



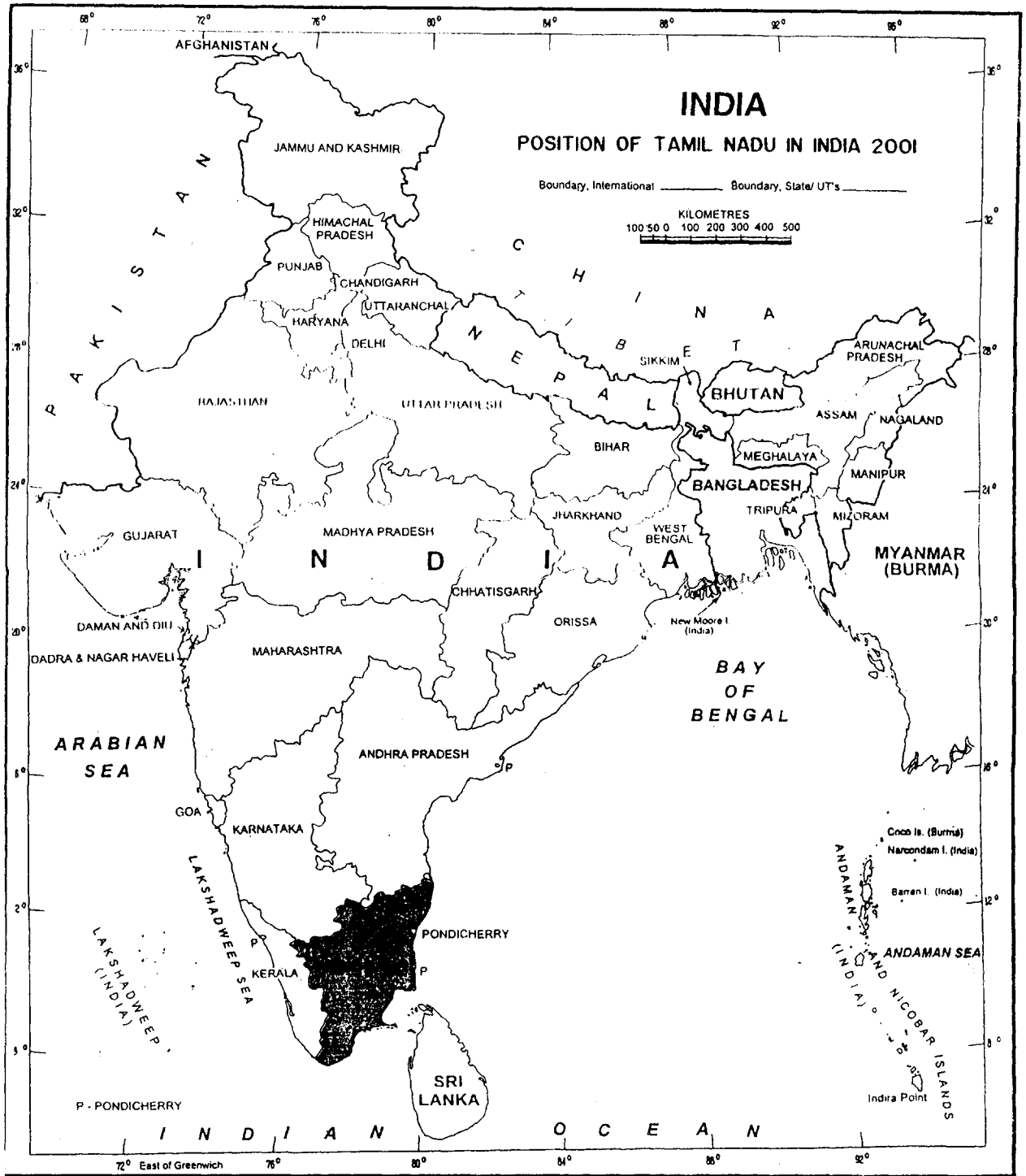
SARVA SHIKSHA ABHIYAN

DISTRICT ELEMENTARY EDUCATION PLAN

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

**TAMILNADU STATE MISSION OF EDUCATION FOR ALL
STATE PROJECT DIRECTORATE
DPEP & SSA
TAMIL NADU**

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Annual Work Plan & Budget - 2003-2004

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Chapter I

Plan Overview

1.1 Introduction

Tamilnadu has been the pioneer in several educational endeavours in the past. The trend continues with the advent of Sarva Shiksha Abhiyan as well. The Perspective Plan (2001-2007) and AWPB for 2001-02 and 2002-03 were approved simultaneously in the month of September 2002. Since then, the implementation of SSA has been gathering great momentum in all the districts. The rapid acceleration acquired in the implementation of activities and the substantial progress achieved in the major components are proof that the State has been steadily marching forward to attain the goal of Universalisation of Elementary Education.

The AWPB 2003-04 documents of all the 29 districts have been consolidated in this State plan. The State Annual Work Plan and Budget comprises three chapters - chapter one dealing with *Plan Overview*, chapter two giving an account of the *Progress Review* and Chapter three detailing *Activities and Budget*. The *Plan Overview* gives a picture of *Planning Process, General and Educational Profiles of Elementary Education* in the State and collection and compilation of *DISE data - 2002*. The *Progress Review* gives an account of component-wise achievement and progress in selected educational indicators during 2002-03 and activities that are to be carried over to 2003-04. The Chapter on *Activities and Budget* contains many fresh proposals for 2003-04 with spillover activities.

1.2 Planning Process

The *District Elementary Educational Planning* under SSA is decentralised, community-based and participatory. The Household Survey conducted in 2001 in all habitations with the involvement of community has been updated in order to identify and consolidate the

latest number of school-age children, enrolled, out of school children (unenrolled and dropouts) and disabled children. Collection of DISE Data (2002) was taken up in all schools as on 30.09.2002. Cohort Studies were also conducted in all Primary Schools (Cohort years, 1997-98 to 2001-2002) and all Upper Primary Schools (Cohort years, 1999-2000 to 2001-2002). These studies revealed the performance of the schools with reference to *Completion Rate*, *Repetition Rate* and *Dropout Rate*. The Headmasters and VEC members were apprised of these indicators and their significance in the context of SSA objectives to be achieved in general and the gaps to be filled in particular.

The work relating to planning commenced in the beginning of the first week of March 2003 with a two-day orientation for the preparation of AWPB for the State-Level Planning Team Members. The State-level Planning Team was assigned 3-5 districts to monitor the process of planning at various levels and to guide the district core team members in formulating the district-specific plans with a comprehensive coverage of all components.

An orientation meeting for the district-level officials by the end of the first week of March 2003 and the salient features of AWPB were explained to them. A second one-day workshop was conducted at the end of second week of March. All Directors, Joint Directors of School Education Department, District Programme Coordinators (DPCs), Additional District Programme Coordinators (Addl. DPCs), District Planning Team Members which included two faculty members of the DIETs attended the workshop. The Secretary, School Education Department who chaired the first session, shared his concerns and gave lot of suggestions as to how the problems should be addressed by district-specific interventions/strategies. The State Project Director discussed at length about the planning process, how the plan should evolve from the grassroots involving all people in the planning team at the habitation, Block and District levels. The proposals emanated

from habitation level should be consolidated first at the Block level and then overall consolidation should be taken up at the district level.

In the process, interaction with the teachers, headmasters, parents of the children of SC/ST communities, disabled children, NGOs, elected members at all levels was made mandatory. It was decided that the Planning Teams should ensure that Consultative Meetings were conducted at all levels involving people from all segments of the community including the marginalized sections. The plans that would be consolidated at the district level should be discussed and approved by the District Planning Team chaired by the District Collectors.

During the third week of March 2003, the District Planning Team Members held consultative meetings with teachers, head-teachers in schools, BRCs, CRCs and VEC members, Parents, Educationists, NGOs, Elected Representatives and other related departments. These visits facilitated the development of plans to be realistic and participatory in nature.

Further, a three-day workshop on consolidation of plans of all districts was held during the fourth week of March 2003. The Core District Planning Team Members of all the districts attended the Workshop. External Experts participated in the workshop as special invitees and addressed the district core planning team members on specific areas of interventions.

Proposals for new activities such as development of useful, local-specific vocational skills among children were discussed and interventions in terms of strategies and their financial implications were finalised in the workshop. Experts from Universities, Colleges and reputed NGOs participated in the workshop and gave their presentations on *strategies* for mainstreaming out of school children, quality issues in Elementary Education, Inclusive Education –

identification of the Disabled Children, Conduct of Medical Camps, appointment of Special Teachers, establishing of Resource Rooms, etc., Details of the training programmes to be undertaken for the teachers, district-specific, block-specific, school-specific research proposals and evaluation techniques were also discussed. The District Planning Team Members consolidated the district-level plans in the workshop and incorporated the proposals found relevant to their districts into their AWPB 2003-04.

1.3 General Profile

1.3.1 Administrative Divisions

There are 29 Revenue Districts and 73 Revenue Divisions in the State. It comprises 206 taluks, 385 Panchayat Union Blocks, 12,619 Village Panchayats, 611 Town Panchayats, 17371 Revenue Villages and 47832 hamlets. It has six Corporations and 102 Municipal towns and two Contonments. Tamilnadu is represented by 39 Members of Parliament. There are 234 elected members representing their constituencies in Legislative Assembly.

1.3.2 Population and Literacy Rate

The following diagrams and Table furnish the State-level and district-wise, gender-wise population and literacy rate in Tamilnadu.

Fig. i
Population & Literacy Rate

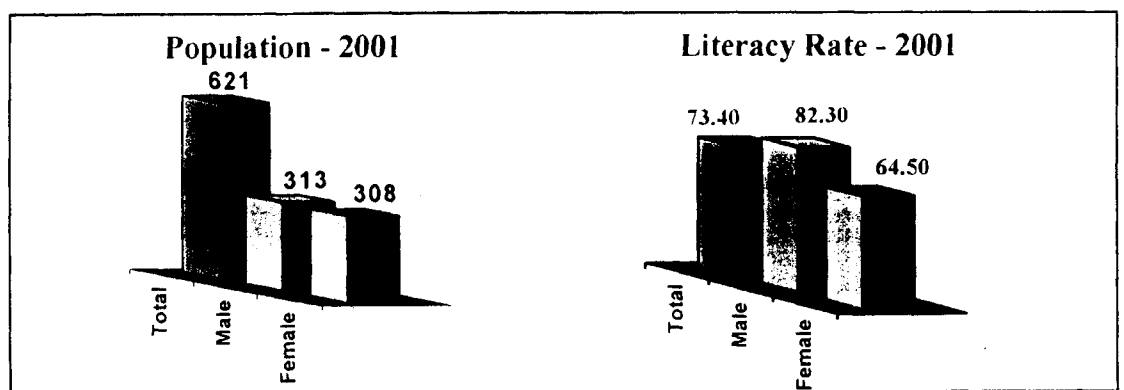


Table – 1
District-wise Population and Literacy Rate

S. No	District Name	Population - 2001			Literacy Rate - 2001		
		Male	Female	Total	Male	Female	Total
1	Chennai	2161605	2054663	4216268	85	75	80
2	Coimbatore	2156280	2067827	4224107	84	70	77
3	Cuddalore	1484573	1459344	2943917	83	61	72
4	Dharmapuri	1462136	1371116	2833252	69	49	59
5	Dindigul	966201	952759	1918960	80	59	70
6	Erode	1306039	1268028	2574067	75	55	65
7	Kancheepuram	1455302	1414618	2869920	85	70	78
8	Kanyakumari	829542	840221	1669763	91	85	88
9	Karur	464489	469302	933791	80	57	69
10	Madurai	1295124	1267155	2562279	87	70	79
11	Nagapattinam	738287	748768	1487055	86	68	77
12	Namakkal	760409	735252	1495661	78	57	68
13	Perambalur	588441	592588	1181029	78	53	66
14	Pudukkottai	720847	731422	1452269	83	61	72
15	Ramanathapuram	582068	601253	1183321	83	64	74
16	Salem	1551357	1441397	2992754	75	56	66
17	Sivagangai	565594	585159	1150753	84	62	73
18	Thanjavur	1091557	1113818	2205375	86	67	77
19	The Nilgiris	379610	385216	764826	90	73	82
20	Theni	553118	541606	1094724	83	61	72
21	Thiruchirappalli	1194133	1194698	2388831	87	71	79
22	Thirunelveli	1372082	1429112	2801194	86	69	78
23	Thiruvallur	1390292	1348574	2738866	85	68	77
24	Thiruvannamalai	1093191	1088662	2181853	80	56	68
25	Thiruvarur	578870	586343	1165213	86	68	77
26	Thoothukkudi	764087	801656	1565743	89	76	83
27	Vellore	1743871	1739099	3482970	83	64	74
28	Villupuram	1148729	1131801	2280530	76	53	65
29	Virudhunagar	870820	880728	1751548	85	64	75
	Tamilnadu	31268654	30842185	62110839	82	65	73

Source: Census of India 2001

Population

The census data of India 2001 reveals that Tamilnadu ranks sixth among all the States in population. The population of Tamilnadu constitutes 6.05% of the India's total population. The population, which was 5,58,58,946 in 1991 has gone up by 62,51,893 over the last 10 years. This represents a significant increase of 11.19% during the period 1991-2001 as against the growth rate of 15.39% during the period of 1981-1991. The Population Density is 478/sq.km. (India 324/sq.km.) and the Sex Ratio is 986 Female per 1000 Male (India 933).

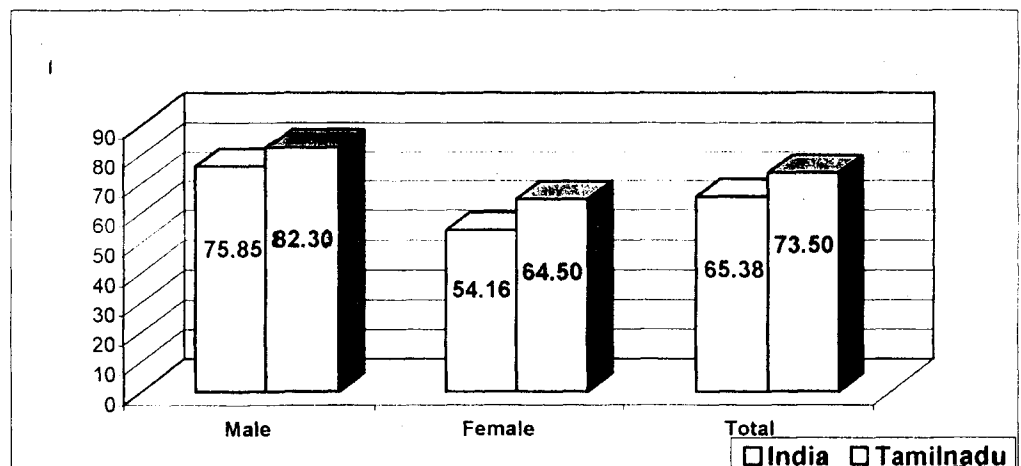
Literacy Rate

The total population above the age of six is 4,06,24,398 which includes 2,28,47,735 males and 1,77,76,663 females. The literacy rate of Tamilnadu is 73.47% of which the male population contributes to 82.33% and the female population to 64.55%.

Table – 2
Literacy Rate – India and Tamilnadu – 2001

Year	Male		Female		Total	
	India	Tamilnadu	India	Tamilnadu	India	Tamilnadu
2001	75.85	82.30	54.16	64.50	65.38	73.50

Fig. ii
Literacy Rate in India and Tamilnadu - A comparison



As per 2001 census, the literacy rate for *All* at All India level is 65.38%, for *male* it is at 75.85% and for *female* it is at 54.16%, whereas in Tamilnadu, the literacy rate for *All* is 73.47%, for *male* it is at 82.33% and for *female* it is at 64.55%.

The Literacy rate of Tamilnadu for 2001 has remarkably *increased* from 62.66% to 73.47% as recorded in 1991 census. As per 2001 census of Tamilnadu, of the total population of 6.21 crores, 1.65 crore people are considered to be illiterates i.e every fourth person is reckoned to be an illiterate. When the literacy rate of Tamilnadu is compared with that of other States in India, Tamilnadu ranks higher than the National Average by 8.09% in *General*, by 7.52% for *Males* and by 10.39% for *Females*.

1.4 Educational Profile

The pattern of school educational structure in Tamilnadu has four levels namely, Primary, Upper Primary, Secondary and Higher Secondary. The Primary comprises I to V classes, Upper Primary VI to VIII classes, Secondary IX and X classes and Higher Secondary XI and XII standards.

There are 53,670 Pre-Primary Schools, 32,855 Primary Schools, 12,432 Upper Primary Schools in Middle, High and Higher Secondary Sections. Tamilnadu has 19 Universities, offering technical and liberal courses of study. There are 426 Arts and Science Colleges, 262 Professional Colleges, which include 10 Medical Colleges, 7 Agriculture Colleges, 3 Veterinary Colleges and 6 Law Colleges.

1.4.1 Schools, Teachers and Pupils

In Tamilnadu, there are 32,883 Primary Schools and 12,657 Upper Primary schools. As many as 1,29,262 teachers work in primary schools and 1,03,082 teachers work in Upper Primary sections of schools in which a total of 95,60,168 children study. The following Table informs the district-wise number of schools, teachers and pupils in Elementary Education.

