placement of different states / UTs in the country.

TABLE - I

Rank	State/UT with literacy rate more than 50%	Literacy Rate 1991		Index of Gender Equality	Enrolment Ratio 1991-92			
		Male	Female		Primary		Upper Primary	
					Boys 6	Girls 7	Boys 8	Girls 9
1.	Kerala	95	87	96	100	98	105	104
2.	Mizoram	84	78	93	139	133	76	73
3.	Chandigarh	83	74	94	61	59	57	57
4.	Lakshadweep	87	71	93	157	135	118	97
5.	Goa	86	68	89	106	97	112	96
6.	Delhi	83	68	89	87	88	83	81
7.	A & N. Islands	80	66	89	100	85	88	76
8.	Pondicherry	84	66	88	148	136	135	117
9.	Daman & Diu	86	62	83	-	-	-	-
10.	Nagaland	66	56	96	114	104	70	68
11.	Himachal Pradesh	75	56	83	125	109	125	96
12.	Tamil Nadu	75	52	82	142	128	109	86
13.	Maharashtra	75	51	80	132	119	92	67
14.	Tripura	70	50	83	144	122	90	71
15.	Punjab	64	50	87	102	75	79	66

Source : Girls and Women's Education in India Country Paper,
UshaNayar, NCERT, 1993.

Females lag behind males in the literacy rates, especially in Lakshadweep, Goa, Delhi, A & N Islands, Pondicherry, Daman & Diu, Himachal Pradesh, Tamil Nadu, Maharashtra, Tripura and Punjab.

This is a matter of great concern and calls for scrutiny and concerted efforts to step up, the literacy efforts, enrolment and effective translations of literacy efforts in to better Social Life.

TABLE - II

DEMOGRAPHY

Indicators	Country	State
1. Population in Millions	M 437.60	28.29
	F 406.33	27.55
2. % of SC Population to Total (1991)	16.33	19.18
3. % of ST Population total (1991)	8.01	1.03
4. % of Rural Population (1991)	73.87	65.85
5. Sex ratio 1991 females per 1000 males	927	974
6. Sex ratio 1991 (0-6 Years)	945	948
7. Literacy Rate 1991 Total		
Persons	52.21	62.66
Male	64.13	73.75
Female	39.29	51.33
8. Workers participation rate (1991)		
Persons	37.46	43.31
Male	51.55	56.39
Female	22.25	29.89

TAMIL NADU SITUATION ANALYSIS AND CHALLENGE:

Tamil Nadu, with a steadily increasing literacy rate (62.66% in 1991 - male : 73.75% and female : 51.33% now ranks second only to Kerala among the larger states of India. In rural areas the literacy rate for women is 36.75% and for men it is 58.25%. In Urban areas the literacy rate for women is 60.90% and for men it is 74.96%. It is also among the top four most advanced states in primary education measured in terms of facilities, quantity and quality.

While the state has recorded some remarkable achievements through the Total Literacy Campaigns in several districts, it is recognised that primary education is the essential cornerstone for total literacy. Without priority attention to primary education, there will be a continuous flow of new generations of illiterates.

Pre-School :

Approximately 38% (14 lakhs) of the estimated 37 lakhs of children in the 3-5 age group are enrolled in the 22,000 pre-school centres of ICDS/TINP/NMP.

Primary School:

Tamil Nadu has achieved over 100 per cent gross enrolment at the primary level.

The drop out rate at the primary level has declined steadily, from 54.9% in 1961-62 to 19.3% in 1991-92. However, there is considerable disparity between boys and girls with SC/ST girls having the highest drop-out rate over 30%.

Considerable progress has been made in terms of coverage; there are primary schools in all habitations with populations of 500 and above and 82% of habitations with a population of 500-999 have primary schools and 97% are within 1 Km. distance.

Despite the extensive coverage, access to primary schools is still difficult for children especially girls in living remote areas. Children of SC/ST migrant workers and other nomads suffer lack of access. Girls are at a greater disadvantage where walking to school over some distance is necessary.

Less than 2% of primary schools still function with a single teacher. Over 50% of primary schools in the State have 2-4 teachers. Tamil Nadu's over-all teacher-pupil ratio has steadily increased from 1:42 in 1985 to 1:47 in 1992.

Other drawbacks in infrastructure include inadequate classroom space and lack of drinking water and sanitary facilities.

Studies have shown that more than half of the children in classes 4 and 5 fail to meet the basic requirements of literacy.

Low achievement and lack of interest are major reasons for dropping out and two-thirds of out-of-school children dropped out for reasons other than family economic needs.

While the various incentive schemes helped provide an impetus to the drive for greater enrolment and retention, they now appear to have reached an optimum level; it is only quality, resulting in real achievement of skills, which will provide a base for further development.

Non-Formal Education & Female Literacy :

It is estimated that there are over 3.5 million out-of-school children in the 6-14 age group, with a break up of 1.78 million 6-11 year olds and 1.77 million 11-14 year olds. They constitute both drop-outs and non-starters.

With drop-out rate of 19.3% (1991-92) at the primary level and 40% for elementary education, there is a constant out-flow of children from the formal system, many of whom are put to work. With a higher drop out rate among girls, especially SC/ST girls, the main target group for NFE are girls.

Similarly, women constitute a majority of the estimated 7.8 million illiterates in the 15-35 age group. With over 22% disparity between male and female literacy rates and the close correlation of female literacy with birth and infant mortality rates as well as with children's retention in schools, the critical importance of addressing female literacy as a priority has been fully recognised.

The district wise comparative literacy rate as per census 1991 is as follows :

District	Literacy Rate		
	Persons	Male	Female
1. Madras	84.7	90.8	78.1
2. Chengai Anna	67.1	78.0	55.7
3. North Arcot Ambethkar	61.1	73.0	49.1
4. Dharmapuri	46.5	56.6	35.8
5. Thiruvannamalai Sambuvarayar	52.8	66.2	39.2
6. South Arcot	53.4	66.5	38.77
7. Salem	55.5	66.5	43.9
8. Periyar	56.9	69.1	44.2
9. The Nilgiris	74.3	84.8	63.8
10. Coimbatore	71.0	80.1	61.0
11. Dindigul Anna	58.8	71.3	45.9
12. Tiruchirapalli	62.7	75.4	49.9
13. Thanjavur	67.2	78.8	55.7
14. Pudukkottai	58.4	72.8	44.2
15. Pasumpon Thevar	64.1	78.4	50.2
16. Madurai	62.2	74.2	49.9
17. Kamarajar	64.0	76.9	51.1
18. Ramanathapuram	61.3	74.4	48.6
19. Chidambaranar	73.7	82.7	65.2
20. Thirunelveli Kattabomman	65.9	77.7	54.6
21. Kanyakumari	84.2	88.1	80.3
Tamil Nadu	63.72	74.88	52.29

Source : Government of Tamil Nadu, Department of Elementary Education. The District Primary Education Programme State Level Interventions.

In terms of the literacy levels, the lowest achievement has been, in respect of Dharmapuri, Thiruvannamalai-Sambuvarayar and South Arcot District, in all aspects (i.e.) literacy levels of males, females and taken together.

Female Literacy Rates :

The literacy rates for females is as low as 35.8% for Dharmapuri, followed by South Arcot 38.77% and Thiruvannamalai Sambuvarayar District 39.2.

On the other side of the parameter are some striking better performances, as in the cases of Kanyakumari 80.3% Madras 78.1% followed by a steep fall in the percentage ranges (65.2 to 43.9) in the case of other districts.

Therefore there are three district segments of literacy rates, as,

A. Kanyakumari and Madras	...	80.3% and 78.1%
B. 16 other districts other than (A) & (C)	...	65.2% to 43.9%
C. and 3 districts, Dharmapuri South Arcot and Thiruvannamalai Sambuvarayar District at the lowest level	...	39.2% to 35.8%

To start with therefore, the three districts in (C) Dharmapuri, South Arcot and Thiruvannamalai Sambuvarayar need our foremost attention.

Enrolment in Primary and Middle Schools by District 1990-91

TABLE - IV

District	I - VIII Std.		Total
	Boys	Girls	
1. South Arcot	403784	346414	750168
2. Thiruvannamalai	203023	168742	371765
3. Dharmapuri	195903	152172	348075
State Total	4642839	3903642	8546475

Source : Statistical handbook of School Education Department 1990-91

TABLE V

The dropout rate in the age group 6-14 for five years from 1986-87 to 1990-91 by districts are as follows:

S.No.	District	Percentage		
		Boys	Girls	Total
1.	Madras	44.52	49.42	47.52
2.	Chengai Anna	45.14	53.24	48.74
3.	North Arcot Ambethkar	50.15	59.87	54.89
4.	Dharmapuri	54.61	62.87	58.42
5.	Thiruvannamalai Sambuvarayar	51.74	61.62	56.28
6.	South Arcot	48.17	58.17	50.97
7.	Salem	48.12	57.49	52.36
8.	Periyar	48.39	58.06	52.76
9.	The Nilgiris	49.39	59.19	54.19
10.	Coimbatore	49.30	58.95	53.98
11.	Dindugul Quid-E-Milleth	48.38	58.86	53.80
12.	Tiruchirappalli	47.27	54.80	49.32
13.	Thanjavur	47.92	59.04	53.28
14.	Pudukottai	48.03	59.57	52.89
15.	Pasumpon Thevar	49.66	59.43	53.97
16.	Madurai	49.22	58.49	53.39
17.	Kamarajar	49.26	59.35	53.89
18.	Ramanathapuram	49.53	59.59	54.27
19.	Chidambaranar	48.66	54.76	51.37
20.	Tirunelveli Kattabomman	48.47	56.18	51.59
21.	Kanyakumari	45.43	49.77	47.60
	Total	47.68	59.82	52.28

Source : Statistical Handbook of School Education Department 1990-91.

In terms of the drop out rates also the highest percentage of drop-out for boys and girls are found in Dharmapuri, Thiruvannamalai Sambuvarayar and South Arcot District.

It is clear, from a study of tables 1 to 4, that

- (a) Tamil Nadu, ranks 12th in the literacy rates (both States and UTs) as per Table-1.
- (b) Dharmapuri, Thiruvannamalai Sambuvarayar District and South Arcot Districts have the lowest levels of Literacy Rates - as per Table-3.
- (c) The number and percentage of drop outs for the age group 6-14 is very high in each one of these districts, Dharmapuri topping the list, Thiruvannamalai Sambuvarayar standing second and the South Arcot District ranking as third. Therefore there is a valid case for studying the position of enrolment withdrawal and non-enrolment in these districts.

It is with this view, this study and the programme is now focussed towards the most neglected group of the population of Tamil Nadu viz-women and girls - (especially the most disadvantaged sections living in remote, hilly tribal and slum areas of our State, under very tiring impoverished conditions.

Helping women to participate in shaping public policy will promote a more balanced approach in nation building, reflecting male and female view points. It would be a national waste not to harness every able-bodied and suitable adult in the nation's service, be it man or woman, when a million tasks need to be done and much has to be

achieved in a minimal time. We cannot afford to wait until the nation's poverty is totally alleviated to start working on development of women, for, the world's poorest person is a woman. From a political, social and economic point of view, she is the hardest hit in any crisis war, communal trouble, poverty, inflation - or even during normal developments such as industrialisation, structural reforms, technological progress and so on. Indeed she has very little place for any manouvre and it is this pathetic state we need to address if we wish our state to progress, by giving space to women.

The progress of women is inextricably interwoven with that of children. This policy statement must therefore be considered a twin to the Hon. Chief Minister's - 15 point programme - a policy frame for child welfare that the Government of Tamil Nadu has enunciated recently. It would be of great relevance to high light the details of 15 point programme for Child Welfare and the Tamil Nadu vision 2000 for women.

Dr. J. JAYALALITHA'S 15-POINT PROGRAMME FOR CHILD WELFARE :

1. Increase average with weight of Children to 3 Kg.
2. Elimination of vaccine preventable diseases
 - (a) Elimination of Polio
 - (b) Elimination of Neonatal Tetanus
 - (c) Elimination of Measles deaths and cases.
3. Reduction of infant mortality to less than 30 per 1000 live births by
 - (a) Elimination of deaths due to diarrhoea in children under five:
 - (b) Elimination of deaths due to acute respiratory

- (c) Infection of Perinatal and Neonatal mortality rates by 50% from current shock.
4. Reduction of severe and moderate malnutrition among children.
 5. Elimination of micro nutrient deficiencies
 - (a) Elimination of Vitamin A deficiency
 - (b) Elimination of Iodine deficiency
 - (c) Reduction of anaemia in children and mothers
 6. Make all hospital and maternity centres "Baby Friendly".
 7. To liberate women from the shackles of early and frequent child bearing.
 - (a) Raising age of marriage for girls to 21 years.
 - (b) Spacing birth intervals to three years.
 8. Universalisation of Primary Education ensuing a minimum 5 years of primary for every child by legislation and by campaign.
 9. Raising Women's literacy and status.
 10. Safe drinking water supply and better access to sanitary facilities at all children's centres.
 11. Elimination of Child Labour in a phased manner.
 12. Population of Girls child Protecting Scheme.
 13. Eradication of the Social evil of "Female infanticide in Tamil Nadu".
 14. Early detection and rehabilitation of child hood disabilities.
 15. Free Open Hear Surgery.