Table – 3
Number of Schools, Teachers and Pupils

S. No.	District	Schools		Teachers		Pupils	
		Primary	Upper Primary	Primary	Upper Primary	Primary	Upper Primary
1	Chennai	780	433	7765	4354	299123	210730
2	Coimbatore	1498	866	6028	8729	360533	203125
3	Cuddalore	1279	516	5692	3766	247124	141896
4	Dharmapuri	2255	648	8285	2659	336496	169344
5	Dindigui	1259	377	4195	3263	202545	102145
6	Erode	1618	527	4882	3470	224325	110719
7	Kancheepuram	1157	275	6146	4136	290082	173359
8	Kanyakumari	409	511	2330	4663	153995	93308
9	Karur	704	215	2690	1388	88431	46027
10	Madurai	1037	424	4531	4228	281500	143122
11	Nagapattinam	891	354	3599	2635	170143	85392
12	Namakkal	834	288	2862	2988	142872	68636
13	Perambalur	731	295	3333	1317	126651	68123
14	Pudukkottai	1218	381	3694	2171	143006	87077
15	Ramanathapuram	999	284	3051	1562	130924	66004
16	Salem	1415	521	5138	4967	318158	158535
17	Sivagangai	997	294	2727	1946	104386	72264
18	Thanjavur	1168	520	5539	2144	209499	121021
19	The Nilgiris	386	268	1290	1778	67078	39476
20	Theni	439	299	2697	2203	127862	74609
21	Thiruchirappalli	1148	383	5144	5348	246309	136587
22	Thirunelveli	1527	764	5644	5951	235686	220350
23	Thiruvallur	1163	542	3718	5048	232227	140849
24	Thiruvannamalai	1474	543	5489	3066	222481	133041
25	Thiruvarur	802	277	2423	2378	124796	67401
26	Thoothukkudi	1086	512	4278	3493	179207	92052
27	Vellore	1783	316	6751	5393	331263	166790
28	Villupuram	1723	670	5429	4967	320530	172496
29	Virudhunagar	1103	354	3912	3071	191099	87359
	State Total	32883	12657	129262	103082	6108331	3451837

Source: DISE 2002

1.4.2 Access

In Tamilnadu, there are 64,846 habitations of which 64,105 habitations have been served with primary schooling facilities and 62,971 habitations have access to upper primary schooling. Chennai and Kanyakumari districts have reached 100% access at the primary level while the access in other districts ranges between 97.0% and 99.8%.

The following Table gives a clear-cut picture of the habitations with/without schooling facilities and GAR.

Table – 4
Habitations with/without Schooling Facilities

S. No.	Name of District	No. of habitations	No. of habitations served					
			With Primary	Without Primary	GAR for Primary	With Upper Primary	Without Upper Primary	GAR for Upper Primary
1	Chennai	1153	1153	0	100.0	1153	0	100.0
2	Coimbatore	3008	2965	43	98.0	2844	164	94.0
3	Cuddalore	2172	2166	6	99.6	2143	29	98.7
4	Dharmapuri	5615	5560	55	99.0	5280	335	94.0
5	Dindigul	3499	3496	3	99.6	3499	0	100.0
6	Erode	2287	2223	64	99.3	2260	27	99.0
7	Kancheepuram	3345	3329	16	99.5	3313	32	99.0
8	Kanyakumari	1994	1994	0	100.0	1994	0	100.0
9	Karur	2048	2010	38	98.1	2004	44	97.9
10	Madurai	1704	1670	34	98.0	1636	68	96.0
11	Nagapattinam	1558	1547	11	99.2	1518	40	97.4
12	Namakkal	2261	2190	71	98.0	2105	156	92.0
13	Perambalur	1028	1016	12	99.2	993	35	96.6
14	Pudukkottai	3316	3272	44	98.7	3033	283	91.4
15	Ramanathapuram	2120	2096	24	99.1	2075	45	97.9
16	Salem	1922	1892	30	98.4	1898	24	98.7
17	Sivagangai	2501	2487	14	99.4	2350	151	94.0
18	Thanjavur	1595	1585	10	99.3	1573	22	98.6
19	The Nilgiris	1264	1223	41	96.8	1233	31	97.5
20	Theni	549	530	19	97.0	532	17	96.9
21	Thiruchirappalli	1891	1849	42	97.8	1766	125	93.4
22	Thirunelveli	1952	1946	6	99.7	1948	4	99.8
23	Thiruvallur	3056	3046	10	99.7	3025	31	99.0
24	Thiruvannamalai	3162	3101	61	98.0	3137	25	99.2
25	Thiruvarur	1461	1441	20	99.1	1435	26	98.0
26	Thoothukkudi	1346	1330	16	99.0	1330	16	99.0
27	Vellore	2747	2709	38	99.0	2670	77	97.2
28	Villupuram	2806	2796	10	99.1	2738	68	97.1
29	Virudhunagar	1486	1483	3	99.8	1486	0	100.0
	Tamilnadu	64846	64105	741	98.9	62971	1875	97.3

Source: School Mapping 2002

At the upper primary level, the GAR at the State-level is 97.3%. Chennai, Dindigul, Kanyakumari and Virudhunagar have attained 100% access while in Coimbatore, Dharmapuri, Namakkal, Pudukkottai, Sivagangai and Thiruchirappalli districts the GAR ranges between 91.4% and 94.0%.

1.4.3 Enrolment - Primary

1.4.3.1 GER

The district-wise, social category-wise and gender-wise GER in Primary schools are presented in the Table below.

Table – 5
GER – Primary

S. No.	District	All			SC			ST		
		B	G	T	B	G	T	B	G	T
1	Chennai	94	95	94	89	91	90	86	84	85
2	Coimbatore	95	95	95	97	96	96	91	89	90
3	Cuddalore	101	101	101	99	98	98	93	93	93
4	Dharmapuri	99	98	98	96	94	95	88	87	88
5	Dindigul	100	98	100	97	95	96	82	80	81
6	Erode	104	107	106	100	98	99	83	81	82
7	Kancheepuram	102	102	102	99	98	99	95	95	95
8	Kanyakumari	102	103	103	100	98	99	98	97	98
9	Karur	118	112	115	106	104	105	96	94	95
10	Madurai	113	112	113	107	107	107	104	103	104
11	Nagapattinam	97	97	97	75	74	75	69	69	69
12	Namakkal	108	105	106	107	105	106	96	94	95
13	Perambalur	100	100	100	93	93	93	81	79	80
14	Pudukkottai	101	101	101	100	98	99	93	93	93
15	Ramanathapuram	99	99	99	98	97	98	90	89	90
16	Salem	100	100	100	98	98	98	92	90	91
17	Sivagangai	102	97	100	101	97	99	95	94	95
18	Thanjavur	97	95	97	99	97	98	90	88	89
19	The Nilgiris	98	97	98	96	94	95	86	86	86
20	Theni	95	94	95	93	92	93	89	87	88
21	Thiruchirapalli	103	103	103	101	101	101	95	94	95
22	Thirunelveli	109	109	109	107	105	106	94	94	94
23	Thiruvallur	100	101	100	100	98	99	90	88	89
24	Thiruvannamalai	114	111	113	101	100	101	84	82	83
25	Thiruvarur	99	98	99	98	96	97	92	90	91
26	Thoothukkudi	101	101	101	104	104	104	92	91	92
27	Vellore	97	98	98	95	93	94	89	87	88
28	Villupuram	103	103	103	95	97	96	98	99	99
29	Virudhunagar	103	100	102	100	98	99	92	90	91
	State	102	101	102	98	97	98	90	89	90

Source: DISE 2002

The Gross Enrolment Ratio (GER) of All in the State in primary is 102% while it is 102% for Boys and 101% for Girls. The GER of SC is 98% while it is 98% and 97% for Boys and Girls respectively. In the case of ST, the GER is 90% while the same is 90% for Boys and 89% for Girls.

1.4.3.2 NER - Primary

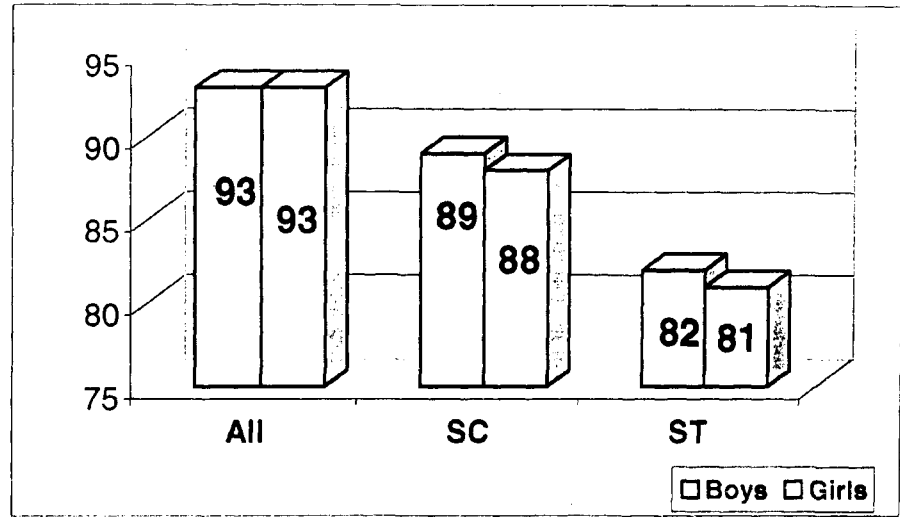
The district-wise, social category-wise and gender-wise NER in Primary schools are given in Table 6.

Table – 6
NER – Primary

S. No.	District	All			SC			ST		
		B	G	T	B	G	T	B	G	T
1	Chennai	75	79	77	72	76	74	73	71	72
2	Coimbatore	92	92	92	91	90	91	85	84	85
3	Cuddalore	94	95	94	90	88	89	61	59	60
4	Dharmapuri	90	90	90	86	86	86	80	80	80
5	Dindigul	86	85	85	87	85	86	75	73	74
6	Erode	92	92	92	90	90	90	76	75	76
7	Kancheepuram	94	95	95	91	89	90	87	89	88
8	Kanyakumari	99	99	99	96	95	96	93	92	93
9	Karur	92	89	90	84	82	83	81	79	80
10	Madurai	98	97	98	98	97	98	100	98	99
11	Nagapattinam	91	91	91	66	66	66	56	56	56
12	Namakkal	97	95	96	92	90	91	89	91	90
13	Perambalur	92	92	92	83	83	83	80	78	79
14	Pudukkottai	95	94	95	92	91	92	90	88	89
15	Ramanathapuram	97	97	97	97	95	96	89	88	89
16	Salem	91	91	91	88	87	88	87	85	86
17	Sivagangai	98	91	95	92	90	91	88	88	88
18	Thanjavur	91	83	87	85	81	83	77	76	77
19	The Nilgiris	96	93	95	88	87	88	78	77	78
20	Theni	88	87	88	86	85	86	82	80	81
21	Thiruchirapalli	99	99	99	94	94	94	90	90	90
22	Thirunelveli	97	97	97	94	93	94	87	85	86
23	Thiruvallur	96	97	97	91	93	92	75	77	76
24	Thiruvannamalai	97	96	96	93	92	93	74	73	74
25	Thiruvarur	91	89	90	90	88	89	86	84	85
26	Thoothukkudi	94	95	95	91	93	92	88	86	87
27	Vellore	92	94	93	89	90	90	80	80	80
28	Villupuram	97	97	97	95	95	95	98	96	97
29	Virudhunagar	94	93	94	89	88	89	83	82	83
State		93	93	93	89	88	89	82	81	82

Source: DISE 2002

Fig. iii
NER - Primary



The gap in NER between *All* and *SC* is 4% and the gap is wider in the case of *ST* with 11%.

The State-level NER of *All* is 93% and it is the same case with *Boys* and *Girls* as well. As for *boys*, 16 districts record NER *above* the state-level and in the remaining 13 districts it is *below* 93%. The same picture is reflected in the case of *girls* also.

As regards *SC*, the NER of *boys* (89%) is 1% *higher* than that of *girls* (88%). In the case of *boys*, 19 districts report NER *above* the state-level and the remaining 10 districts exhibit NER *below* 89%. As for *girls*, in 16 districts the NER is *above* the state-level and in the remaining 13 districts NER is *below* the state-level.

The Table reveals that in the case of *ST*, the NER of *girls* (81%) is 1% *lower* than that of *boys* (82%). In 16 districts, the NER of *boys* is *higher* than the state-level and in the other districts it is *lower*. In 15 districts, the NER of *girls* is *higher* than the state-level and in the remaining 14 districts it is *lower*.

1.4.4 Enrolment

1.4.4.1 GER - Upper Primary

Table 7 shows the district-wise, social category-wise and gender-wise GER in Upper Primary schools.

Table – 7
GER- Upper Primary

S. No.	District	All			SC			ST		
		B	G	T	B	G	T	B	G	T
1	Chennai	90	91	90	88	90	89	82	84	83
2	Coimbatore	95	96	96	94	93	94	85	84	85
3	Cuddalore	100	99	99	96	94	95	88	86	87
4	Dharmapuri	98	94	96	95	91	93	85	85	85
5	Dindigul	100	100	100	89	87	88	72	70	71
6	Erode	107	101	104	95	93	94	80	78	79
7	Kancheepuram	98	97	98	95	94	95	91	90	91
8	Kanyakumari	102	101	102	98	96	97	94	92	93
9	Karur	112	106	109	98	98	98	91	90	91
10	Madurai	107	108	108	104	106	105	104	103	104
11	Nagapattinam	91	91	91	66	68	67	81	79	80
12	Namakkal	113	108	110	100	98	99	92	90	91
13	Perambalur	95	96	95	90	91	91	82	81	82
14	Pudukkottai	99	99	99	93	93	93	90	88	89
15	Ramanathapuram	99	98	99	95	93	94	87	87	87
16	Salem	100	94	97	95	94	95	88	87	88
17	Sivagangai	103	96	100	99	95	97	91	90	91
18	Thanjavur	92	87	89	97	95	96	86	84	85
19	The Nilgiris	98	97	97	91	90	91	85	84	85
20	Theni	94	93	94	90	90	90	84	82	83
21	Thiruchirapalli	101	101	101	98	98	98	91	91	91
22	Thirunelveli	107	107	107	99	97	98	90	88	89
23	Thiruvallur	96	96	96	92	94	93	84	86	85
24	Thiruvannamalai	107	104	105	97	96	97	64	62	63
25	Thiruvarur	95	93	94	91	90	91	88	88	88
26	Thoothukkudi	104	103	104	94	92	93	87	86	87
27	Vellore	96	95	96	90	89	89	88	86	87
28	Villupuram	107	106	107	91	90	91	90	88	89
29	Virudhunagar	103	100	102	98	96	97	91	89	90
	State	100	99	99	94	93	93	87	85	86

Source: DISE 2002

The GER of *All* in the State in Upper Primary is 99% while it is 100% for *Boys* and 99% for *Girls*. The GER of *SC* is 93% while it is 94% and 93% for *Boys* and *Girls* respectively. In the case of *ST*, the GER is 86% while the same is 87% for *Boys* and 85% for *Girls*.

1.4.4.2 NER - Upper Primary

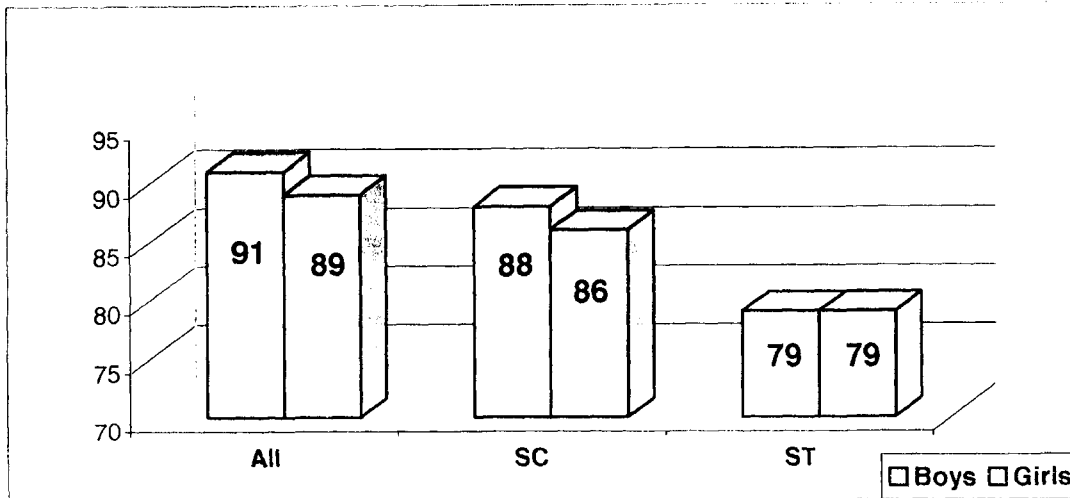
Table 8 furnishes the district-wise, social category-wise and gender-wise NER in Upper Primary schools.

Table – 8
NER- Upper Primary

S. No.	District	All			SC			ST		
		B	G	T	B	G	T	B	G	T
1	Chennai	81	76	84	75	71	73	70	68	69
2	Coimbatore	91	91	91	88	88	88	81	83	82
3	Cuddalore	93	92	92	83	82	83	59	58	59
4	Dharmapuri	85	83	84	82	80	81	78	77	78
5	Dindigul	82	81	82	84	83	84	67	66	67
6	Erode	93	91	92	88	87	88	75	73	74
7	Kancheepuram	96	95	96	91	90	91	83	82	83
8	Kanyakumari	99	99	99	95	93	94	90	89	90
9	Karur	86	85	86	82	81	82	78	77	78
10	Madurai	96	97	97	97	96	97	99	98	99
11	Nagapattinam	87	87	87	83	83	83	70	70	70
12	Namakkal	93	91	92	91	89	90	89	87	88
13	Perambalur	85	87	86	80	78	79	74	72	73
14	Pudukkottai	91	92	92	90	90	90	87	86	87
15	Ramanathapuram	95	95	95	96	94	95	88	88	88
16	Salem	90	86	88	87	86	87	85	84	85
17	Sivagangai	99	91	95	93	91	92	87	86	87
18	Thanjavur	85	80	83	81	79	80	75	74	75
19	The Nilgiris	92	89	90	92	92	92	75	74	75
20	Theni	86	86	86	85	83	84	80	80	80
21	Thiruchirapalli	93	92	93	93	91	93	87	86	87
22	Thirunelveli	94	94	84	91	89	90	85	84	85
23	Thiruvallur	92	92	92	83	83	83	76	74	75
24	Thiruvannamalai	91	89	90	89	87	88	60	62	61
25	Thiruvarur	96	93	95	88	87	88	85	83	84
26	Thoothukkudi	85	85	85	90	88	89	85	86	86
27	Vellore	91	87	90	90	88	89	79	78	79
28	Villupuram	98	97	98	84	83	84	78	77	78
29	Virudhunagar	94	92	93	92	90	91	80	79	80
	State	91	89	90	88	86	87	79	79	79

Source: DISE 2002

Fig. iv
NER - Upper Primary



The gap in NER between *All* and *SC* is 3% and the gap is more pronounced in the case of *ST* with 11%.

The State-level NER of *All* is 90% while it is 91% for *boys* and 89% for *girls*. As for *boys*, 20 districts record NER *above* the state-level and in the remaining 9 districts it is *below* 90%. In the case of *girls*, 16 districts record NER *above* the state-level and in the remaining 13 districts it is *lower*.

As regards *SC*, the NER of *boys* (89%) is 1% higher than that of *girls* (88%). In the case of *boys*, 19 districts report NER *above* the state-level and the remaining 10 districts exhibit NER *below* 89%. As for *girls*, in 19 districts the NER is *above* the state-level and in the remaining 10 districts the NER is *below* the state-level.

The Table exhibits that in the case of *ST*, the NER of *boys* and *girls* remains the same with 79%. In 16 districts, the NER of *boys* is *higher* than the state-level and in the other districts it is *lower*. In 15 districts, the NER of *girls* is *higher* than the state-level and in the remaining 14 districts it is *lower*.

1.4.5 Out of School Children

In Tamilnadu, there are 4,66,069 out of school children comprising 2,35,660 boys and 2,30,409 girls. These children include 1,22,426 SC children, 22,024 ST children and 9,252 Disabled children. Boys outnumber girls, and the SC children outnumber the ST children in the total number of out of school children. The following Table presents the complete details.

Table – 9
Out of school Children

S. No.	District	ALL			SC	ST	Disabled Children
		Boys	Girls	Total			
1	Chennai	6226	6122	12348	3002	542	139
2	Coimbatore	21050	19750	40800	17552	686	920
3	Cuddalore	1822	2218	4040	2560	1157	0
4	Dharmapuri	12952	12475	25427	6351	1063	409
5	Dindigul	16730	14565	31295	470	80	357
6	Erode	6968	7280	14248	4525	685	1568
7	Kancheepuram	8830	9280	18110	4621	902	0
8	Kanyakumari	612	647	1259	131	20	261
9	Karur	636	732	1368	1040	86	323
10	Madurai	9243	9903	19146	4006	67	0
11	Nagapattinam	2926	2702	5628	2746	40	74
12	Namakkal	13402	6832	20234	5506	1315	152
13	Perambalur	6391	4059	10450	3648	167	506
14	Pudukkottai	1950	2026	3976	1311	114	186
15	Ramanathapuram	1989	2258	4247	913	32	0
16	Salem	23446	18886	42332	17224	2341	869
17	Sivagangai	15699	13292	28991	678	39	405
18	Thanjavur	4674	5450	10124	2833	430	0
19	The Nilgiris	3299	3370	6669	4959	1041	90
20	Theni	5807	11490	17297	5644	82	0
21	Thiruchirappalli	5035	5833	10868	2488	238	419
22	Thirunelveli	8220	9190	17410	3301	1369	493
23	Thiruvallur	8774	6524	15298	1645	264	0
24	Thiruvannamalai	8325	9398	17723	5246	2873	1018
25	Thiruvarur	4879	9622	14501	7493	141	223
26	Thoothukkudi	5693	4463	10156	2136	68	178
27	Vellore	4027	3426	7453	1910	993	167
28	Villupuram	21534	23126	44660	6050	5030	157
29	Virudhunagar	4521	5490	10011	2437	159	338
State		235660	230409	466069	122426	22024	9252

Source: Household Survey 2002

1.4.6 Completion, Repetition and Dropout Rates – Primary

District-wise CR, RR and DR for Primary are furnished in the following Table.

Table – 10
CR, RR and DR – Primary

S. No.	District	CR			RR			DR		
		B	G	T	B	G	T	B	G	T
1	Chennai	52	56	54	12	11	12	36	33	34
2	Coimbatore	59	65	62	28	24	26	13	11	12
3	Cuddalore	67	70	68	26	22	24	8	7	8
4	Dharmapuri	54	59	56	32	28	30	14	13	14
5	Dindigul	64	62	63	23	23	23	13	15	14
6	Erode	68	65	67	17	16	16	16	18	17
7	Kancheepuram	56	60	58	31	27	29	13	13	13
8	Kanyakumari	91	93	92	8	6	7	1	1	1
9	Karur	58	61	59	30	24	27	14	15	14
10	Madurai	70	72	71	21	18	19	9	10	10
11	Nagapattinam	51	56	54	40	36	38	9	8	8
12	Namakkal	63	65	64	22	22	22	13	14	14
13	Perambalur	62	66	64	29	26	27	9	8	9
14	Pudukkottai	65	64	64	28	27	27	8	9	9
15	Ramanathapuram	59	64	61	36	31	34	5	5	5
16	Salem	56	57	57	25	24	24	19	19	19
17	Sivagangai	51	50	51	31	31	31	19	18	18
18	Thanjavur	65	65	65	25	25	25	10	10	10
19	The Nilgiris	73	73	73	20	19	20	7	8	7
20	Theni	67	66	66	22	23	23	11	10	11
21	Thiruchirapalli	69	70	70	24	20	23	7	7	7
22	Thirunelveli	64	63	64	25	23	24	10	15	12
23	Thiruvallur	64	63	64	30	28	29	7	7	7
24	Thiruvannamalai	68	69	68	24	21	23	8	10	9
25	Thiruvarur	57	60	59	30	27	28	14	13	13
26	Thoothukkudi	69	71	70	24	21	22	8	8	8
27	Vellore	61	60	61	25	24	25	14	14	14
28	Villupuram	67	71	69	22	20	21	11	9	10
29	Virudhunagar	57	60	59	27	24	25	16	16	16
	State	63	65	64	25	23	24	12	12	12

Source: Cohort Study 2002

The State Completion Rate (CR) of primary is 64%. The CR is above the State Level in 16 districts. The CR is *highest* in Kanyakumari (92%) and *lowest* in Sivagangai (51%). The CR of *Girls* is 65%, which is 2% higher than that of *Boys*.

Similarly, the State Repetition Rate (RR) of primary is 24%. The RR in 12 districts is below the State Level. The *lowest* RR is in Kanyakumari (7%) and the *highest* is in Nagappattinam (38%). The RR of *Girls* is 23%, which is 2% lower than that of *Boys*.

The Dropout Rate (DR) of the State is 12%. The DR in 15 districts is below the State level. The *lowest* DR is observed in Kanyakumari (1%) and the *highest* is in Chennai (34%). The DR of both *Boys* and *Girls* remains the same (12%).

1.4.6.1 Social Category-wise CR, RR and DR - Primary

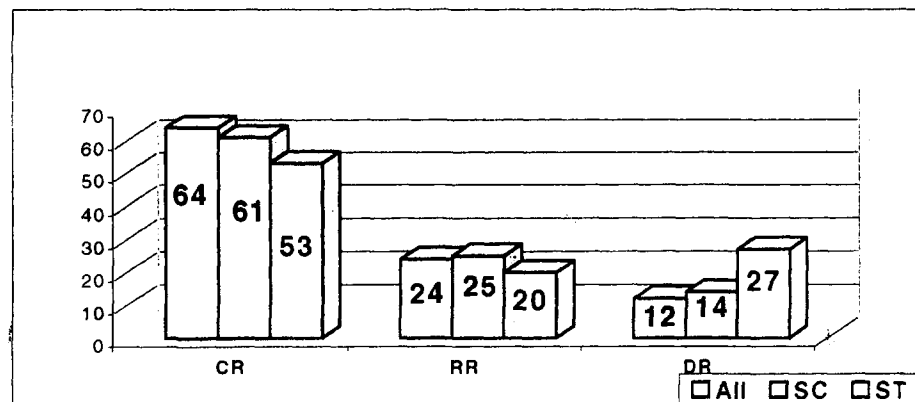
The Social Category-wise *Completion Rate*, *Repetition Rate* and *Dropout Rate* of Primary at the State level are presented here.

Table - 11
Social Category-wise CR, RR and DR - Primary

CR			RR			DR		
All	SC	ST	All	SC	ST	All	SC	ST
64	61	53	24	25	20	12	14	27

Source: Cohort Study 2002

Fig. v
Social Category-wise CR, RR and DR - Primary



In the Table above, the State level CR, RR and DR of SC/ST in primary is compared with that of *All*. The CR of SC is 3% less than the category of *All* (64%). The gap remains comparatively wider in the case of *ST* whose CR is 53%. As for RR, though the difference between SC and *All* is just 1%, both these categories need to be taken care of, in addition to the *ST* category whose RR is 20%. The DR of SC is 2% more than *All* (12%) whereas the gap is more pronounced in the case of *ST* with 15%.

1.4.7 CR, RR & DR - Upper Primary

The State level Completion Rate (CR) of upper primary is 69%. The CR is above the State level in 17 districts. The CR is *highest* in Kanyakumari (92%) and *lowest* in Thiruvallur (53%). The CR of *Girls* is 69%, which is 1% higher than that of *Boys*.

Table – 12
CR, RR and DR – Upper Primary

S. No.	District	CR			RR			DR		
		B	G	T	B	G	T	B	G	T
1	Chennai	75	78	76	10	8	9	15	14	15
2	Coimbatore	62	71	67	25	19	22	12	10	11
3	Cuddalore	71	73	72	17	18	18	12	9	10
4	Dharmapuri	62	61	62	22	23	23	16	15	15
5	Dindigul	59	56	58	23	24	24	18	20	19
6	Erode	72	69	70	12	12	12	16	19	18
7	Kancheepuram	51	57	54	32	28	30	17	15	16
8	Kanyakumari	90	93	92	8	5	7	1	1	1
9	Karur	62	67	65	19	19	19	19	14	17
10	Madurai	72	73	72	18	16	17	11	11	11
11	Nagapattinam	80	83	82	15	12	14	5	3	4
12	Namakkal	69	68	69	21	19	20	11	11	11
13	Perambalur	71	72	72	17	16	17	12	11	11
14	Pudukkottai	71	73	72	16	16	16	13	11	12
15	Ramanathapuram	65	71	68	22	18	19	13	12	13
16	Salem	58	56	57	22	24	23	20	20	20
17	Sivagangai	62	63	63	21	19	20	18	17	17
18	Thanjavur	61	61	61	19	20	20	18	19	19
19	The Nilgiris	80	83	81	11	11	11	8	7	8
20	Theni	69	68	69	22	23	22	9	9	9
21	Thiruchirapalli	76	73	75	18	15	16	10	8	9
22	Thirunelveli	52	54	53	29	28	28	19	18	19
23	Thiruvallur	64	64	64	27	27	27	10	8	9
24	Thiruvannamalai	72	78	75	13	13	13	15	11	12
25	Thiruvarur	61	63	62	22	19	21	17	18	17
26	Thoothukkudi	69	71	70	19	16	18	13	12	13
27	Vellore	70	70	70	17	17	17	13	13	13
28	Villupuram	70	71	71	17	15	16	14	13	14
29	Virudhunagar	71	68	70	22	20	21	9	10	9
	State	68	69	69	19	18	19	13	12	12

Source: Cohort Study 2002

The State level Repetition Rate (RR) of upper primary is 19%. The RR in 14 districts is below the State level. The lowest RR is in Kanyakumari (7%) and the highest is in Kancheepuram (30%). The RR of Girls is 18%, which is 1% lower than that of Boys.

The Dropout Rate (DR) of the State is 12%. The DR in 12 districts is below the State level. The lowest DR is observed in Kanyakumari (1%) and the highest is in Salem (20%). The DR of Girls is 12%, which is 1% lower than that of Boys.

1.4.7.1 Social Category-wise CR, RR and DR - Upper Primary

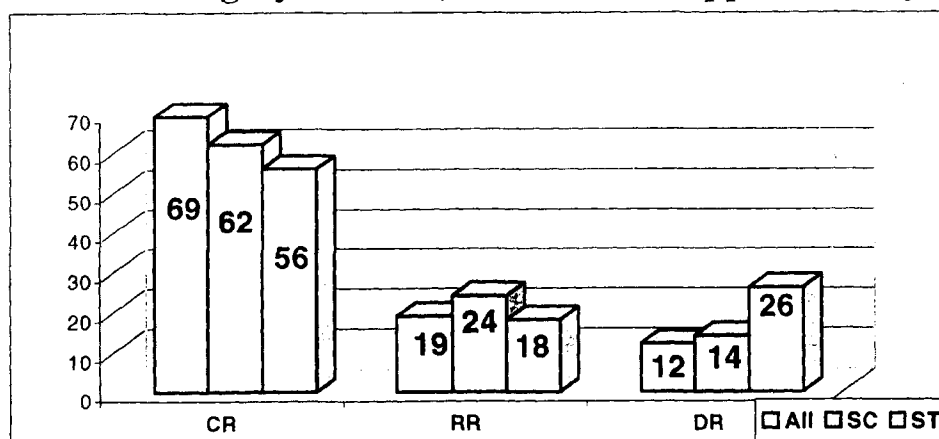
The Social Category-wise Completion Rate, Repetition Rate and Dropout Rate of Upper Primary at the State level are presented here.

Table – 13
Social Category-wise CR, RR and DR – Upper Primary

CR			RR			DR		
All	SC	ST	All	SC	ST	All	SC	ST
69	62	56	19	24	18	12	14	26

Source: Cohort Study 2002

Fig. vi
Social Category-wise CR, RR and DR - Upper Primary



In Table 13, the State level CR, RR and DR of SC/ST in upper primary is compared with that of All. The CR of SC is 7% less than the category of All (69%). The gap between ST and All is once again comparatively wider with 13%. As for RR, the gap between SC and All is 5% and the gap seems only to be marginal in the case of ST with 1%. The DR of ST is 14% more than that of All (12%) whereas, between SC and All, the gap is only 2%.

1.4.8 Transition Rate

The figure vii and Table 14 reveal that the TR of 21 districts is above the State level (89%). The *highest* TR is recorded in Kanyakumari and Karur (98%) and the *lowest* is recorded in Chennai district (56%). While the State TR for *Boys* and *Girls* under All remains the same (89%), 22 districts in the case of *Boys* and 20 districts in the case of *Girls* register TR above the State level. The TR in the case of SC is 84%, which is lower than All by 5%. In the case of ST, the gap appears to be much wider by 15%.

Fig. vii
Transition Rate (V to VI)

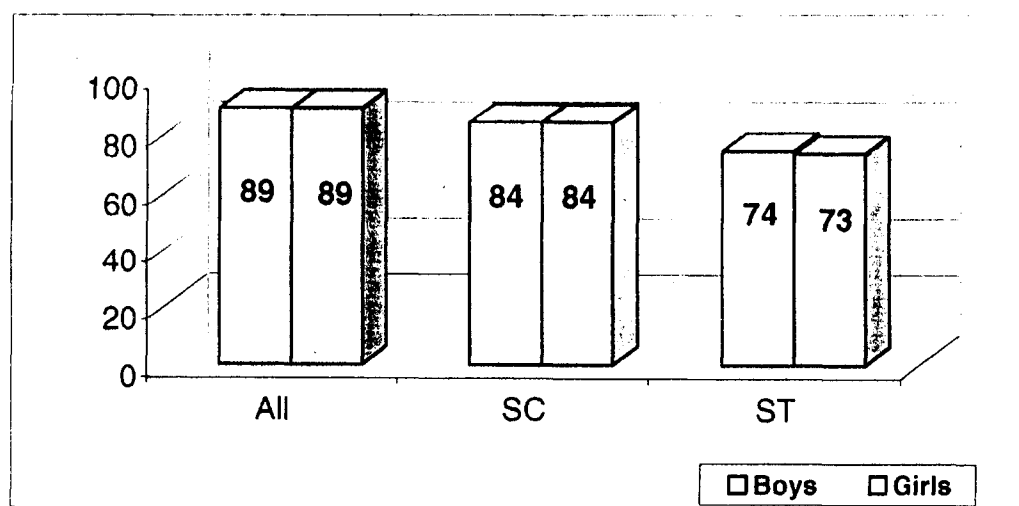


Table – 14
Transition Rate (V to VI)

S. No.	District	All			SC			ST		
		B	G	T	B	G	T	B	G	T
1	Chennai	54	58	56	52	55	54	54	49	51
2	Coimbatore	93	93	93	93	92	93	93	92	93
3	Cuddalore	98	96	97	95	94	94	84	78	81
4	Dharmapuri	92	92	92	89	88	88	70	70	70
5	Dindigul	87	85	86	85	82	83	80	79	80
6	Erode	89	88	89	85	86	85	85	85	85
7	Kancheepuram	95	95	95	78	82	80	81	75	78
8	Kanyakumari	97	98	98	95	95	95	89	89	89
9	Karur	98	97	98	96	95	95	0	0	0
10	Madurai	94	91	93	88	84	86	93	93	93
11	Nagapattinam	89	91	90	78	80	79	75	83	79
12	Namakkal	97	97	97	97	97	97	100	99	99
13	Perambalur	97	97	97	90	93	92	77	72	76
14	Pudukkottai	95	96	96	92	92	92	0	0	0
15	Ramanathapuram	92	94	93	89	88	89	71	67	69
16	Salem	84	82	83	80	80	80	86	72	82
17	Sivagangai	97	97	97	97	97	97	97	99	98
18	Thanjavur	78	78	78	62	62	62	62	60	61
19	The Nilgiris	72	67	70	56	63	59	62	58	60
20	Theni	92	89	91	86	83	65	83	81	82
21	Thiruchirapalli	91	91	91	86	86	86	84	84	84
22	Thirunelveli	90	91	91	87	85	86	80	77	79
23	Thiruvallur	83	79	81	74	72	73	55	57	56
24	Thiruvannamalai	93	94	94	87	87	87	83	86	85
25	Thiruvarur	90	86	88	84	80	82	86	80	83
26	Thoothukkudi	95	95	95	85	86	86	86	85	86
27	Vellore	89	91	90	81	82	82	87	87	87
28	Villupuram	81	80	81	78	78	78	75	75	75
29	Virudhunagar	92	91	91	87	84	86	80	79	80
	State	89	89	89	84	84	84	74	73	74

Source: DISE 2002

1.4.9 Teacher Pupil Ratio (TPR)

The district-wise *Teacher Pupil Ratio* for primary and upper primary is given in the following Table.