TAMIL NADU'S "VISION 2000" FOR WOMEN

The Tamil Nadu Government's policy for the advancement of women released today has set for itself the immediate objective of supporting and expanding the role of women as decision makers in public and private domains.

The policy package 'Vision 2000' lists nine other immediate objectives as : ensuring equitable participation of women in the socio-political and economic processes and structures; facilitating equitable participation of women in development planning, development processes and development programmes, identifying areas of exploitation, oppression and violence and framing suitable legislation along with evolving pragmatic solution, involving voluntary effort wherever possible; and promoting the elimination of discriminatory practices and barriers against women by undertaking programmes and campaigns which promote self awareness among women.

It also seeks to improve access to literacy and educational opportunities and to work for compulsory primary education for at least five years of every girl child; ensure equality of access to resources such as land, capital, and institutional support for men and women; help women to improve income levels through training and development and better employment opportunities and helping in the designing of labour saving devices that will reduce the drudgery of daily chores of women, improve access to basic health and family welfare services.

The Government will promote the Tamil Nadu Corporation for Development of Women (MAHAM) as part of the institutional frame work to strengthen the existing machinery involved in the advancement of women, and to ensure convergence of services by suitably coordinating with programmes of all agencies:

All policies of the Government, according to the 15-page document with a vermillion red border, must reflect the full recognition of the equal partnership of men and women and work for realising the 'goal of 50 percent representation of women at all levels and in spheres'.

And, in policy planning, special consideration must be given to women's multiple responsibilities and also to compensate for historic and current disadvantages experienced by them. Such consideration is also to be given to women from among Adi Dravida and Scheduled Tribes as well as to women in extreme poverty, particularly in the rural areas.

The strategies for implementation as spelt out in the policy are: Review of all legislations/policies to be undertaken to identify gaps, and for the incorporation of progressive clauses in them. In addition, voluntary organisations and professional bodies to be involved in social campaigns against violence towards women; to promote counselling and legal aid and encourage groups of trained personnel in these areas; to promote family courts at local levels.

To maximise participation and benefits in the political and social processes; to utilise network and channels of information to publicise available opportunities; to incorporate training that will enable women to take effective part by having programmes for imparting skills, to improve leadership, self-esteem, assertiveness and decision making.

Affirmative action to be pursued for placement of women staff at all stages in the planning and development processes and also including them as technical experts and advisors.

All agencies to incorporate training that responds to women's needs and situations, for all categories of professionals (both men and women) and for this purpose, to prepare modules and materials for use.

Role expectations and intra-familial inequalities to be tackled with a sustained campaign to break sex stereotyping and prejudices that are deeply entrenched. To enable women to take on roles outside the home, to provide support services in the form of day-care centres for children; transport services for mobility and suitable technologies for reducing the burden of their chores. Private initiative to be encouraged.

To provide compulsory schooling for at least five years for every child, so that in future the number of adults to be made literate decreases, to persuade schools to open day care facilities/creches so that girl children (who, because of the responsibilities of looking after the siblings) are not able to continue their schooling can come

to school. This will also provide vocational opportunities for boys and girls in the schools.

To activate labour inspectorates and voluntary organisations to monitor 'equal remuneration for equal work' provisions; to devise special training programmes for women of different skills levels and experience, to prepare them to eventually enter into general programmes open to both men and women.

C H A P T E R I I

C H A P T E R - I I

Gender Studies - Methodology / Approach

Purpose : (i) Gender Studies will provide inputs into plan formulation and
(ii) Into the context and process of education with a view to promoting girls education and womens' empowerment.

Objectives :

1. Mapping out gender disparities in access, enrolment retention and achievement, through base line studies.
2. Identify causes for non enrolment and drop-out of girls and propose effective districts/local specific strategies for improved enrolment, retention and achievement among girls.
3. Assess the situation of women in each district with regard to some social and demographic indicators and women's equality and empowerment.
4. To collect information on gender bias in (a) text books (b) teacher training (c) teachers' attitude (d) curriculum transaction and (e) administrators' attitudes.
5. To identify supportive community structures such as women's groups, V.E.C.s, Panchayats, P.T.A.s, Teacher Organisations, Youth Clubs for developing effective strategies for Girls' Education.
6. Identifying and facilitate convergence of services of different departments for achieving the goal. (Local areas RCCE, Health and Support Services).

7. Study the availability of education (books, stationery, uniforms) and other incentives (noon meals, attendance prizes etc.)
8. To assess participation of women in teaching, administration and other decision making bodies.
9. To develop State/District level monitoring and evaluation framework.

METHODOLOGY :

The methodology of research adopted includes both qualitative and quantitative techniques. Participatory mode was followed bringing parents, officials and researchers together to identify problems and issues and to work out practical solutions and strategies.

The data have been collected from both primary and secondary sources.

TOOLS AND TECHNIQUES :

A broad array of tools and techniques have been employed in the study to include preparation of a status paper based on literature review, interviews with groups and individuals.

DATA ANALYSIS

Quantitative And qualitative techniques of data analysis including content analysis is applied :

<u>DISTRICT</u>	<u>BLOCKS</u>	<u>VILLAGES</u>	<u>SLUM AREA</u>
Dharmapuri	Thalli	Eight	-
South Arcot	Kolliyanur	Eight	Two
Thiruvannamalai Sambuvarayar	Thandarampattu	Eight	Two

Criteria for selecting villages :

- Villages
- Without Primary School or Non-formal Education Centres (2 Villages)
 - With Primary School of which one tribal (4 Villages)
 - With Primary + Middle Schools (1 Village)
 - With Primary, Middle Secondary School (1 School).

HOUSE HOLDS :

- (1) 30-50 households from a village depending upon the population of the village.
- (2) 50 households from two slum areas in the district.
- (3) Selection of those households having girls.
- (4) Preference given to households having dropout and non-enrolled girls.
- (5) All dropouts and non-enrolled girls of the sampled households have been interviewed.

Age Group of Girls - 6-14 Years :

Teachers : All Teachers teaching primary classes of the sampled villages have to be interviewed.

Case Studies : 2-4 drop outs and 2-4 non enrolled girls per village/slum area have been selected for indepth case studies. In the village having no school the number of case studies of non-enrolled or drop out girls have been increased.

Focussed Group Discussion (FGD) : Group discussion with focus on girl education and women's empowerment.

ANALYSIS OF TEXT BOOKS AND OTHER TRAINING PROGRAMMES :

Content analysis of Text Books and Teacher Training Programmes with a view to study the Gender bias and suggest interventions has been completed with the help of DIET, Madras.

Review of Literature :

In his study 'Economic Aspects of the Growth of Primary Education' in Tamil Nadu, Dr. K. Venkata Subramanian uses both quantitative and qualitative variables to show the influences of eight induces which includes The-literacy level of parents, particularly Re mother. Both correlation and other statistical indices are used to show relation between (a) lower primary education (Literacy) and productive ability leading to improved earning. (b) a relation between education levels and social awareness e.g. family planning (c) a relation between educational levels and improved quality of work and (d) a relation between the modern/traditional sector wage differentials and the demand for formal education.

Some of the other high points of the study are the penetrating analysis on educational wastage which is a multiple of retention and dropouts, its relation to the timing of the rural primary school the relationship between enrolment and non-enrolment at the primary level especially that of girls, and the affluence and poverty of the parents.

The study implies how important is the literacy of females in creating educational demands especially at the higher primary level.

The same author in his study on issues in Girls and Womens' Education in India and Tamil Nadu, calls for bold and determined efforts to face the difficulties and to close the existing gap between the education of men and women, which include :

- (a) Campaigns to enlighten parents
- (b) Separate Institutions for girls
- (c) Provision of ancillary services
- (d) Provision of better school buildings and improved school environment
- (e) Increasing the number of women teachers
- (f) Setting up of agencies to improve girls' education and
- (g) Efforts to set right regional imbalances in the State.

Source : K. Venkata Subramanian 1) Education and Economic Development in India, Tamil Nadu, a case study 1980. 2) Issues in Education, 1982.

C H A P T E R I I I

CHAPTER - III

Issues / Goals / Strategies

Issues regarding girls' education :

The analysis of the demographic and other factors leads to the identification of certain basic issues concerning girls education and women empowerment. They may be broadly classified as under:

1) Lower enrolment of girls in the education system, with special reference to primary education.

2) Higher drop out ratio among girls, leading to non-retention of a large number of them in the system.

3) Non-achievement of minimum levels of learning by a majority of them.

4) Unsuitability of curriculum and gender bias in text books and curricular materials.

5) Absence of vocational programmes for economic independence of girls.

6) Lack of stress on gender issues.

7) The girl child of school going age most often made to act as a child nurse for her brothers / sisters.

8) Absence of linkages with the NFE/ECCE/TLC/PLC.

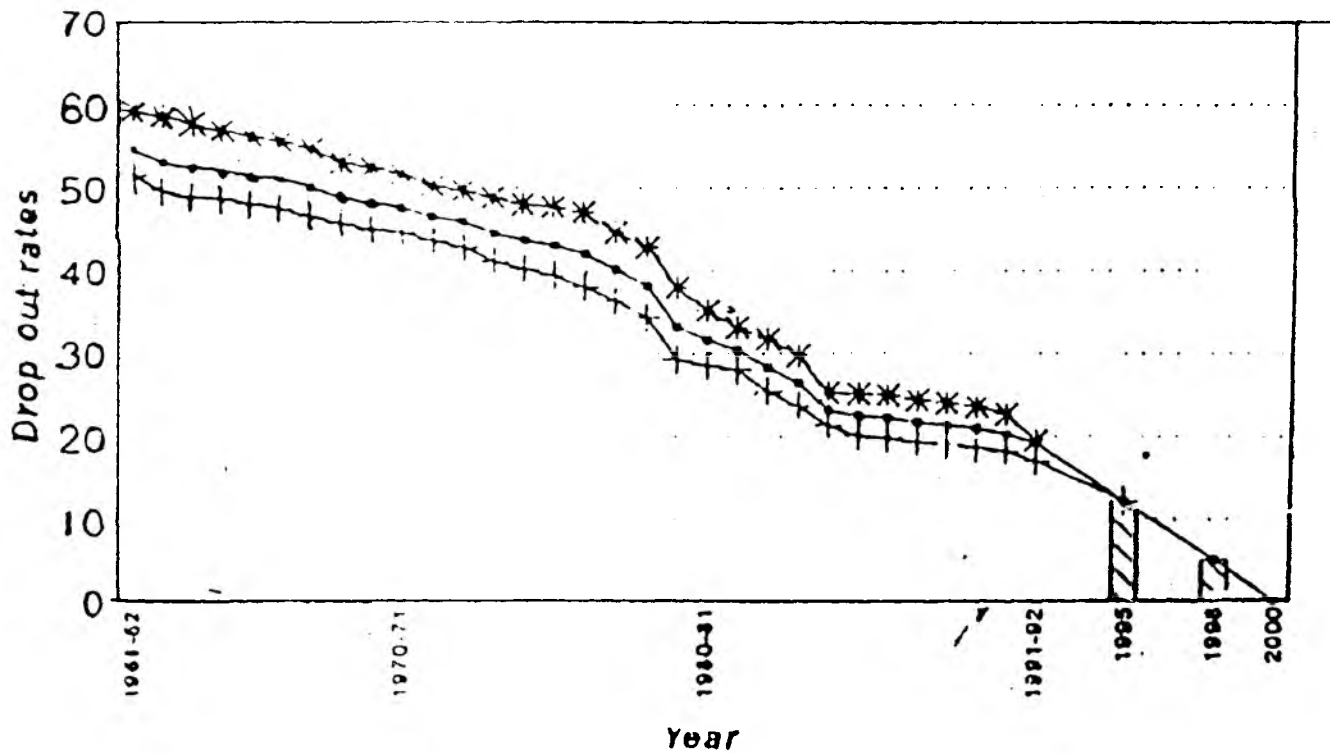
9) Less opportunity for NGO's and other community support machinery to play a positive and effective role in girl's education.

10) Education system being isolated from other governmental departments engaged in supportive activities like health, social, welfare, employment and training, etc.

STRATEGIES, ACTIVITIES AND INDICATORS FOR EACH SPECIFIC GOAL :

- A.1. SPECIFIC GOAL ONE : Universal enrolment and retention of Girls
- 1995 :
- a. 100% enrolment of Girl children (6-7 Years) in formal System;
 - b. 100% enrolment of girls in the 8-11 age group in schools or NFE.
 - c. 100% retention of girls in classes 1 and 2.
 - d. Minimum of 75% attendance rate for every girl child.
 - e. Reduction in overall drop out rates of girls by 40% of 1990 levels.
- 1998 :
- a. 100% enrolment of girls in the 6-11 age group in formal system
 - b. 100% enrolment in NFE of out-of-school girl children upto 14 years;
 - c. 100% retention of girls in classes 1 to 5;
 - d. Minimum attendance of 75% for every girl child.
 - e. Reduction in overall drop out rates of girls by 75% of 1990 levels.
- 2000 : Sustaining achievement of 100% net enrolment with 100% completion of primary education with 5 years for every girl child.

Primary School Drop Out Rates Tamil Nadu



TRENDS

+ Boys * Girls o Total Goals

A.2. EXISTING STRATEGIES :

1. Introduction of legislation on compulsory primary education.
2. Annual enrolment registration and drive by teachers in school catchment area.
3. Exclusive appointment of female teachers in primary schools.
4. Establishment of Mother-Teacher Councils (MTCs) in all primary schools.
5. Incentive schemes such as noon-meals and provision of free text books, slates, uniforms, foot wear and bus-passes.