Table – 15
Teacher Pupil Ratio

S. No.	District	TPR	
		Primary	Upper Primary
1	Chennai	38	40
2	Coimbatore	48	50
3	Cuddalore	37	57
4	Dharmapuri	45	69
5	Dindigul	37	39
6	Erode	38	47
7	Kancheepuram	38	47
8	Kanyakumari	41	34
9	Karur	30	50
10	Madurai	40	40
11	Nagapattinam	40	60
12	Namakkal	38	50
13	Perambalur	39	62
14	Pudukkottai	39	53
15	Ramanathapuram	42	57
16	Salem	49	59
17	Sivagangai	37	38
18	Thanjavur	37	63
19	The Nilgiris	44	26
20	Theni	43	46
21	Thiruchirappalli	49	41
22	Thirunelveli	40	36
23	Thiruvallur	36	52
24	Thiruvannamalai	41	43
25	Thiruvarur	40	41
26	Thoothukkudi	39	39
27	Vellore	49	56
28	Villupuram	50	63
29	Virudhunagar	38	51

Source: DISE 2002

In Primary, Villupuram has the *highest* TPR (50) while Karur records the *lowest* (30). Eleven districts register TPR above 1:40 and 14 districts below 1:40. As for Upper Primary, Dharmapuri records the *highest* TPR (69) and The Nilgiris reports the *lowest* (26). Twenty one districts have TPR above 1:40 and 6 districts register below the norm.

1.4.10 Special Focus Group

As many as 38.12 lakh Girl children have so far been enrolled and 2.30 lakh children are yet to be enrolled. Under SC, 19.48 lakh children have been enrolled and 1.22 lakh remain unenrolled. In the case of ST, 1.10 lakh children have been enrolled and 0.22 lakh children are to be enrolled. As far as the disabled children are concerned, 0.51 lakh children have been enrolled and 0.09 lakh children are yet to be enrolled. The Table below gives a comprehensive picture of the same.

Table – 16
Girls, SC/ST and Disabled Children
(in lakhs)

Category	School-age Population	Enrolled	To be enrolled
Girls	40.42	38.12	2.30
SC	20.47	19.48	1.22
ST	1.32	1.10	0.22
Disabled	0.60	0.51	0.09

Source: DISE 2002

1.4.11 Early Childhood Care and Education (ECCE)

The Children in age group of 3–5 come under ECCE. The ECCE Centres are under the control of the Social Welfare Department. As many as 15,50,337 children are in the care of these Centres. There are 15,298 private nursery schools in which 3,19,821 children study. The following Table gives a detailed picture of the same.

Table – 17
ECCE Centres and Children

S. No.	District	ECCE Centres	Children	Private Nursery	Children
1	Chennai	1017	25607	536	25800
2	Coimbatore	1340	139799	976	36563
3	Cuddalore	1313	57317	234	15392
4	Dharmapuri	1423	57258	433	22502
5	Dindigul	1296	76930	9167	9167
6	Erode	1208	45540	170	14315
7	Kancheepuram	1613	69208	0	0
8	Kanyakumari	803	26124	208	14897
9	Karur	864	20383	83	5126
10	Madurai	1505	76247	223	16705
11	Nagapattinam	564	14997	87	6402
12	Namakkal	603	23162	34	4483
13	Perambalur	535	20455	54	2800
14	Pudukkottai	1263	41248	115	7398
15	Ramanathapuram	634	18098	77	5046
16	Salem	1383	48405	949	35113
17	Sivagangai	1502	32993	19	1397
18	Thanjavur	1032	79553	93	3977
19	The Nilgiris	334	9021	51	2750
20	Theni	735	47740	80	7781
21	Thiruchirappalli	990	44785	147	957
22	Thirunelveli	1400	57110	301	14434
23	Thiruvallur	1503	67298	213	17015
24	Thiruvannamalai	2174	104284	121	15248
25	Thiruvarur	408	15088	93	5048
26	Thoothukkudi	986	24268	53	3066
27	Vellore	1511	206629	328	8786
28	Villupuram	1755	63814	183	5856
29	Virudhunagar	1005	36976	270	11797
	State Total	32699	1550337	15298	319821

Source: Social Welfare Dept. & Directorate of Matriculation Schools 2002

1.4.12 VECs, CRCs, BRCs, DPOs and SPO

The Table that follows furnishes district-wise number of VECs, CRCs, BRCs and upgraded CRCs in the State.

Table – 18
VECs, CRCs, upgraded CRCs and BRCs

S. No.	District	VEC	CRC	Upgraded CRC	BRC
1	Chennai	750	165	10	0
2	Coimbatore	1974	252	3	19
3	Cuddalore	1582	171	0	13
4	Dharmapuri	2408	223	0	18
5	Dindigul	1325	163	2	14
6	Erode	1884	164	0	20
7	Kancheepuram	1345	210	0	13
8	Kanyakumari	800	96	0	9
9	Karur	836	75	0	8
10	Madurai	1315	195	5	13
11	Nagapattinam	1139	130	0	11
12	Namakkal	1028	111	0	15
13	Perambalur	974	114	0	10
14	Pudukkottai	1543	144	0	13
15	Ramanathapuram	1283	124	0	11
16	Salem	1446	215	1	20
17	Sivagangai	1274	108	0	12
18	Thanjavur	1582	165	1	14
19	The Nilgiris	654	55	0	4
20	Theni	622	93	0	8
21	Thiruchirappalli	1517	192	2	14
22	Thirunelveli	1179	210	0	19
23	Thiruvallur	1527	95	0	14
24	Thiruvannamalai	1943	154	0	18
25	Thiruvarur	943	157	0	10
26	Thoothukkudi	1523	181	2	12
27	Vellore	1969	250	1	20
28	Villupuram	2115	238	0	22
29	Virudhunagar	1386	153	0	11
	State Total	39866	4603	27	385

Source: DISE 2002

1.4.12.1 Village Education Committees

There are 39,866 Village Education Committees functioning in schools in all the districts. VECs are represented by 15 members from Parents, Teachers, Headteachers, Retired Teachers, Educationists, NGOs, Parents of the Disabled and SC/ST children, Elected Representatives and Self Help Group.

1.4.12.2 Cluster Resource Centres

There are 4,603 CRCs functioning in 29 districts in Tamilnadu. The CRCs have been constituted by clubbing 10-12 schools with 30-40 teachers. Each centre has a Coordinator and an Assistant Coordinator who are the seniormost headmasters in the cluster. The CRC meetings are convened once in a month.

1.4.12.3 Block Resource Centres

385 Block Resource Centres in each community developmental blocks and 27 upgraded CRCs in urban areas are functioning in the State. One *Supervisor* in the cadre of High school Headmaster and 7 *teacher educators* in the cadre of High school teachers (BT Assistants) are working in each BRC and upgraded CRC.

1.4.12.4 District Project Office

Full-fledged District Project Offices are in place in all the 29 districts. Adequate DPO personnel – DPC, Addl. DPC, ADPC, TTO, MDO/WDO, Statistical Officers, Civil Consultants, Computer Personnel and other supporting staff – have been appointed to plan, implement, monitor and coordinate the project activities at the district level.

1.4.12.5 State Project Office

The State Project Office has technical, academic, administrative and accounts staff to guide the district offices in the implementation of the programme. The State Project Office coordinates with the State Government and the Central Government by sending periodical status reports and financial reports. It is also responsible of financial and quality audit for the programme. The State Project Director conducts periodical review meetings at the State and District level to assess the progress of the scheme and to give necessary instructions for the proper implementation of the scheme.

The following staffing pattern approved by the Government of India for District Primary Education Programme (DPEP) continues for implementation of SSA as well.

Table – 19
Staff Pattern at State Project Office

S. No.	Designation	Cadre	No. of posts
Appointment on Deputation			
1.	State Project Director	Director	1
2.	Joint Directors	Joint Director	4
3.	Secretary to SPD	Deputy Director	1
4.	Finance and Accounts Officer	Under Secretary (Finance)	1
5.	Programmer	Assistant Director (Statistics)	1
6.	Planning and Management Wing	Lecturer - 1	5
		PG - 2	
		BT - 2	
7.	Educational Research Wing	PG - 2	4
		BT - 2	
8.	Women Development Officer	Hr. Secondary HM - 1	2
		BT - 1	
9.	Teacher Training Officer	Hr. Secondary HM - 1	2
		BT - 1	
10.	Media and Documentation Officer	Hr. Secondary HM - 1	2
		BT - 1	
11.	DEP Officer	Hr. Secondary HM	1
12.	Non-Teaching Staff	Superintendent - 3	22
		Assistant - 6	
		Steno Typist - 3	
		Typist - 3	
		Driver - 4	
		OA - 3	
Appointment on Consolidated Pay			
13.	Administrative Officer	Retd. Dy. Secretary	1
14.	Assistant Accounts Officer	Retd. PA to DEO	1
15.	Consultant	(Retd. Officers)	9
		Civil - 2	
		Planning - 2	
		ALS - 1	
		Spl. Coaching Class - 1	
		IED - 1	
16.	MIS	Professors - 2	5
		Junior Programmer - 2	
17.	Non-Teaching staff	Data. Entry Operator - 3	10
		Typist - 3	
		Driver - 1	
		O.A. - 4	
		Watchman - 1	
Total			72

1.4.13 Infrastructure

The requirements of infrastructure facilities in schools are displayed in the Table below.

Table – 20
Schools Requiring Infrastructure Facilities

S. No.	District	Total Govt. Schools	Requirement			
			Three CR	Two CR	Toilet	Drinking Water
1	Chennai	383	48	53	164	137
2	Coimbatore	1748	108	278	930	550
3	Cuddalore	1287	20	64	76	68
4	Dharmapuri	2623	180	204	1072	663
5	Dindigul	1238	58	129	547	223
6	Erode	1726	30	42	155	75
7	Kancheepuram	1142	60	112	1020	200
8	Kanyakumari	526	98	115	211	177
9	Karur	775	44	75	357	166
10	Madurai	1001	126	225	534	318
11	Nagapattinam	815	19	23	200	200
12	Namakkal	933	114	75	527	163
13	Perambalur	844	72	63	499	499
14	Pudukkottai	1401	86	105	273	200
15	Ramanathapuram	1011	54	92	696	732
16	Salem	1542	70	178	835	267
17	Sivagangai	1022	91	139	533	356
18	Thanjavur	1278	100	57	307	260
19	The Nilgiris	423	30	53	252	215
20	Theni	460	20	41	202	82
21	Thiruchirappalli	1050	65	97	377	165
22	Thirunelveli	865	42	114	583	299
23	Thiruvallur	1332	133	197	781	405
24	Thiruvannamalai	1811	100	134	807	337
25	Thiruvarur	865	42	103	445	175
26	Thoothukkudi	669	8	40	201	129
27	Vellore	1831	75	50	150	150
28	Villupuram	1928	51	91	144	110
29	Virudhunagar	871	40	84	365	303
	State Total	33400	1984	3033	13243	7624

Source: DISE 2002

1.4.13.1 Buildings for BRCs and CRCs

In the 22 non-DPEP districts, the construction of 192 buildings for BRCs are to be taken up in 2003-04. In all the 29 districts, the construction of 3,251 CRC buildings are also to be undertaken.

1.4.13.2 School Buildings

It has been ascertained from DISE 2002 that 3,033 schools are in need of two classrooms and 1,984 schools require three classrooms. The district-wise requirement of school buildings is given in Table 20.

1.4.13.3 Drinking Water Facilities

In addition to the Drinking water facilities provided under various schemes such as DRDA, Swajaldhara, TWAD and Rajiv Gandhi Rural Water Supply Schemes, 5733 primary schools and 1891 upper primary schools are in need of drinking water facilities.

1.4.13.4 Toilet Facilities

The DISE 2002 shows that besides the provision of Toilet facilities completed in 2002-03, 10,314 primary schools and 2,929 upper primary schools require Toilet facilities.

Chapter I State at a Glance

Population (in crores)		Literacy Rate	
Male	3.13	Male	82
Female	3.08	Female	65
Total	6.21	Total	73

Habitations & School Access

64,846	Habitations
64,105	Habitations with Primary schools
741	Habitations without Primary schools
62,971	Habitations with Upper Primary schools
1,875	Habitations without Upper Primary schools

Profile

29	Districts/DPOs
385	Blocks/BRCs
27	Upgraded CRCs
4,603	CRCs
39,866	VECs
45,540	Schools
2,33,344	Teachers
95,60,168	Pupils

Infrastructure requirements

1984	Three classrooms
3033	Two classrooms
13243	Toilets
7624	Drinking Water facilities

Enrolment (NER)

	Primary			Upper Primary		
	Boys	Girls	Total	Boys	Girls	Total
All	93	93	93	91	89	90
SC	89	88	89	88	86	87
ST	82	81	82	80	79	80

Out of School Children

	(in lakhs)		
	Boys	Girls	Total
All	2.36	2.30	4.66
SC	0.67	0.55	1.22
ST	0.12	0.10	0.22
Disabled	0.05	0.04	0.09

Transition Rate (V-VI)

All	89
SC	83
ST	78

Teacher Pupil Ratio

Primary	1:41
Upper Primary	1:49

Cohort Indicators

	Primary			Upper Primary		
	CR	RR	DR	CR	RR	DR
All	64	24	12	69	19	12
SC	61	25	14	62	24	14
ST	53	20	27	56	18	26

Chapter II

Progress Review

2.1 Introduction

The implementation of SSA in Tamilnadu has created widespread awareness among the community about the importance of education. It has also helped in bringing about quantitative and qualitative improvement in the sphere of elementary education. An overall progress has been recorded in all educational indicators, which is quite encouraging. This positive trend exhibits that the State is going in the right direction towards achieving the Universalisation of Elementary Education.

The State is at present seriously concerned about the achievement of immediate objective of enrolling all school-age children in schools by the year 2003. Though this is an uphill task, the State is determined to complete it and is well geared up to achieve the target of cent percent enrolment before the end of 2003. Strenuous efforts are under way to accomplish this challenging mission.

This chapter analyses the indicator-wise and activity-wise progress recorded.

2.2 Progress in Educational Indicators

2.2.1 Access – Primary

As per the Household Survey (2001), the total number of habitations during 2000-2001 were 64,751, of which 62,883 habitations were already served with primary schools and 1,868 habitations remained without access to primary schools. The GAR for primary was 97.1. During 2001-02 and 2002-2003, despite the fact that the total number of habitations got increased to 64,846, the GAR for primary was enhanced from 97.1 to 98.9 by opening 756 new primary schools in the

eligible habitations and 359 EGS centres in the remaining ineligible and unserved habitations.

The following Table presents the *progress in access* during 2001-02 and 2002-03 in primary and upper primary.