A.3. NEW/ADDITIONAL STRATEGIES :

1. Operationalising compulsory primary education.
2. Priority targeting of girls, SC/ST children, working children and other educationally backward groups.
3. Linking of Total Literacy and Post Literacy Campaigns (TLC/PLC), Non-Formal Education (NFE) and Early Childhood Care and Education (ECCE) directly with UPE strategies and activities.
4. Flexibility of the system to allow adaptation to local needs, with possible introduction of shift system in child labour intensive areas.
5. Integration of children with mild and moderate disabilities into the mainstream of formal education.

A.4. ACTIVITIES FOR EACH STRATEGY :

1. **Operationalising Compulsory Primary Education :**
 - a. Legislation on compulsory education to apply to the entire State.
 - b. Wide publicity on legislation and create awareness among parents on need to send children to school, through :
 - i. A multi-media effort;
 - ii. District administration;
 - iii. Link with TLC/PLC.
 - c. Compulsory registration of all primary school age (6-11) children and determination of educational status.
 - d. Implementation of compulsory education to be in phases, with children eligible for classes 1 & 2 being the target group in the first phase; class 3 in second, and classes 4 and 5 in the third phase respectively.
 - e. Village Education Committees / Mother-Teacher Councils (VECs/MTCs) to keep track of all registered children and enforce compulsory primary education.

- f. Possible introduction of graded penal provisions to be applied against parents who do not send their children to school:
 - i. A series of three warnings :
 - ii. Denial of beneficiary status in all government programmes until the child is enrolled in formal or non-formal education;
 - iii. Two rounds of fines.

- g. The Abolition of the Child Labour Act to be strictly enforced against employers of children. A special enforcement mechanism to be established in child labour intensive areas.

- h. Positive reinforcement through :
 - i. Recognition and awards for panchayats/wards, blocks and districts which achieve enrolment, retention and completion targets;
 - ii. Mobilising community opinion to exercise social pressure in favour of Universal Primary Education (UPE);
 - iii. Ensuring that adequate access/facilities are available;
 - iv. Guaranteeing admission to class 6 for all children who achieve the prescribed Minimum Levels of Learning (MLL) on completion of class 5;
 - v. Improving the quality of education provided.

2. Priority targeting of girls especially amongst the SC/STs & working children and other educationally backward groups :

a. Specific actions for girls:

- i. **Continued** posting of women teachers for primary schools.
- ii. Creches & balwadis to be provided, attached to primary schools wherever possible, so that girls may be relieved of child care and attend school.
- iii. Local escort system to be organised, with an adult woman / adolescent girl accompanying groups of girls to ensure regular attendance and to provide social protection.
- iv. Examples of female achievers to be introduced in textbooks to serve as models for girls to aspire to emulate, and textbooks to be reviewed to eliminate gender bias.
- v. Co-curricular activities to be strengthened, with special attention to girls.

b. Specific Action for SC/ST Girl Children :

- i. The school mapping to ensure access for SC/ST girl children.
- ii. MTCs or local committees to establish an escort system (soft version of truant officer) to ensure attendance.
- iii. Teachers to be sensitised against discriminatory attitudes towards SC/ST children.
- iv. Adi Dravidar and other community-specific schools to be integrated with primary education system for effective administration, quality control and monitoring, while retaining special privileges.
- v. Special training programmes for teachers serving in predominantly SC/ST communities to address the additional efforts required to enrol and retain SC/ST girl children.
- vi. Appointment norms to be relaxed for appointment of local teachers in hill areas.

c. For other disadvantaged categories such as children of migrant labour and linguistic minorities :

- i. Relaxed and flexible admission rules for children of migrant workers and nomads.
- ii. Special attention to appointment of appropriate teachers for linguistic minority areas.

3. Linkage with TLC/PLC/NFE/ECCE :

- a. Social mobilisation for UPE to build and be directly linked to TLC mobilisation which has created a favourable atmosphere for education.
- b. Experiences of the TLC to be drawn upon to improve the UPE process.
- c. TLC/PLC to have a strong UPE element with coordinated activities.
- d. NFE to be strengthened for children who cannot immediately be brought into the formal system (older, out-of-school children). However, UPE through formal education is the ultimate goal and NFE must be seen as a temporary measure.
- e. ECCE centres to be strengthened and linked with primary schools in the vicinity, to ensure full enrolment and retention.
- f. Collaboration with non-governmental organisations (NGOs) working in TLC and NFE.

4. Flexibility :

- a. School timings and calendar, while fulfilling norms on number of working, to be made flexible and adjusted at the local level, with the approval of the AEO, to allow for adapting to the local situation.
- b. The curriculum (teaching-learning activities) to be related to the needs of the girls incorporating ecological context, local culture, etc. and eliminate gender bias.
- c. Children who have missed admission at the beginning of the year to be admitted in the middle. Those who have left school before completion can be admitted without Transfer Certificate, taking into consideration their age, and on the basis of achievement tests in cognitive areas of development.
- d. Special provision to be made for slow learners, in addition to the normal school education programme. Supportive educational activities can be managed by the community.

5. Integration of children with mild to moderate disabilities :

- a. Adaption of the NCERT Pilot Project on Integrated Education of the Disabled (IED) for selective components to be introduced in all schools.
- b. In-service training of teachers to include sensitisation for acceptance and support to children with disabilities.
- c. Training of teachers (one per school) on simple techniques on special education for different disabilities. Training may be linked to School Health Scheme training for one teacher to serve as focal point.

A.5. KEY INDICATORS :

1. Increase in Net Enrolment Rates of girls (6-11 age group) from 1986 levels with disparity reduction between boys and girls.
2. Decrease in annual drop-out rates, especially among girls the target group under SC/ST and other educationally backward groups.
3. Attendance rates per school (boys/girls).
4. Number and percentage of children completing class five within 5 years (boys/girls).
5. Number/percentage of schools/blocks/districts which have adopted flexible timings and calendar.
6. Number of girl children with mild/moderate disabilities enrolled.

B.1. SPECIFIC GOAL TWO : Availability of Facilities & Materials :

- 1995 :**
- a. Provision of basic materials such as play, sports and instructional materials and simple musical instruments for 50% of primary schools and 30% of pre-schools.
 - b. Provision of basic facilities such as adequate class room space, drinking water supply, sanitation and play ground facilities in 50% of pre-and primary schools.
 - c. Provision of electricity supply for 30% of pre-and primary schools and noon-meal centres.
- 1998 :**
- a. Provision of basic materials in 80% of primary schools and 70% of pre-schools.
 - b. Provision of basic facilities in 75% of pre-and primary schools.
 - c. Provision of electricity supply for 70% of pre-and primary schools and noon-meal centres.
- 2000 :**
- a. Provision of basic facilities and materials in all pre-and primary schools.
 - b. Provision of electricity supply for all pre-and primary schools and noon-meal centres.