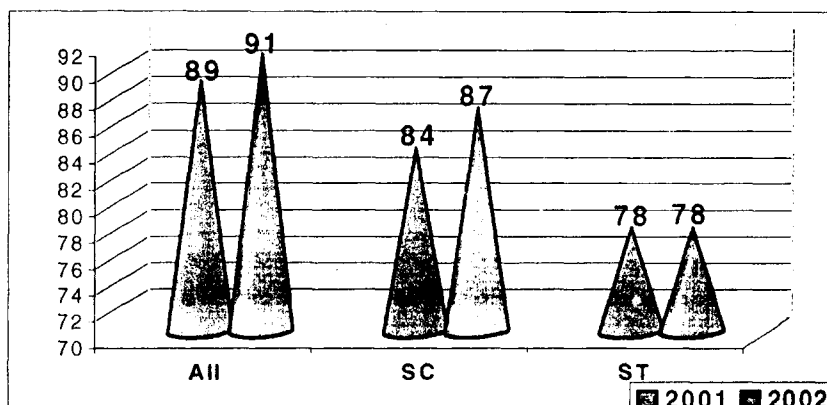
Table – 21
Progress in Access

S. No.	Name of the District	Primary		Upper Primary	
		2001	2002	2001	2002
1	Chennai	100.00	100.00	100.00	100.00
2	Coimbatore	96.00	98.00	92.40	94.00
3	Cuddalore	99.40	99.60	96.80	98.70
4	Dharmapuri	96.30	99.00	91.40	94.00
5	Dindigul	99.60	99.60	99.80	100.00
6	Erode	95.80	99.30	98.80	99.00
7	Kancheepuram	99.50	99.50	99.00	99.00
8	Kanyakumari	99.80	100.00	99.80	100.00
9	Karur	98.00	98.10	97.60	97.90
10	Madurai	95.20	98.00	95.10	96.00
11	Nagapattinam	99.30	99.20	96.50	97.40
12	Namakkal	95.90	98.00	91.80	92.00
13	Perambalur	98.30	99.20	93.00	96.60
14	Pudukkottai	98.00	98.70	90.30	91.40
15	Ramanathapuram	98.10	99.10	97.70	97.90
16	Salem	97.50	98.40	97.10	98.70
17	Sivagangai	91.40	99.40	91.70	94.00
18	Thanjavur	91.40	99.30	84.30	98.60
19	The Nilgiris	89.50	96.80	86.90	97.50
20	Theni	84.30	97.00	94.20	96.90
21	Thiruchirapalli	99.40	99.70	99.60	99.80
22	Thirunelveli	97.30	99.70	98.10	99.00
23	Thiruvallur	98.30	99.10	63.00	98.00
24	Thiruvannamalai	98.10	99.00	98.40	99.00
25	Thiruvarur	95.00	97.80	90.70	93.40
26	Thoothukkudi	96.30	98.00	81.60	99.20
27	Vellore	98.40	99.00	92.90	97.20
28	Villupuram	98.90	99.10	96.90	97.10
29	Virudhunagar	99.80	99.80	99.70	100.00
	State	97.10	98.90	93.80	97.30

Source: DISE 2001 and DISE 2002

Fig. viii

Access Rate - Primary and Upper Primary



2.2.2 Access - Upper Primary

During 2000-2001, 4,036 habitations were without access to upper primary schooling. The GAR for Upper primary was 93.8%. As a result of the upgradation of 676 primary schools into upper primary schools during 2002-2003, the GAR for upper primary has been enhanced to 97.3%, which shows an increase of 3.5%.

Five districts have achieved cent percent access. All the 29 districts have reported an *increase in access* resulting in 2% overall improvement in access in the State (from 97.10 to 98.90). The goal of providing *universal access* will be achieved in 2003.

2.2.3 Enrolment (NER) – Primary

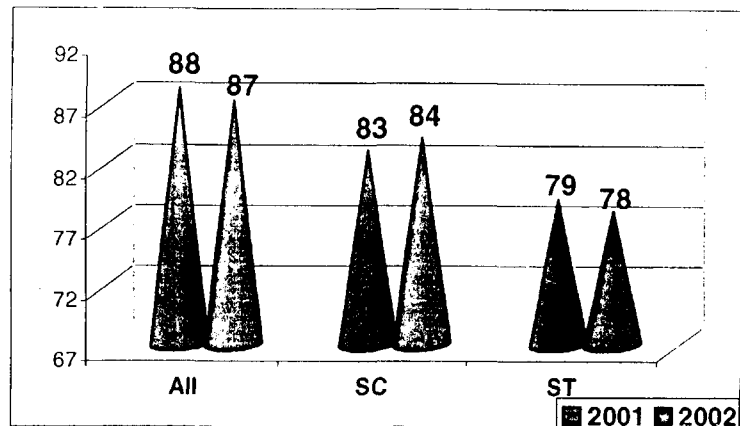
The Table below indicates the progress in Net Enrolment Ratio (NER) for Primary during the years 2001 and 2002.

Table – 22
Progress in NER – Primary

S.No.	District	All						SC						ST					
		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total	
		2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
1	Chennai	68	75	70	79	69	77	70	72	66	76	68	74	66	73	64	71	65	72
2	Coimbatore	92	92	91	92	92	92	87	91	86	90	87	91	62	85	58	84	60	85
3	Cuddalore	80	94	83	95	82	94	74	90	76	88	75	89	54	61	57	59	56	60
4	Dharmapuri	81	90	77	90	79	90	75	86	74	86	75	86	74	80	77	80	76	80
5	Dindigul	78	86	80	85	79	85	74	87	76	85	75	86	74	75	71	73	73	74
6	Erode	82	92	81	92	82	92	77	90	83	90	80	90	71	76	61	75	66	76
7	Kancheepuram	95	94	94	95	95	95	91	91	74	89	83	90	86	87	85	89	86	88
8	Kanyakumari	91	99	89	99	90	99	88	96	91	95	90	96	85	93	83	92	84	93
9	Karur	88	92	90	89	89	90	82	84	79	82	81	83	80	81	78	79	79	80
10	Madurai	91	98	91	97	91	98	96	98	87	97	92	98	87	100	85	98	86	99
11	Nagapattinam	93	91	87	91	90	91	64	66	69	66	67	66	64	56	56	56	60	56
12	Namakkal	95	97	95	95	95	96	91	92	89	90	90	91	91	89	88	91	90	90
13	Perambalur	73	92	74	92	74	92	74	83	74	83	74	83	69	80	68	78	69	79
14	Pudukkottai	92	95	94	94	93	95	80	92	81	91	81	92	79	90	77	88	78	89
15	Ramanathapuram	97	97	97	97	97	97	97	97	96	95	97	96	70	89	71	88	71	89
16	Salem	89	91	89	91	89	91	84	88	83	87	84	88	75	87	68	85	72	86
17	Sivagangai	97	98	96	91	96	95	93	92	91	90	92	91	92	88	70	88	81	88
18	Thanjavur	85	91	82	83	84	87	80	85	81	81	81	83	80	77	77	76	79	77
19	The Nilgiris	59	96	50	93	55	95	53	88	47	87	50	88	48	78	51	77	50	78
20	Theni	85	88	84	87	85	88	81	86	81	85	81	86	74	82	75	80	75	81
21	Thiruchirapalli	97	99	98	99	98	99	97	94	90	94	94	94	92	90	90	90	91	90
22	Thirunelveli	93	97	91	97	92	97	94	94	95	93	95	94	95	87	95	85	95	86
23	Thiruvallur	89	96	87	97	88	97	59	91	60	93	60	92	60	75	58	77	59	76
24	Thiruvannamalai	95	97	93	96	94	96	86	93	93	92	90	93	85	74	83	73	84	74
25	Thiruvarur	88	91	83	89	86	90	82	90	78	88	80	89	82	86	75	84	79	85
26	Thoothukkudi	96	94	96	95	96	95	96	91	96	93	96	92	85	88	85	86	85	87
27	Vellore	91	92	93	94	92	93	94	89	94	90	94	90	85	80	82	80	84	80
28	Villupuram	76	97	83	97	80	97	72	95	78	95	75	95	69	98	75	96	72	97
29	Virudhunagar	91	94	89	93	90	94	86	89	86	88	86	89	91	83	90	82	91	83
	State	87	93	86	93	87	93	82	89	81	88	82	89	77	82	74	81	76	82

Source: DISE 2001 and DISE 2002

Fig. ix
NER - Primary



In primary, the State NER of *All* in 2002 has registered an *increase* of 6% over the base year. Similarly, the GER of *Boys* and *Girls* have improved by 6% and 7% respectively. The Nilgiris reports a remarkable *increase* of 40% in NER of *All* while Sivagangai and Thoothukkudi show a *decline* of 1%.

In the case of *SC*, the State NER has improved from 82% to 89%, which indicates 7% *increase*. Though the *increase* in NER of both *Boys* and *Girls* is 7%, the NER of *Boys* in 2002 is 1% more than *Girls*. The Nilgiris and Thirvallur record a significant *increase* of 38% and 32% respectively. Both Thoothukkudi and Vellore show a *drop* of 4% with Ramanathapuram, Sivagangai and Thirunelveli recording a *decline* of 1%.

As for *ST*, the State NER has gone up from 76% to 82%, an *increase* of 6%. The State NER of *Boys* and *Girls* in 2002 is 82% and 81% respectively. The *increase* in the case of *Boys* is 5%, and the *increase* in the case of *Girls* is 7%. The Nilgiris and Coimbatore report a marked *increase* of 28% and 25% respectively. Thiruchirapalli, Thirunelveli, Vellore and Virudhunagar show a *declining* trend.

2.2.4 Enrolment (NER) – Upper Primary

The following Table shows the progress in *Net Enrolment Ratio* (NER) for Upper Primary during the years 2001 and 2002.

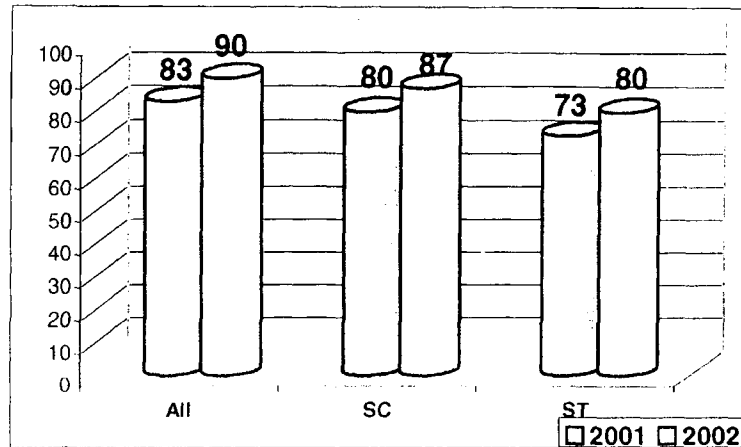
Table – 23
Progress in NER – Upper Primary

S.No.	District	All						SC						ST					
		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total	
		2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
1	Chennai	67	81	71	76	69	84	68	75	66	71	67	73	63	70	61	68	62	69
2	Coimbatore	91	91	89	91	90	91	87	88	90	88	89	88	40	81	39	83	40	82
3	Cuddalore	83	93	90	92	87	92	74	83	71	82	73	83	48	59	52	58	50	59
4	Dharmapuri	81	85	71	83	76	84	84	82	88	80	86	81	90	78	87	77	89	78
5	Dindigul	79	82	77	81	78	82	77	84	76	83	77	77	75	67	77	66	76	69
6	Erode	86	93	86	91	86	92	76	88	76	87	76	88	72	75	59	73	66	74
7	Kancheepuram	96	96	95	95	96	96	88	91	86	90	87	91	83	83	80	82	82	83
8	Kanyakumari	85	99	85	99	85	99	83	95	81	93	82	94	79	90	77	89	78	90
9	Karur	79	86	77	85	78	86	76	82	75	81	76	82	74	78	72	77	73	78
10	Madurai	90	96	88	97	89	97	84	97	82	96	83	94	86	99	84	98	85	89
11	Nagapattinam	73	87	75	87	74	87	58	83	53	83	56	83	54	70	51	70	53	70
12	Namakkal	92	93	90	91	91	92	86	91	84	89	85	90	85	89	82	87	84	88
13	Perambalur	71	85	73	87	72	86	73	80	73	78	73	85	73	74	90	72	82	80
14	Pudukkottai	78	91	77	92	78	92	90	90	89	90	90	90	65	87	62	86	64	87
15	Ramanathapuram	91	95	94	95	93	95	91	96	94	94	93	95	95	88	93	88	94	88
16	Salem	89	90	88	86	89	88	83	87	82	86	83	87	80	85	79	84	80	85
17	Sivagangai	96	99	94	91	95	95	93	93	91	91	92	92	82	87	90	86	86	87
18	Thanjavur	80	85	78	80	79	83	64	81	60	79	62	80	61	75	59	74	60	75
19	The Nilgiris	70	92	64	89	67	90	69	92	60	92	65	92	58	75	57	74	58	75
20	Theni	83	86	81	86	82	86	87	85	80	83	84	84	80	80	78	80	79	80
21	Thiruchirapalli	90	93	89	92	90	93	90	93	88	91	89	93	90	87	90	86	90	87
22	Thirunelveli	80	94	76	94	78	84	72	91	72	89	72	90	56	85	49	84	53	85
23	Thiruvallur	72	92	73	92	73	92	59	83	57	83	58	83	55	76	53	74	54	75
24	Thiruvannamalai	89	91	88	89	89	90	86	89	84	87	85	90	85	75	83	62	84	85
25	Thiruvarur	95	96	93	93	94	95	93	88	91	87	92	88	79	85	73	83	76	84
26	Thoothukkudi	85	85	84	85	85	85	86	90	85	88	86	89	62	85	55	86	59	86
27	Vellore	90	91	87	87	89	90	78	90	80	88	79	89	85	79	82	78	84	79
28	Villupuram	70	98	74	97	72	98	77	84	80	83	79	93	80	78	78	77	79	78
29	Virudhunagar	94	94	89	92	92	93	89	92	89	90	89	91	93	80	89	79	91	80
	State	84	91	83	89	83	90	80	88	79	86	80	87	73	80	72	79	73	80

Source: DISE 2001 and DISE 2002

Fig. x

NER - Upper Primary



In Upper primary, the *rise* in NER for *ALL* is 7% over the previous year. The *increase* as regards *Boys* is 1% more than that of *Girls*. Chennai and The Nilgiris report an impressive *increase* of 25% and 23% respectively. There is a marginal *decline* observed in Salem.

As regards *SC*, the State NER exhibits an *increase* of 7%. The *increase* in the case of *Boys* is reported to be 1% more than that of *Girls*. Three districts – Nagapattinam, The Nilgiris and Thiruvallur – show an *increase* of 25% and more. A *declining* trend is noticed in the three districts of Dharmapuri, Thiruvarur and Coimbatore.

The *improvement* in NER of *ST* is 7% for the current year. The *increase* of NER of *Girls* is 1% more than that of *Boys*. Coimbatore and Thirunelveli report a phenomenal *increase* of 42% and 32% respectively. A *declining* trend is noticed in the districts of Dharmapuri, Dindigul, Perambalur, Ramanathapuram, Thiruchirapalli, Vellore, Villupuram and Virudhunagar.

2.2.5 Enrolment of Out of School Children

The Table below presents the progress in interventions relating to out of school children.

Table – 24
Enrolment of Out of School children

S. No.	District	Out of School children 2000-01	Enrolment in formal schools	Enrolment in Bridge courses	No. of children to be enrolled
1	Chennai	16138	3176	614	12348
2	Coimbatore	46847	5971	76	40800
3	Cuddalore	6053	881	1152	4020
4	Dharmapuri	38443	10550	1966	25927
5	Dindigul	39959	452	7812	31695
6	Erode	18396	4032	116	14248
7	Kancheepuram	20927	1882	612	18433
8	Kanyakumari	3020	861	900	1259
9	Karur	4183	1692	123	2368
10	Madurai	22125	2912	67	19146
11	Nagapattinam	7646	1694	324	5628
12	Namakkal	23653	2943	76	20634
13	Perambalur	13542	2791	34	10717
14	Pudukkottai	7222	2855	330	4037
15	Ramanathapuram	6383	2094	42	4247
16	Salem	49867	6859	126	42882
17	Sivagangai	35809	6284	234	29291
18	Thanjavur	15574	5353	97	10124
19	The Nilgiris	9549	2160	720	6669
20	Theni	19973	2190	486	17297
21	Thiruchirappalli	12982	1965	149	10868
22	Thirunelveli	21223	2733	1080	17410
23	Thiruvallur	16523	1045	180	15298
24	Thiruvannamalai	22319	1860	2236	18223
25	Thiruvarur	14649	524	124	14001
26	Thoothukkudi	12554	2331	67	10156
27	Vellore	10743	2157	576	8010
28	Villupuram	44060	3570	468	40022
29	Virudhunagar	13707	3073	323	10311
	State	574069	86890	21110	466069

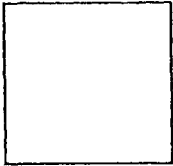
Source: Household Survey 2001-2002

In the Household Survey conducted during February 2001, as many as 5,74,069 out of school children were identified. There are 4,66,069 children who are yet to be enrolled. These children comprise mostly street children, slum children, migrant children, child labourers, tribal children and children who live in scattered and remote villages. Poverty and parental apathy force these children to prefer earning to learning. Thus, enrolling these children in any form of schooling is a very challenging task.

In 2001 and 2002, awareness campaigns were conducted and with the active participation of the community, 86,890 dropped out children were re-enrolled in various classes in formal schools after conducting eligibility tests for the same. Also, 21,110 children have been enrolled in 1190 centres, which offer Bridge courses to prepare them to be mainstreamed.

Of the total of 5.74 lakhs out of school children, 1.60 lakhs children dropped out in the age group of 12-14 years. They are found to be dropped out mostly from 4,5 classes at the primary level and 6,7 classes at the upper primary level. As these children need special intervention to continue their education, a special programme of tutorial classes to enable them to appear directly for VIII Standard Common Examination has been designed. *Condensed Course Materials* will be developed for these Special Tutorial Classes and used for preparing these children to write the VIII Std. Common Examination directly.

Further, with a view to facilitate monitoring the progress of out of school children *identity cards* containing complete profiles of out of school children have been prepared and maintained to track their progress in enrolment and mainstreaming. The specimen copy of the identity card is given in the next page.