B.2. EXISTING STRATEGY : Facilities and materials have been provided under Operation Black Board.

B.3. NEW/ADDITIONAL STRATEGIES :

1. Based on assessment of gaps, basic facilities and materials will be provided through existing schemes and through DPEP according to NIEPA/NCERT norms, in terms of :
 - a. School space / class rooms;
 - b. Drinking water supply and school latrines for girls;
 - c. Teaching / learning materials;
 - d. Play materials and musical instruments;
 - e. Electricity or alternative energy sources;
 - f. Seperate store-room for noon-meal equipment so that class room space is not used for storage.

B.4. KEY INDICATOR : Number and percentage of schools provided with basic facilities and materials.

C.1. SPECIFIC GOAL THREE: Improve Teaching-learning for MLL and holistic development of Girls.

- 1995 : a. Introduction of MLL in selected blocks in all districts.
b. Instruction on all working days by teachers, substitute or para-teachers.
c. Rationalisation of teachers to ensure at least one teacher for classes 1 & 2 as a unit with a teacher-student ratio of 1:35 in classes 1 & 2.
d. Re-training class 1 to 3 teachers in scholastic and non-scholastic areas, in multi-grade teaching and MLL.
e. Development of curriculum, materials for women empowerment.
- 1998 : a. Introduction of MLL in all primary schools.
b. Instruction on all working days.
c. Rationalisation of teachers to ensure at least one teacher for classes 1 & 2, one for classes 3 & 4 and one for class 5 with maintenance of the teacher-student ratio at 1:35.
d. Re-training of teachers handling classes 4 and 5.
e. Development of curriculum materials for women empowerment.
- 2000 : a. Attainment of MLL at every stage of primary education.
b. Rationalisation of teachers to ensure one teacher for each class (all schools to have a minimum of 5 teachers), subject to a viable student strength.
c. Continuous teacher training and orientation of all primary school teachers in non-scholastic areas of development.
d. Each child to realise full potential in scholastic and non-scholastic areas of development.
e. Development of curriculum materials for women empowerment.

C.2. EXISTING STRATEGIES:

1. Design of MLL curriculum and pedagogy and introduction of MLL on a pilot basis in 10 schools per district through DIETs.
2. Linking of primary with middle and high schools for sports and other facilities as part of school complex approach.
3. School health scheme implemented by the Directorate of Public Health for annual check-ups and early detection and referral of health and dental problems.
4. Evaluation of Text books based on gender bias.

C.3. NEW/ADDITIONAL STRATEGIES:

1. Introduction of MLL in selected blocks in a phased manner by classes.
2. Creation of teacher support systems.
3. Encouragement of innovative approaches at all levels of the primary education system.
4. Improved access to library services for young children as an extension of existing system.

5. Strengthening non-scholastic activities and existing School Health Scheme for holistic development.
6. Develop gender sensitisation programmes for teacher educators and administrators.

C.4. ACTIVITIES FOR EACH STRATEGY:

1. Introducing Minimum Levels of Learning (MLL) Approach:

- a. Training of teachers and primary education personnel in MLL to be provided in a phased manner.
- b. Communities/Village Education Committees (VECs) to be sensitised towards MLL.
- c. Materials and appropriate evaluation processes for MLL to be developed.
- d. Teaching/learning to be evaluated vis. achieving MLL.
- e. MLL to be periodically reviewed and revised.

2. Creation of Teacher Support Systems:

- a. Primary school teachers to be provided with continuous upgrading of skills and content-oriented training, especially for multi-grade teaching and MLL.
- b. Periodic guidance from supervisory staff and DIET with proper follow-up and evaluation.
- c. Motivational support with recognition of effective performance to ensure continued commitment and enthusiasm of teachers.
- d. Support and feedback from VEC/community.

3. Encouraging innovative approaches:

- a. Recognition of teachers and others who are creative in actualising UPE through motivation, teaching/learning and community participation processes.
- b. Dissemination of current innovative approaches through training, newsletters, etc.
- c. Special efforts to be made to apply lessons and experiences of past and current innovative projects. Especially that are directed for improving for status of women.

4. Access to library services:

- a. Existing library services to have children's books especially for young children.
- b. Mobile library services to be extended to primary schools.
- c. Establish linkages with National Book Trust and avail of their translation and printing assistance.

5. Holistic Development of Girls:

- a. Strengthen non-scholastic activities (sports, recreation, music, drawing, crafts) to be an integral and active part of school education.
- b. Physical education to be graded as a subject to encourage sports as an integral part of the curriculum.
- c. Linkage with Sports Authority activities to encourage sports in primary and middle schools.
- d. Awareness and appreciation of the environment and learning through use of environment and nature study to be incorporated into the daily routine of teaching-learning activities in pre- and primary schools.
- e. Strengthen the linkages and coordination between the Directorate of Public Health and the Primary School system to strengthen the school health scheme being implemented by the DPH with regular meetings between the Asst. Education Officer (AEO) and Medical Officer (MO) at the local (PHC) level and between the District Education Officer (DEO) and District Medical Officer.
- f. Training of selected teachers (one per school) in monitoring health situation and use of the existing School Health Cards already provided by DPH for every child.
- g. Role of NSS to be enhanced in secondary schools with one unit to be established per school to extend support to area primary schools.
- h. Extend guides units (at least one unit per school) for all primary schools.
- i. Provision of personal hygiene kits to all pre- and primary schools to instill good hygiene practices.

C.5. KEY INDICATORS:

1. Annual decrease in the Teacher-Student ratio from current level of 1:47 towards goal of 1:35.
2. Number of in-service Teacher Training Sessions held and number and percentage of teachers trained.
3. Number of schools which have introduced MLL approach.
4. MLL attainment levels per child, class, school.

D.1. SPECIFIC GOAL FOUR:

1995 : Improve knowledge and skills of mother on Early Child Development of Children 0-3 years.

D.2. NEW STRATEGIES|ACTIVITIES:

1. Training for all ICDS/TINP functionaries on ECCE for children under 3 years.
2. Incorporate into existing mother's group sessions organised by ICDS/TINP, early childhood development for children 0-3 years in addition to child care.

D.3. KEY INDICATORS:

1. Percentage of ICDS/TINP Mothers' Group being taught early child development.
2. Percentage of pre-school teachers trained on Early Childhood Care, Development and Education.

E.1. SPECIFIC GOAL FIVE: Access to Pre-School Education.

- 1955: a. Ensure access for pre-school services for children (3-5) especially for those below poverty line.
b. Training of all pre-school teachers including anganwadi and noon-meal workers.