	Identity Card		Regn. No. <input type="text"/>				
	Never Enrolled/Dropout Child						
District :	<input type="text"/>	BRC :	<input type="text"/>	CRC :	<input type="text"/>	VEC :	<input type="text"/>
1) Name of the Child	:						
2) Father's/Guardian's Name	:						
3) Address	:						
4) Age	:						
5) Sex	: Male/Female						
6) Community	: SC/ST/MBC/BC/Others						
7) Religion	: Hindu/Muslim/Christian/Others						

8) Whether Disabled	: Yes/No						
9) Status of the child during enumeration	: Dropout/Never enrolled/Child labourer						
10) Present Status	:						
11) Address of the School and class	:						
Signature : _____							
BRC Supervisor : _____							
Block : _____							

2.2.6 Completion, Repetition and Dropout - Primary

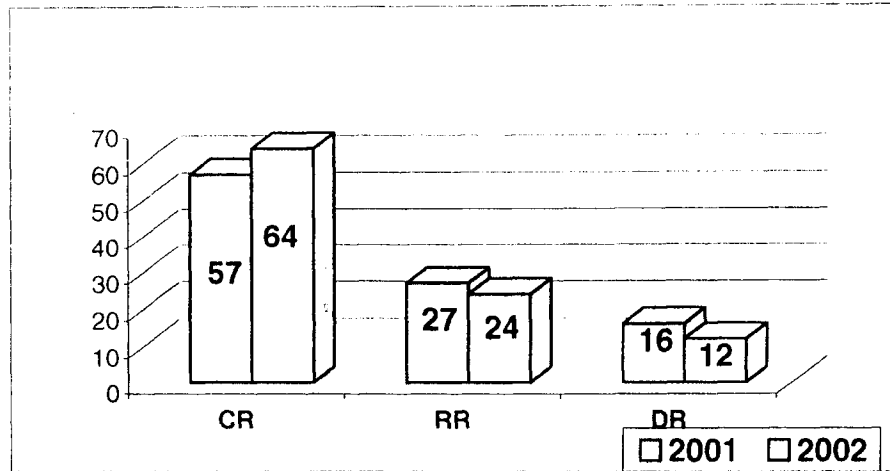
The following Table presents an *increasing trend* in Completion Rate in Primary during 2001 and 2002. This also reveals a *trend of reduction* in Repetition Rate and Dropout Rate.

Table – 25
CR, RR & DR – Primary

S.No.	District	CR						RR						DR					
		All		SC		ST		All		SC		ST		All		SC		ST	
		2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
1	Chennai	59	54	42	55	40	63	30	12	20	13	9	25	11	34	38	32	51	12
2	Coimbatore	55	62	49	57	38	53	25	26	27	30	26	25	20	12	24	13	36	22
3	Cuddalore	64	69	62	65	69	56	29	24	30	25	23	30	7	7	8	10	8	14
4	Dharmapuri	55	57	55	61	43	46	30	30	30	24	29	28	15	13	15	15	28	26
5	Dindigul	56	63	50	65	41	58	25	23	24	21	34	30	19	14	26	14	25	12
6	Erode	59	67	54	67	60	74	22	15	21	13	17	9	19	18	25	20	23	17
7	Kancheepuram	57	58	51	55	40	48	30	29	34	35	29	29	13	13	15	10	31	23
8	Kanyakumari	66	92	64	90	50	89	20	6	21	9	36	9	14	2	15	1	14	2
9	Karur	51	59	43	53	0	75	28	27	29	34	0	0	21	14	28	13	0	25
10	Madurai	67	71	68	70	78	64	20	19	17	21	12	29	13	10	15	9	10	7
11	Nagapattinam	51	54	46	50	49	0	39	38	43	37	40	0	10	8	11	13	11	0
12	Namakkal	58	64	56	60	51	61	25	22	20	24	32	23	17	14	24	16	17	16
13	Perambalur	59	64	56	61	54	64	28	27	28	30	34	26	13	9	16	9	12	10
14	Pudukkottai	56	65	56	63	0	0	33	26	32	28	0	0	11	9	12	9	0	0
15	Ramanathapuram	58	61	56	59	0	0	33	33	34	33	0	0	9	6	10	8	0	0
16	Salem	50	57	46	60	59	65	25	24	28	22	28	22	25	19	26	18	13	13
17	Sivagangai	50	51	51	65	0	0	34	30	33	23	0	0	16	19	16	12	0	0
18	Thanjavur	59	66	57	53	0	51	24	20	24	27	0	26	17	14	19	20	0	23
19	The Nilgiris	57	74	50	48	52	36	23	18	28	18	12	9	20	8	22	34	36	55
20	Theni	46	67	45	66	0	30	27	22	27	22	0	25	27	11	28	12	0	45
21	Thiruchirapalli	60	70	49	59	51	56	25	23	26	24	22	6	15	7	25	17	27	38
22	Thirunelveli	52	64	60	73	0	70	26	23	25	15	0	10	22	13	15	12	0	20
23	Thiruvallur	60	62	45	56	51	46	30	30	27	25	22	28	10	8	28	19	27	26
24	Thiruvannamalai	63	69	64	64	52	51	22	22	27	27	20	19	15	9	9	9	28	30
25	Thiruvarur	49	59	49	56	11	74	26	27	35	38	55	17	25	14	16	6	34	9
26	Thoothukkudi	67	70	62	61	0	70	24	22	24	27	0	29	9	8	14	12	0	1
27	Vellore	59	62	59	61	46	47	26	23	27	26	28	28	15	15	14	13	26	25
28	Villupuram	65	69	63	66	58	60	21	21	21	24	24	30	14	10	16	10	18	10
29	Virudhunagar	56	59	52	54	38	52	20	24	23	26	39	29	24	17	25	20	23	19
	State	57	64	54	61	49	53	27	24	27	25	29	20	16	12	19	14	22	27

Source: DISE 2001 and DISE 2002

Fig. xi
CR, RR and DR - Primary



In Primary, *Completion Rate (CR)* at the State-level has *increased* by 7%. The CR of SC has recorded an *increase* of 7%, which is 3% more than that of ST. All districts except Chennai report an *increasing* trend. Kanyakumari records the *highest* CR of 92% in 2002 and it also shows the *highest increase* of 26% over the base year. The gap between ST and ALL in 2002 is comparatively wider (16%) than in the case of SC (8%).

The Repetition Rate (RR) at the State-level reflects a *reduction* of 3% when compared to the base year. The *lowest* RR is recorded in Kanyakumari and the *highest* RR is reported in Nagapattnam. The State RR of ST presents a comparatively better picture with 20% whereas it is 25% in the case of SC. Chennai and Kanyakumari report significant *decline* of 18% and 14% respectively. Coimbatore, Thiruvarur and Virudhunagar exhibit an *increase* in RR, which is of course a *negative* trend.

As for Dropout Rate (DR) at the State-level, there is a *reduction* of 4%, which is a *positive* trend. Thirteen districts record DR of 10% and below during 2002. The DR has *reduced* by 5% in the case of SC but the same has *increased* by 5% as regards ST.

**2.2.6.1 Social Group-wise and Gender-wise CR, RR and DR –
Primary and Upper Primary**

The Table below indicates the *progress* in Social Group-wise and Gender-wise CR, RR and DR at the State-level.

**Table - 27
CR, RR and DR - A Comparison**

Level	Social Group	Gender	CR		RR		DR	
			2001	2002	2001	2002	2001	2002
Primary	All	Boys	56	63	29	26	15	11
		Girls	57	65	25	22	18	13
		Total	57	64	27	24	16	12
	SC	Boys	52	60	29	27	19	13
		Girls	54	61	27	23	19	15
		Total	53	61	28	25	19	14
	ST	Boys	45	52	29	22	26	26
		Girls	46	54	27	18	27	28
		Total	46	53	28	20	26	27
Upper Primary	All	Boys	61	70	24	20	15	11
		Girls	60	68	23	18	17	13
		Total	61	69	23	19	16	12
	SC	Boys	57	63	25	26	18	13
		Girls	58	60	23	22	19	15
		Total	58	62	24	24	18	14
	ST	Boys	51	58	26	17	23	24
		Girls	45	54	27	19	28	28
		Total	49	56	26	18	25	26

Source: DISE 2001 and DISE 2002

Primary

The Table reveals an *increase* of 7% in CR for the category of *All* over the base year. The *rise* in CR for *Girls* is 1% more than that of *Boys*. The overall *progress* in CR in the case of *SC* is 8%. The *increase* with regard to *Boys* is 8%, which is 1% more than that of *Girls* (7%). As regards *ST*, the *difference of increase* in CR between *Boys* and *Girls* is a marginal 1%.

The RR for the category of *All* records a *reduction* of 3% over the base year. The same trend is noticed in regard to *Boys* and *Girls* as well. The *reduction* of RR in the case of *SC* is 3%, whereas the same for *Boys* and *Girls* is 4% and 2% respectively. As regards *ST*, an 8% *reduction* in

RR is noticed, whereas, the difference of *reduction* of RR for *Boys* and *Girls* is 2%.

The *reduction* of DR for the category of *All* is 4% over the base year and the difference of *reduction* between *Boys* and *Girls* is a marginal 1%. The decrease in DR for the category of *SC* is 5% and there is a difference of 2% prevailing between *Boys* and *Girls*. As for *ST*, a *negative trend* of 1% increase is observed when compared to 2001. The same trend in DR is recorded in the case of *Girls*, whereas there is no change registered for *Boys*.

Upper Primary

An *increase* of 8% in CR for the category of *All* is noticed over the base year. The *rise* in CR for *Boys* is 1% more than that of *Girls*. The overall *progress* in CR in the case of *SC* is 4%. The *increase* with regard to *Boys* is 6%, which is 4% more than that of *Girls* (2%). In the case of *ST*, the *difference of increase* in CR between *Boys* and *Girls* is 2%.

The RR for the category of *All* records a *positive reduction* of 4% over the base year and the difference of *reduction* between *Boys* and *Girls* is a marginal 1%. The RR in the case of *SC* records *neither increase nor decrease*. But in the case of *Girls*, a *positive reduction* of 1% is noticed, whereas a *negative trend* of 1% increase is observed in the case of *Boys*. As regards *ST*, an 8% *reduction* in RR is noticed, whereas, the difference of *reduction* of RR between *Boys* and *Girls* is 1%.

The *reduction* of DR for the category of *All* is 4% over the base year and the same trend is seen among *Boys* and *Girls* also. The decrease in DR for the category of *SC* is 4% and there is a difference of just 1% prevailing between *Boys* and *Girls*. As for *ST*, a *negative trend* of 1% *increase* is noticed when compared to 2001. The same trend in DR is recorded in the case of *Boys*, whereas there is no change registered for *Girls*.

2.2.7 Completion, Repetition and Dropout – Upper Primary

The following Table presents an *increasing trend* in Completion Rate in Upper Primary during 2001 and 2002. This also presents a *trend of reduction* in Repetition Rate and Dropout Rate.

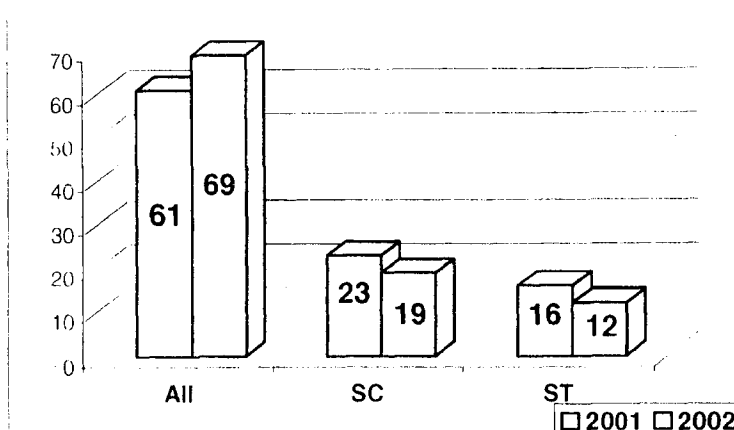
Table – 26
CR, RR & DR – Upper Primary

S.No.	District	CR						RR						DR					
		All		SC		ST		All		SC		ST		All		SC		ST	
		2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
1	Chennai	60	76	58	55	43	62	21	9	10	13	11	12	19	15	32	32	46	26
2	Coimbatore	55	67	52	57	47	59	27	22	31	30	24	25	18	11	17	13	29	16
3	Cuddalore	70	72	77	65	0	65	19	18	16	25	0	19	11	10	7	10	0	16
4	Dharmapuri	63	62	80	74	89	48	25	23	15	14	8	11	12	15	5	12	3	41
5	Dindigul	51	58	52	72	36	50	27	24	19	14	18	28	22	18	29	14	46	22
6	Erode	57	70	57	77	54	68	21	12	29	11	19	12	22	18	14	12	27	20
7	Kancheepuram	54	54	59	67	42	56	30	30	25	21	28	13	16	16	16	12	30	31
8	Kanyakumari	66	92	60	74	74	77	20	7	21	10	26	8	14	1	19	16	0	15
9	Karur	48	65	40	57	0	100	29	19	32	29	0	0	23	16	28	14	0	0
10	Madurai	64	72	64	70	75	85	20	17	21	21	18	10	16	11	15	9	7	5
11	Nagapattinam	78	82	75	50	78	0	17	14	21	37	18	0	5	4	4	13	4	0
12	Namakkal	53	69	57	60	58	59	25	20	24	24	26	24	22	11	19	16	16	17
13	Perambalur	72	72	74	61	81	71	16	17	16	30	9	19	12	11	10	9	10	10
14	Pudukkottai	78	72	82	63	0	0	12	16	8	28	0	0	10	12	10	9	0	0
15	Ramanathapuram	65	68	63	59	69	61	19	19	19	33	30	30	16	13	18	8	1	9
16	Salem	53	57	53	60	61	61	25	23	25	22	25	24	22	20	22	18	14	15
17	Sivagangai	52	63	54	65	0	0	31	20	33	23	0	0	17	17	13	12	0	0
18	Thanjavur	55	61	54	53	0	53	24	20	24	27	0	24	21	19	22	20	0	23
19	The Nilgiris	58	81	52	48	64	50	16	11	22	18	26	11	26	8	26	34	10	39
20	Theni	53	69	42	66	0	43	25	22	26	22	0	51	22	9	32	12	0	6
21	Thiruchirapalli	60	75	45	59	39	51	25	16	28	24	32	8	15	9	27	17	29	41
22	Thirunelveli	50	53	58	73	0	45	30	28	24	15	0	30	20	19	18	12	0	25
23	Thiruvallur	57	64	50	56	64	53	32	27	28	25	25	25	11	9	22	19	11	22
24	Thiruvannamalai	71	75	79	64	69	68	15	13	13	27	14	14	14	12	8	9	17	18
25	Thiruvarur	51	62	45	56	46	64	29	21	38	38	41	29	20	17	17	6	13	7
26	Thoothukkudi	76	70	73	61	0	77	14	17	15	27	0	16	10	13	12	12	0	7
27	Vellore	71	70	69	61	73	69	18	17	18	26	14	18	11	13	13	13	13	13
28	Villupuram	69	71	67	66	62	65	20	15	23	24	24	18	11	14	10	10	14	17
29	Virudhunagar	55	70	58	54	44	51	25	21	23	26	33	29	20	9	19	20	23	20
	State	61	69	60	62	54	56	23	19	22	24	26	18	16	12	18	14	20	26

Source: DISE 2001 and DISE 2002

Fig. xii

CR, RR and DR - Upper Primary



In Upper Primary, CR at the State-level has *increased* by 8%. The performance of 24 districts show an *increase* in CR with a marginal *decline* in three districts and the CR remains the same in two districts. The CR of SC and ST in 2002 is 62% and 56% respectively. Both have recorded an *increase* of 2%. The gap between ST and ALL in 2002 is comparatively wider (13%) than in the case of SC (7%).

The RR at the State-level reflects a *reduction* of 4% when compared to the base year. The RR of ST has *reduced* by 8% whereas it has *increased* by 2% in the case of SC. Twenty four districts report a *reduction* in RR, whereas three districts - Thoothukkudi, Pudukkottai and Perambalur - exhibit a *negative raise* in RR. There is *no change* recorded in Kancheepuram and Ramanathapuram.

The Dropout Rate (DR) at the State-level has *declined* by 4%. The DR of SC has *come down* by 4% whereas the same has *increased* in the case of ST, which does not reflect a positive picture. Eight districts record a DR of 10% and below.

2.2.8 Attendance Rate - Primary and Upper Primary

The following Table shows the increasing trend in Attendance Rate recorded during 2001 and 2002.