1998/2000: Sustain access and quality of services.

E.2. EXISTING STRATEGY:

1. Increased coverage of pre-school services through conversion of noon-meal centres to child welfare centres.
2. ECE Project in selected blocks.

E.3. NEW/ADDITIONAL STRATEGY:

Strengthen play, recreation, music, arts and crafts activities in pre-school education so that activity-based learning is the main approach for ECCE.

E.4. KEY INDICATORS:

1. Number and % of children (3-5) registered in pre-schools.
2. Percentage of pre-school teachers trained on Early Childhood Care, Development and Education.
3. School readiness at entrance to class I.

F.1. SPECIFIC GOAL SIX: 100% enrolment in non-formal education for out-of school girl children under 15 years of age.

1995 : 65% of out-of-school children to be enrolled in NFE.

1998 : 100% enrolment of out-of school girl children.

2000 : Completion of NFE and ensured access to formal education.

F.2. EXISTING STRATEGY:

NFE Schemes with GOI/GOTN shares have thus far had limited coverage with at most 200 centres having 25 children each.

F.3. NEW STRATEGIES:

- a. The newly approved Education Volunteers Service Scheme will cover 1.5 million out-of-school children (6-14 Years) through 150,000 "volunteer" instructors. Educated unemployed youth will thereby be given socially useful employment.
- b. A large-scale NFE scheme has been proposed to GOI to open 4000 NFE centres in two phases to cover all out-of-school children.
- c. Utilisation of child welfare centres and schools for NFE and adult education classes.

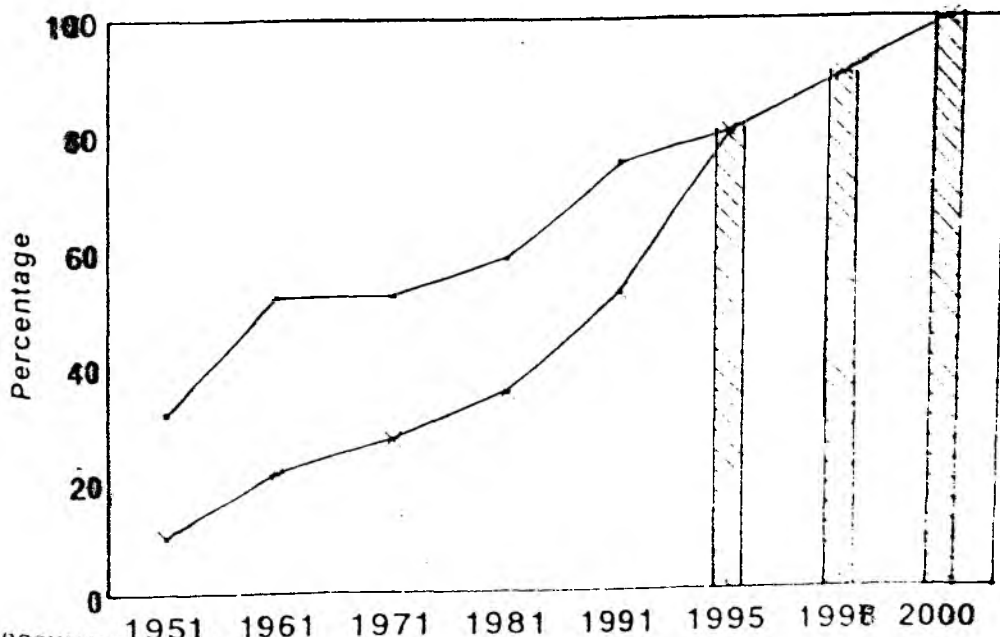
F.4. KEY INDICATORS:

- 1. Percentage of out-of-school girl children enrolled in NFE.
- 2. Percentage of girls under NFE enrolled into formal system.

G.1. SPECIFIC GOAL SEVEN: Achieve 100% Female Literacy.

- 1995 : 80% Female literacy.
- 1998 : 90% Female literacy.
- 2000 : 100% Female literacy.

Female Literacy
Tamil Nadu



G.2. EXISTING STRATEGIES:

- a. The TLC which was launched in 1991-92 will complete its final phase by 1994 covering the entire state.
- b. The Post Literacy Campaign (PLC) will continue upto 1996. In all, 8.29 million illiterates will be covered. This includes 9-14 years old which were covered in 10 districts thus far.
- c. Each district has prepared a plan implemented through an intensive one-year campaign approach under the guidance of the District Literacy Council chaired by the District Collector.
- d. Instructors teach purely on a voluntary basis with Village Education Committees overseeing the local organisation.
- e. The State is expected to be declared totally literate (according to the GOI definition) by 1994-95.

G.3. NEW/ADDITIONAL STRATEGY:

TLC/PLC activities, especially the social mobilisation and formation of VECs to be directly linked with UPE activities.

G.4. KEY INDICATORS:

1. Percentage of illiterate women made literate.
2. Percentage of TLC learners enrolled in PLC.

CHAPTER IV

C H A P T E R - IV

State-Level Gender Based Interventions.

A State Cell at the DTERT, Tamil Nadu and Three District Cells (one for each DPEP District) will be constituted for the implementation of DPEP Gender Studies Programme. The State cell in consultation with NCERT Women's Unit, New Delhi will draft effective strategies for monitoring and evaluation of the Project.

The State Cell:

The State Cell under DPEP Gender Studies Programme will be constituted at the DTERT, Tamil Nadu for the successful implementation of DPEP Programme.

It will comprise of the following posts.

- (i) Project Co-ordinator (Professor, DTERT)
- (ii) Asst. Project Co-ordinator (Asst. Prof., DTERT)
- (iii) Two Professional Assistants.
- (iv) One Driver.

The District Cells:

Each DPEP district will have one district cell. Each district cell will be constituted in the concerned DIETS of each DPEP district.

The district cell will comprise of the following posts.

- (i) Project Co-ordinator (Principal, DIET)
- (ii) Asst. Project Co-ordinator (Senior Lecturer, DIET)
- (iii) One Professional Assistant.

Functions of the State Cell:

- (i) Implementation of the project in all the three DPEP districts.
- (ii) Co-ordination of state level activities.
- (iii) Conduct of State Level Seminars, workshops, orientation, Training Programmes, symposis etc. on Gender issues.
- (iv) Supervision and evaluation of the district level activities.
- (v) Propaganda of various aspects of Gender based issues in the DPEP districts using propaganda van and Audio-visual equipments.

Functions of District Cell:

- (i) Co-ordination of district level activities.
- (ii) Conduct of District level and block level seminars, workshops, orientation training programmes etc. on Gender issues as directed by DTERT, Tamil Nadu.
- (iii) Supervision of block level activities.
- (iv) Net working of all Departments agencies working for improving women's status including N.G.Os.