Table - 28
Trend in Attendance Rate

S. No.	District	Primary						Upper Primary					
		All		SC		ST		All		SC		ST	
		2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
1	Chennai	77	86	75	84	58	81	78	86	74	82	55	80
2	Coimbatore	94	91	84	90	80	90	95	91	75	89	75	90
3	Cuddalore	84	88	85	87	77	77	84	78	83	76	76	73
4	Dharmapuri	86	92	82	86	80	75	94	92	90	87	90	74
5	Dindigul	88	91	91	93	74	79	90	91	92	94	77	95
6	Erode	92	95	88	92	77	94	88	93	85	90	85	90
7	Kancheepuram	93	91	90	87	86	78	94	83	91	76	88	76
8	Kanyakumari	91	94	91	90	92	86	90	94	88	90	81	86
9	Karur	92	91	89	89	86	96	95	86	91	85	90	94
10	Madurai	89	89	90	85	93	90	96	91	96	86	97	89
11	Nagapattinam	91	88	70	73	45	73	76	72	52	67	43	67
12	Namakkal	81	92	78	92	79	94	90	92	87	92	85	89
13	Perambalur	91	94	92	90	92	77	86	86	82	83	83	77
14	Pudukkottai	91	92	85	92	81	0	87	91	83	90	82	0
15	Ramnad	93	98	94	97	92	97	93	91	93	91	91	91
16	Salem	93	95	92	95	90	95	96	95	93	95	91	95
17	Sivagangai	92	91	90	87	89	87	94	93	92	88	86	88
18	Thanjavur	87	88	85	85	81	81	87	92	85	89	82	87
19	The Nilgiris	92	93	63	63	59	57	88	88	70	71	72	73
20	Theni	85	89	81	87	80	55	88	90	79	85	79	62
21	Thirunelveli	93	94	93	92	91	85	91	94	91	92	91	92
22	Thiruvallur	82	89	82	85	79	77	83	87	79	81	75	81
23	Thiruvarur	86	88	62	64	50	20	75	43	60	43	43	25
24	Thoothukkudi	89	93	85	89	84	88	89	92	86	90	88	89
25	Thiruchirappalli	85	90	78	90	47	90	84	87	86	86	52	90
26	Thiruvannamalai	90	92	91	91	92	89	94	91	94	89	93	87
27	Vellore	86	88	73	76	59	66	81	82	76	77	71	72
28	Villupuram	89	92	84	90	82	79	86	92	84	86	83	69
29	Virudhunagar	91	93	85	90	85	92	90	92	83	92	85	84
	State	89	91	84	87	78	78	88	87	83	84	79	78

Source: DISE 2001 and DISE 2002

Fig. xiii

Attendance Rate - Primary

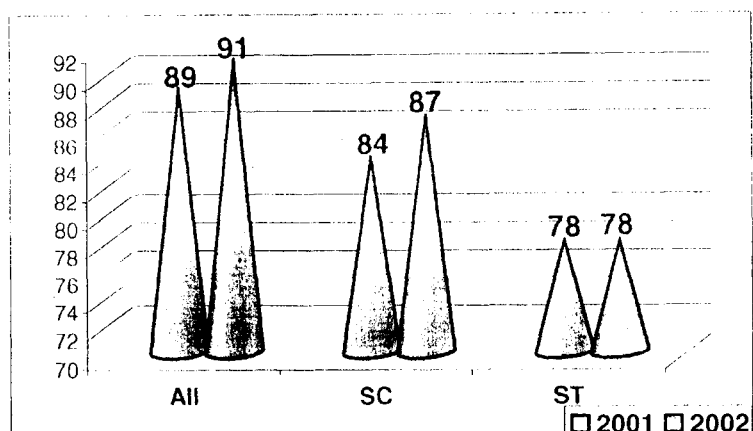
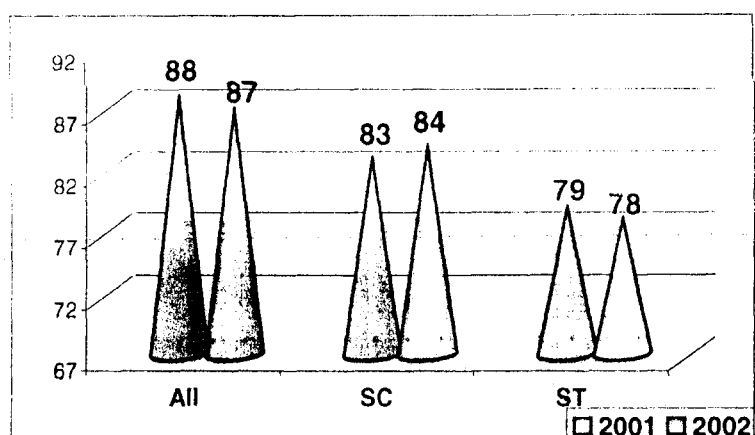


Fig. xiv

Attendance Rate - Upper Primary



Convergence of various incentive schemes such as supply of free textbooks, free bus pass, free uniforms, free mid-day meal and interventions such as innovative activities, improvement in classroom transactions through Activity-based teaching, lesson-specific use of TLM and TLE and child-specific monitoring resulted in improvement in pupils' attendance rate. In Primary, the State attendance rate has improved from 89% to 91%, a marginal improvement of 2%. The improvement in the case of SC is 3% with ST remaining constant with 78%. An upward trend in attendance rate is observed in 25 districts with four districts recording a marginal decline.

In Upper Primary, a decline of one percent has been recorded at the State-level. 17 districts show an upward trend, while 12 districts

report declining trend. One percent improvement is noticed in the case of SC and one percent decline is perceived as regards ST.

2.2.9 Transition Rate

The following Table indicates the trend recorded in Transition Rate (from V to VI Standard) during 2001 and 2002.

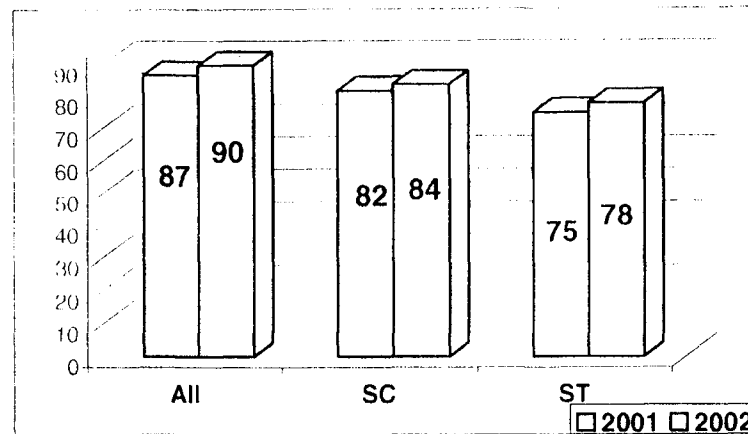
Table – 29
Trend in Transition Rate (V to VI)

S. No.	District	All						SC						ST					
		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total	
		2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
1	Chennai	81	84	86	88	84	86	81	52	80	55	81	54	72	54	74	49	73	51
2	Coimbatore	90	93	88	93	89	93	86	93	85	92	86	93	70	93	66	92	68	93
3	Cuddalore	97	95	96	91	97	93	93	95	92	90	93	93	69	84	62	78	66	81
4	Dharmapuri	97	92	98	92	98	92	97	89	99	88	98	89	82	70	80	70	81	70
5	Dindigul	83	87	80	85	82	86	79	85	76	82	76	83	73	80	70	79	72	80
6	Erode	63	89	67	88	65	89	53	86	56	86	55	86	55	84	56	80	56	82
7	Kancheepuram	82	95	83	95	83	95	80	78	78	82	79	80	77	81	75	75	76	78
8	Kanyakumari	98	97	98	98	98	98	97	95	97	95	97	95	95	89	95	89	95	89
9	Karur	96	94	95	94	96	94	95	91	94	91	95	91	0	0	0	0	0	0
10	Madurai	88	94	84	91	86	93	77	88	72	84	75	86	65	93	62	93	64	93
11	Nagapattinam	83	89	88	91	86	90	66	77	74	80	70	78	0	0	0	0	0	0
12	Namakkal	84	97	82	97	83	97	84	97	82	97	83	97	83	100	82	99	83	99
13	Perambalur	97	97	98	97	98	97	97	90	98	93	98	92	96	77	97	72	97	75
14	Pudukkottai	94	95	95	96	95	96	96	92	97	92	97	92	0	0	0	0	0	0
15	Ramanathapuram	92	92	92	94	92	93	89	89	90	89	90	89	89	71	90	67	90	69
16	Salem	84	84	83	82	84	83	81	80	83	80	82	80	65	86	67	72	66	82
17	Sivagangai	90	89	92	92	91	91	92	82	86	85	89	84	0	0	0	0	0	0
18	Thanjavur	76	78	76	78	76	78	61	62	61	62	61	62	59	62	56	60	57	61
19	The Nilgiris	54	72	60	67	57	70	47	56	52	63	49	59	55	62	49	58	57	60
20	Theni	87	92	85	89	86	91	75	86	73	83	74	65	71	83	69	81	70	82
21	Thiruchirappalli	88	90	84	86	86	88	74	84	63	70	69	82	54	86	57	80	56	83
22	Thirunelveli	77	91	76	91	77	91	69	86	68	86	69	86	66	84	65	84	66	84
23	Thiruvallur	96	90	96	91	96	91	96	87	92	85	94	86	97	80	94	77	96	79
24	Thiruvannamalai	97	91	96	91	97	91	98	85	97	86	98	86	96	86	96	85	96	86
25	Thiruvarur	80	83	87	79	84	81	67	75	71	72	69	74	76	55	83	57	80	56
26	Thoothukkudi	84	93	83	94	84	94	80	87	76	87	78	87	75	83	74	86	75	85
27	Vellore	89	89	82	91	86	90	86	81	86	82	86	82	80	87	80	87	80	87
28	Villupuram	95	95	95	95	95	95	89	89	90	90	90	90	86	86	87	87	87	87
29	Virudhunagar	91	91	87	90	89	91	85	90	81	87	83	88	75	67	74	66	75	67
	State	87	90	87	90	87	90	82	84	81	83	82	84	75	79	74	77	75	78

Source: DISE 2001 and DISE 2002

Fig. xv

Transition Rate (V to VI)



At the State-level, there is a three-percent *increase* in Transition Rate for the category of *All* from 2001 to 2002. Similarly, the TR of *Boys* and *Girls* record the same *increase*. As for *SC*, *Boys* and *Girls* register an *increase* of 2%. In the case of *ST*, the *rise* in TR of *Boys* and *Girls* 4% and 3% respectively. The gap in the TR between *SC* and *All* is 6% and the gap in the case of *ST* is comparatively *wider* (12%).

The highest TR is reported in Kanyakumari (98%) and the lowest TR is in The Nilgiris during 2002. Twenty one districts report TR of 90% and above.

As far as *SC* is concerned, Namakkal records the highest TR (97%) and Chennai registers the lowest (54%).

As for *ST*, Chennai once again reports the lowest TR (51%) with Namakkal informing the highest (99%).

2.2.10 Pupils' Achievement - Primary and Upper Primary

The Gender-wise, Social Group-wise and Subject-wise progress in pupils' achievement is presented in the following Table.

Table - 30
Progress in Pupils' Achievement

Level	Social Group	Gender	Tamil		English		Maths		Science		Social Science	
			2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
Primary	All	B	62	68	53	57	64	67	65	71	63	67
		G	63	69	54	59	64	65	65	67	64	68
		T	63	69	54	58	64	66	65	69	64	68
	SC	B	56	62	48	52	58	60	60	64	57	61
		G	56	60	49	51	58	62	59	63	59	64
		T	56	61	48	52	58	61	60	64	58	63
	ST	B	48	52	43	45	53	57	54	55	53	56
		G	46	51	43	46	52	59	53	55	53	58
		T	47	52	44	46	53	58	53	55	53	57
Upper Primary	All	B	64	67	55	56	60	62	63	65	63	65
		G	66	66	56	54	60	64	63	65	64	67
		T	65	66	56	56	60	63	63	65	64	66
	SC	B	56	58	48	50	54	56	56	59	57	56
		G	57	60	50	49	52	58	57	58	58	62
		T	57	59	49	50	53	57	57	59	58	59
	ST	B	50	51	43	46	46	49	50	52	52	54
		G	52	53	44	45	49	53	52	54	52	53
		T	51	52	44	46	48	51	51	53	52	54

Source: DISE 2001 and DISE 2002

At the Primary level, in all the subjects, the *increase* in achievement level of *All* ranges from 2% to 6% and the same trend is reflected in the case of both *Boys* and *Girls*. As regards SC, there is a perceptible *increase* in achievement level in all subjects and it ranges from 3% to 5%. In the case of ST, the progress is seen in all subjects, the range varying from 2% to 5%.

At the Upper Primary level, in all the subjects, the *increase* in achievement level of *All* ranges from 2% to 3% and the same trend is reflected in the case of both *Boys* and *Girls*. In *English*, the progress remains constant. As for SC, the *increase* in achievement level in all subjects ranges from 1% to 4%. In the case of ST, the range in progress is from 1% to 3%.