STATE PLAN OF ACTION (1994-1999)

STATE CELL/DISTRICT CELLS

(RECURRING EXPENDITURE)

S.No.	ACTIVITY	1994-95	1995-96	1996-97	1997-98	1998-99
1.	Project Co-ordinator (Professor DTERT)	--	--	--	--	--
2.	Asst. Project Co-ordinator	--	--	--	--	--
3.	TA & DA, for Project Co-ordinator & Asst. Project Co-ordinator	50,000	50,000	50,000	50,000	50,000
4.	Professional Asst. (2 for State Cell 3 for DPEP Districts) Honorarium at Rs.3000 P.M.	1,80,000	1,80,000	1,80,000	1,80,000	1,80,000
5.	TA & DA for Five Professional Asst. at Rs.3000 P.M.	1,80,000	1,80,000	1,80,000	1,80,000	1,80,000
6.	Contingencies for State Cell (including Stationary	1,50,000	1,50,000	1,50,000	1,50,000	1,50,000
7.	Contingencies for District Cell (including Stationary) (Rs.15,000 x 3=45,000)	45,000	45,000	45,000	45,000	45,000
8.	Salary to One Driver at State cell (Rs.3,000 x 12=36,000)	36,000	36,000	36,000	36,000	36,000
Total		6,41,000	6,41,000	6,41,000	6,41,000	6,41,000

DPEP GENDER STUDIES PLAN OF ACTION - STATE CELL/DISTRICT CELL

NON-RECURRING (1994-99) EXPENDITURE

1. Furniture for State Cell	1,00,000
2. Furniture for District Cells.	1,50,000
3. Library facilities for State Cell	1,00,000
4. Library facilities for District Cells. (50,000 x 3)	1,50,000
5. <u>Audio-visual Equipment</u>	
a) Over Head Projector	10,000
b) Film strip cum slide Projector	10,000
c) 16 MM Projector	20,000
d) Colour Television	20,000
e) VCR	15,000
f) Public address system	10,000
g) Vedio cassettes	25,000
h) Audio Cassettes Rs.40 x 200	8,000
i) Two-in-one (Sterio)	10,000
6. Electronic Typewriter	30,000
7. Xerox Copier	2,00,000
8. Roneo Machine	50,000
9. Propoganda Van	2,00,000

	11,08,000

The Training Programmes on Gender issues by the Directorate of Teacher Education Research and Training, Tamil Nadu will concentrate on the following issues.

1. Small Family norm.
2. Evils of Early marriage.
3. Evils of Dowry System.
4. Giving equal right to women in the society.
5. Participation of women in community activity.
6. Equal representation of women in civil bodies, Mother Teachers Council and Village Education Council.
7. Problems faced by minority groups.
8. Job opportunities for women in specialised areas.
9. Awareness of incentive programmes of Government of Tamil Nadu to women.
10. Socio Economic and development needs of the society and the state of women.

DPEP GENDER STUDIES PLAN OF ACTION (1994-1999) TRAINING PROGRAMME

No.	ACTIVITY	1994-95 (in Rs)	1995-96 (in Rs)	1996-97 (in Rs)	1997-98 (in Rs)	1998-99 (in Rs)
	Key resource person training programme on gender issue - (Participant 40 R.P. 5 Duration 5 days One Programme) Venue : DIET, Madras	8,400	8,400	8,400	8,400	8,400
	Resource Persons Training Programme on gender issue (Participant - 40 R.P. - 5 Duration - 2 days Venue : District Head Quarters.	12,600	12,600	12,600	12,600	12,600
	Orientation Training Programme in Primary School Teachers in gender issues. Participants - 40 R.P. - 5 Duration - 2 days Venue : District Head Quarters (660 Programmes)	28,51,200	28,51,200	28,51,200	28,51,200	28,51,200
	Orientation Training Programme for the member of Mother Teacher Council (MTC) on gender issues. Participants : 40 R.P. : 5 Duration : 2 days Venue : BDO's Office. 80 Programmes	3,23,200	3,23,500	3,23,200	3,23,200	3,23,200
	Orientation Training Programme for the members of village Education Council) (VEC) on gender issues. Participants : 40 R.P. : 5 Duration : 2 days Venue : BDO's Office 80 Programmes.	3,23,200	3,23,200	3,23,200	3,23,200	3,23,200
	Orientation Training Programmes on gender issues to NGO's in the 3 DPEP Districts. Participants : 40 R.P. : 5 Duration : 2 days Venue: District Head Quarters 80 programmes. (21,600 x 80=17,28,000)	3,45,600	3,45,600	3,45,600	3,45,600	3,45,600
		38,64,200	38,64,200	38,64,200	38,64,200	38,64,200

S.No.	ACTIVITY	1994-95 (in Rs)	1995-96 (in Rs.)	1996-97 (in Rs.)	1997-98 (in Rs.)	1998-90 (in Rs.)
7.	Orientation training programme on gender issues to Angamwadi workers. Participants - 40 R.P. - 5 Duration - 2 days Venue : BDO's Office 140 Programmes. 20,200 x 40	5,65,600	5,65,600	5,65,600	5,65,600	5,65,600
8.	Workshop for the preparation of Posters, Phamphlets, sliders, Film strips etc. video cassettes, Transperancies etc. Participants 40 R.P. 5 Duration 18 days one programme at DIET, Madras. (TA & DA, Hon. etc. 84,000 + Raw materials 16,000)	1,00,000	---	---	--	---
9.	Text book Authors workshop on Gender Issues. Participants 40 R.P. 5 Venue : DIET, Madras. duration 5 days One programme	42,000	---	---	--	---
0.	Workshop on Gender issues for the co-ordinators and Animators of NFE centres of DPEP Districts. Participants 40 R.P. 5 Venue :DIET, Madras Duration 5 days Three Programmes 42000 x 3=1,26,000	1,26,000	---	---	--	---
		8,33,600	5,65,600	5,65,600	5,65,600	5,65,600

PREPARATION OF AWARENESS PROGRAMME MATERIAL ON GENDER ISSUES

1. Printing of 10,000 posters per district at Rs.10/- per poster	3,00,000
2. Printing of Pamphlets 10,000 pamphlets per district at Rs.10/- per pamphlets	3,00,000
2. Production of Audio Visual material including slides, cassettes	2,00,000

	8,00,000

A B S T R A C T

Page No.	Year				
	1994-95	1995-96	1996-97	1997-98	1998-99
39	6,41,000	6,41,000	6,41,000	6,41,000	6,41,000
40	11,08,000	--	--	--	--
42	38,64,200	38,64,200	38,64,200	38,64,200	38,64,200
43	8,33,600	5,65,600	5,65,600	5,65,600	5,65,600
44	8,00,000	--	--	--	--
	72,46,800	50,70,800	50,70,800	50,70,800	50,70,800

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