Fig. xvi
Achievement Level - Primary - All

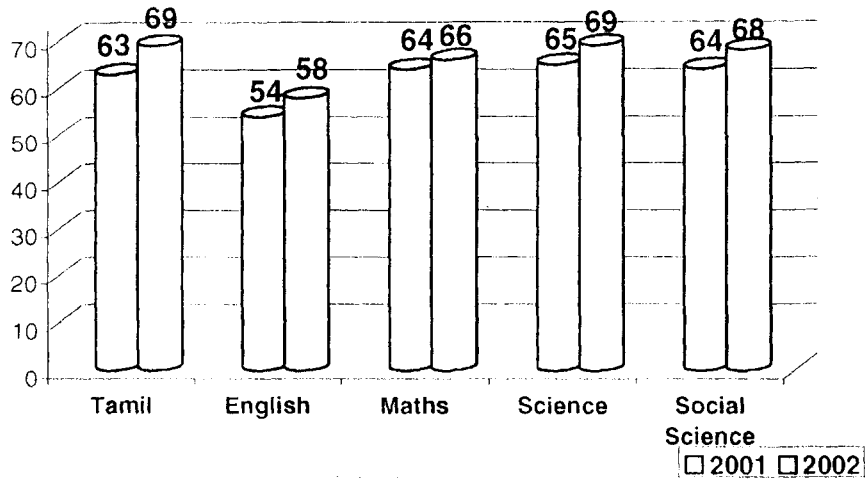


Fig. xvii
Achievement Level - Primary - SC

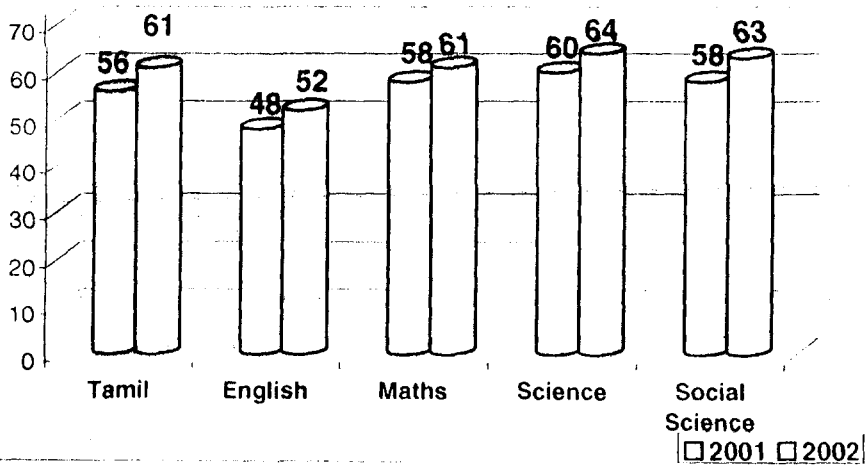


Fig. xviii
Achievement Level - Primary - ST

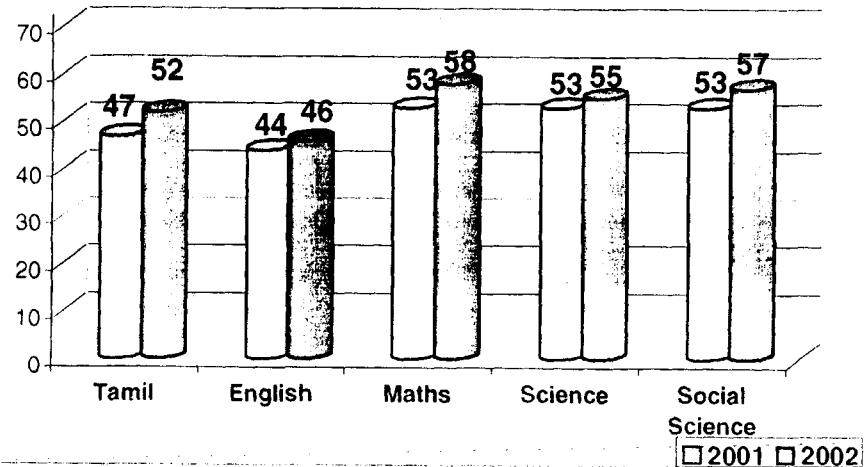


Fig. xix
Achievement Level - Upper Primary - All

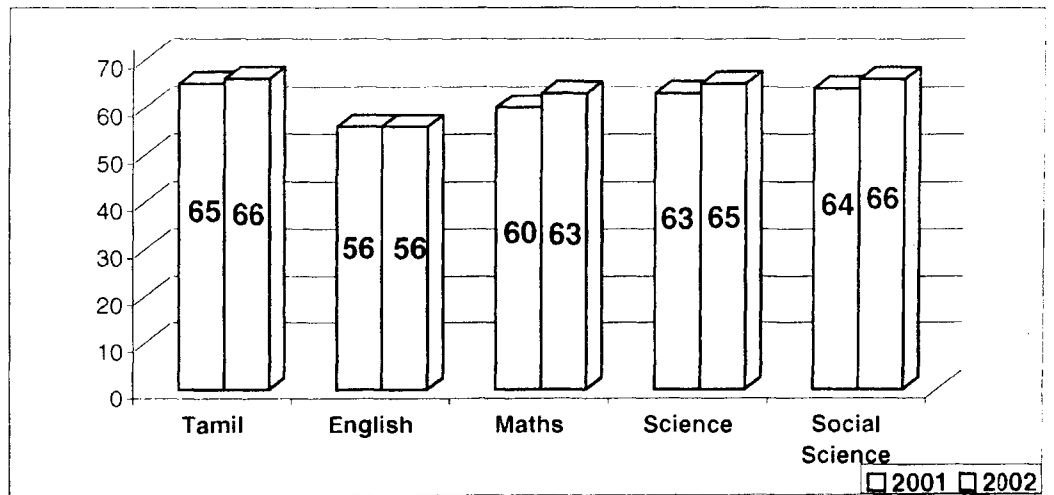


Fig. xx
Achievement Level - Upper Primary - SC

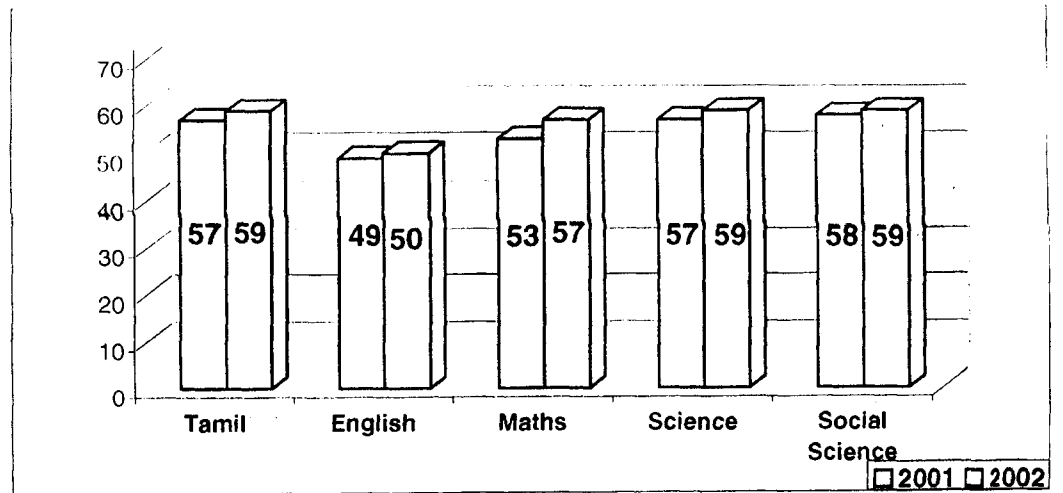
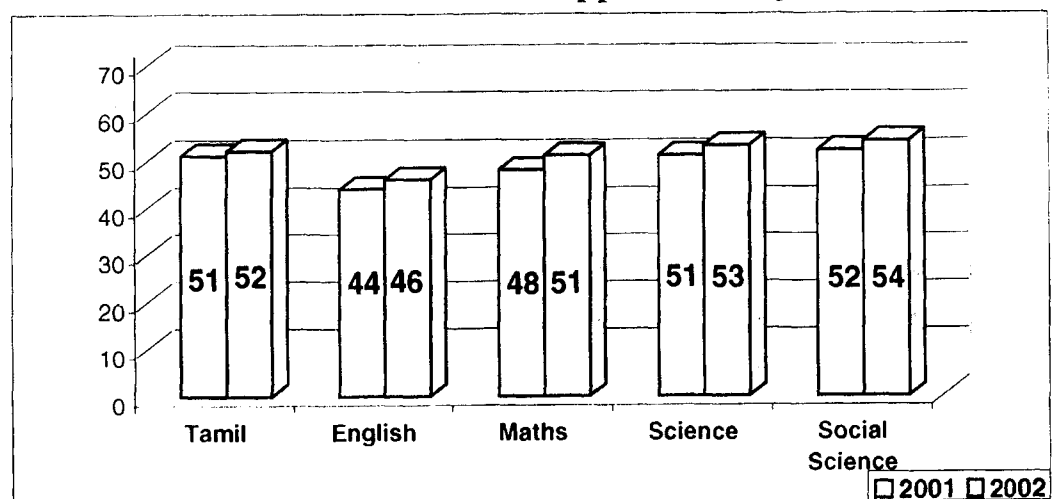


Fig. xxi
Achievement Level - Upper Primary - ST



2.2.11 Teacher Pupil Ratio – Primary and Upper Primary

The Teacher Pupil Ratio for both Primary and Upper Primary levels is furnished for the years 2001 and 2002 in the Table below.

At the Primary level, the overall TPR has *increased* from 1:36 to 1:41 over the base year. The highest TPR of 1:50 is reported in Villupuram. At the Upper Primary level, the State-level TPR has *increased* from 1:43 to 1:49. Dharmapuri records the *highest* TPR of 1:69. The TPR has gone up primarily due to the phenomenal increase in additional enrolment of 3.74 lakhs children over the previous year.

Two teachers per school have been appointed in all new primary schools. One teacher per class has been appointed in the newly-upgraded Middle schools. 2188 teachers have been appointed in these schools.

Table – 31
Teacher Pupil Ratio

S. No.	District	Primary		Upper Primary	
		2001	2002	2001	2002
1	Chennai	14	38	33	40
2	Coimbatore	30	48	36	50
3	Cuddalore	36	37	48	57
4	Dharmapuri	43	45	56	69
5	Dindigul	39	37	41	39
6	Erode	40	38	43	47
7	Kancheepuram	34	38	43	47
8	Kanyakumari	23	41	48	34
9	Karur	55	30	53	50
10	Madurai	30	40	31	40
11	Nagapattinam	36	40	41	60
12	Namakkal	36	38	52	50
13	Perambalur	38	39	50	62
14	Pudukkottai	52	39	52	53
15	Ramanathapuram	45	42	50	57
16	Salem	30	49	42	59
17	Sivagangai	46	37	41	38
18	Thanjavur	34	37	41	63
19	The Nilgiris	46	44	35	26
20	Theni	30	43	41	46
21	Thiruchirappalli	30	49	42	41
22	Thirunelveli	31	40	37	36
23	Thiruvallur	37	36	43	52
24	Thiruvannamalai	40	41	47	43
25	Thiruvarur	38	40	43	41
26	Thoothukkudi	34	39	42	39
27	Vellore	31	49	44	56
28	Villupuram	39	50	44	63
29	Virudhunagar	37	38	40	51
	State	36	41	43	49

Source : DISE 2001 and DISE 2002

2.3 Special Focus Group

2.3.1 Programmes for the Disabled

As many as 67,671 disabled children were identified of whom 58,009 were enrolled throughout the State. Steps are to be taken to enrol the remaining children either in the formal schools or in the special schools during 2003-2004, depending on the degree of the disability.

The aim of programmes for the disabled is to identify the disabled children, enrol them in the formal schools and to provide them *integrated education*. To implement this programme, discussions were made by SRG members at the State-level and it has been decided to involve the NGOs in the scheme. A core team has been formed.

Terms of Reference have been finalised and the plan of work has been designed. The NGOs have undertaken the following activities.

- ◆ Identification and enrolment of all disabled children in schools.
- ◆ Conducting medical assessment campaign
- ◆ Organising home based training, appointment of special teachers
- ◆ Training to BRTEs and Teachers
- ◆ Providing Assistive Devices to the children
- ◆ Training to parents, VEC members
- ◆ Preparation of case study
- ◆ Providing academic support to children
- ◆ Evaluation of the programme

The core team selected the NGOs on the basis of their field experience. 56 NGOs for 22 non-DPEP districts and 6 NGOs for 7 DPEP districts have been selected. Each NGO has been assigned one or more blocks depending on their experience. Specially trained teachers have been appointed in each block. These special teachers have been oriented BRTEs and in turn Teachers have been given training by BRTEs on how to identify and educate the Disabled Children. Special teachers visit the

schools to monitor the activities and to provide the children and the teachers handling them with help required. Converging with the Rehabilitation Centre and Health Department, Medical Assessment Camps have been organised to assess the degree and severity of disability based on which the children can be provided with Assistive Devices.

Training is given to parents in cases where home-based treatment is essential and training to VEC members has been included to make them aware of the necessity of enrolling the disabled children and also to ensure their retention in schools. The academic progress of these children are evaluated and academic support are provided to them constantly. These children are given special coaching in subjects as well along with the SC/ST children.

The programme as a whole will be evaluated by the end of the month of May. Monthly Progress Reports are submitted to the State Project Director and payments are made on completion of the activities planned as per Terms of Reference.

All the new classrooms constructed in the districts are disabled-friendly. Specifically *low-level blackboards* and *learning corners* have been provided for the use of disabled children.

2.3.2 Programmes for SC/ST Children

Bridging the social category gap is one of the objectives of SSA. Thus the children belonging to SC/ST community are given special attention. Special coaching classes have been conducted for the low performing SC/ST children along with the disabled. These classes are being conducted for the children studying in Std. III, IV & V in primary sections and Std VI to VIII in upper primary sections. The children for these classes are identified and the centres opened with a minimum of 20 children at both primary and upper primary levels.

The classes have been conducted after school hours by the class teacher for one hour. Multigrade teaching method is being adopted.

Separate attendance registers are maintained for pupils and for the teachers too. The children are evaluated regularly and the results are recorded in separate registers. Overall supervision and monitoring is done by the Headmasters and reported to DPCs. An honorarium of Rs.10 per children per month is given to the teacher-in-charge. There are 22,547 centres functioning in all the districts with 6,59,385 children as beneficiaries comprising SC/ST and disabled children.

2.3.3 Early Childhood Care and Education

There are 32,699 centres run by Social Welfare Department. As many as 15,28,495 children are beneficiaries. Besides, 20,971 Kindergarten schools are run by private managements with 3,14,148 children in the age group of 3-5 studying in these schools.

Education for early childhood is the supportive system for primary education, preparing the children mentally for primary education thus helping in the universalisation of elementary education. It indirectly enhances girls' education, relieving those who are engaged in sibling care. It provides an enriched environment for children coming from various deprived conditions. ECCE aims at the holistic development of the child, providing them with a congenial atmosphere. For this, the teacher has to plan activities to develop skills according to various developmental aspects of the children. There is a dire need for orientation to carry out these functions among the teacher or worker in-charge of the children.

Hence it has been planned to orient the workers in ECCE centres by giving training on ECCE in all districts. To make the centre more attractive and to create more conducive and child-friendly atmosphere, it has been decided to supply play materials to the existing centres. Under innovation, there is a plan to open as many new nursery schools as possible, attached to the existing primary schools during 2003-2004. A core team has been formed with the representatives from other departments like DSE, DTERT, DEE and Social Welfare Department to execute this programme effectively.

2.4 Functioning of Village Education Committees

Village Education Committees (VECs) have been formed in all primary and middle schools and Parent Teacher Associations (PTAs) are in place in High and Higher Secondary Schools including Aided schools. 39,866 VECs and 1,653 PTAs are functioning.

VEC meetings are conducted twice a month in all schools. The VEC members discuss problems relating to school improvement. This meeting is also attended by BRC personnel and AEEOs to provide support and guidance. They are involved in awareness campaigns, medical camps, school functions, etc. They coordinate all programme activities like enrolment and other such interventions in schools. Civil Construction Works except BRCs are undertaken by the community. Besides Government funds, the VECs contribute additional funds for constructions of buildings, school compound, provision of toilets and drinking water facilities and purchase of furniture, books for library, etc. During 2001-2002 and 2002-2003, the total contribution made by VECs in all the districts towards the above-mentioned activities has worked out to Rs.1.65 crores. VECs have submitted proposals for opening of new schools in eligible habitations and EGS/AIE centres in ineligible habitations. They have also provided accommodation for running EGS/AIE centres and centres for Bridge-courses/Transit camps.

Village Education Registers (VER) are maintained in every school. VER provides information about population, school age children, IED children, girl children, children under ECCE, dropped out children, etc. VEC members have been given training/orientation for two-days on their redefined roles towards *community ownership*.

2.5 Activities in Cluster Resource Centres

Cluster Resource Centres have been functioning as teacher empowerment centres. There are 4603 CRCs in all the districts. They are conceived as the proximal points for teachers to find solutions for their academic problems by sharing views with other teachers and experts/Resource Persons. Each CRC has been functioning as a resource centre for 40-45 teachers of 10-12 nearby schools. The cluster

of teachers consists of representatives from all types of schools i.e., primary, upper primary, high and higher secondary schools, both Government and Aided.

CRC meetings are conducted for three hours once a month, on a Saturday, a minimum of 10 meetings are conducted in a year. Every teacher has a role to play in the CRC meeting. No teacher could afford to remain a silent spectator/passive observer. A comprehensive CRC manual has been prepared and supplied to all CRCs in the State.

Schedule of CRC Programme

S. No.	Time allotted	Activities/Programmes
1	20 minutes	Innovations in teaching-learning - Hard spots - Demonstration class
2	10 minutes	Discussion
3	20 minutes	Preparation and appropriate use of TLM - Demonstration
4	10 minutes	Discussion
5	20 minutes	Language - Language Skills (Spoken and Written) Development - Demonstration by experts
6	10 minutes	Discussion
7	10 minutes	Magazines on education – sharing important items of News – Discussion
8	20 minutes	Pupil evaluation strategies/techniques
9	10 minutes	Discussion
10	20 minutes	Outcomes of Action Research – Professional and training experience shared by Resource persons
11	10 minutes	Discussion
12	20 minutes	Quiz programmes on Mathematics, Science, Social Science, Literature, etc.

The CRC meetings have been helpful to the teachers in

- Encouraging teachers to discuss academic matters among themselves and for solving problems and issues in the teaching-learning process.
- Clarification of doubts on the hard areas in the content of the textbooks.
- Orienting teachers in preparation of low-cost TLMs.

- Encouraging teachers to undertake innovative practices and Action Researches in different areas.
- Motivating members of VEC to undertake school improvement programmes and to participate in all activities of the schools.
- Conducting demonstration lessons to enable the teachers to get an idea of how the activity-based and child-centred teaching is to be conducted.
- Facing the challenge of handling multigrade situations.

2.6 Programmes in Block Resource Centres

Block Resource Centres are functioning as significant decentralised nodal centres at the Block-level. The BRC personnel plan, implement, evaluate and monitor the activities of the programme. They are conducting training programmes for teachers and other functionaries at various levels and also extending all sorts of academic support to teachers in schools.

BRCs function as *training link* between DTERT/DIET and teachers and other functionaries. All the training programmes are arranged on a *cascade mode* - DTERT/DIET → BRC → Teachers. BRC personnel coordinate with the faculty members of the DIET in planning, implementing, monitoring and evaluating the training programmes.

BRC personnel have also taken up orientation/training programmes for CRC functionaries, VEC/PTA members on their redefined roles in the context of SSA. They have also visited schools periodically using specific school visit formats to evaluate the performance of the schools in all dimensions.

They have also to supervise the programmes under SFG such as special coaching classes for SC/ST children, programmes for IED etc. One teacher educator has been specifically assigned the task of monitoring the programmes under IED. He has to coordinate with the other related departments, like Social Welfare Department to enlist their

co-operation in getting incentives for girls and IED children, They have to monitor the progress in civil construction works - buildings for BRCs and CRCs, three classrooms, two classrooms and provision of toilet and drinking water facilities - in their blocks.

Supervisors and Teacher Educators have conducted *awareness campaigns* in all the villages including remote areas involving the community - NGOs, Self-help women group members, elected body members, parents and teachers. The BRC personnel have participated in monthly cluster-level meetings, shared experiences and helped teachers in the preparation and production of low-cost and no-cost teaching learning materials. These meetings have also been used to review the activities of CRCs for improvement towards *teacher empowerment*.

VEC meetings that are conducted twice a month are attended by BRC personnel as well to provide support and guidance to VEC/PTA members towards improvement of schools and initiating and strengthening community participation. They have also conducted Cohort Study in all the schools with the help of Headmasters and teachers. The work relating to DISE 2002 has also been completed by the BRC personnel.

2.7 Programmes for Quality Improvement

2.7.1 Capacity Building for Project Staff

- BRC teacher educators have been given a three-month *School Attachment Programme* to provide 'hands-on' experience on the functioning of primary and middle schools.
- A five-day orientation programme on implementation of SSA has been conducted for the BRC personnel.
- A three-day workshop-cum-training was organised for the BRC personnel on *School Adoption Programme*, and *School Based Training* for implementing school-based interventions and on *Pupil Evaluation Techniques*.

2.7.2 School-based Training (SBT)

The teacher educators have undertaken *School-based Training* (SBT) in which school-specific and teacher-specific strategies have been tried to bring about qualitative improvement in classrooms.

Strategies Adopted

- Using a well-designed and comprehensive Pre-assessment survey to ascertain the needs of all concerned.
- Discussing Pre-assessment survey experiences with Co-trainers to understand the trends of issues and problems
- Preparation of the training plan and schedule
- Preparing model class lesson plan, TLM, Evaluation strategies etc.
- Implementing SBT in schools as per the schedule
- Conducting Evaluation & Follow-up activities

2.7.3 School Adoption Programme (SAP)

Low performance schools and high performance schools in the blocks have been identified on the basis of educational indicators such as completion rate, repetition rate, dropout rate and Achievement Rate. Each teacher educator has been assigned 5 low performance schools under *School Adoption Programme*. The teacher educators have extended support and monitored the overall improvement in the performance of the schools with active involvement of the community.

Strategies Adopted

- Preparation of school profile at Block-level
- Classification of Low performance and High performance schools
- Analysis of indicator-wise causes for Low Performance
- Preparation of school-wise Plan of Action for overall development of school
- Local-specific initiatives to enrol the unenrolled children
- Remedial measures to reduce repetition and dropout

- Conduct of Continuous and Comprehensive Evaluation (CCE) to assess the pupils' overall achievement both in scholastic and non-scholastic areas

2.7.4 Training to Teachers

DTERT (Directorate of Teacher Education, Research and Training) has been entrusted with the responsibility of *training*. DIETs (District Institute of Education and Training) in the districts undertake all training programmes in the district concerned. BRCs function as *training link* between DTERT/DIET and teachers and other functionaries. All the training programmes are arranged on a *cascade mode*. BRC personnel coordinate with the faculty members of the DIETs in planning, implementing, monitoring and evaluating the training programmes.

DTERT has taken up in-service training programmes on *Content and Methodologies* of all the subjects for all teachers in Primary and Middle schools. At the district-level, Resource persons in the DIETs have given training to BRC personnel on how to conduct training programmes to teachers in various subjects of 1-8 classes. BRC personnel, in turn, have taken up these training programmes and conducted them in batches of around 40 teachers. As many as 1,08,535 teachers have been trained in all the districts on content and methodology during 2002-2003.

2.7.5 Orientation to VEC Members

A two-day orientation/training on the functioning of VEC has been given to 58,350 VEC members in all the districts. During this training, they have been given orientation on their role expectations in the context of SSA. This training has been helpful in inculcating a *sense of ownership* among the VEC members.

2.7.6 Provision of TLM

The TLM grant of Rs. 500 per teacher has been distributed to 1.84 lakh teachers who work in Government and Aided schools. The teachers have been using this grant for preparation and use of lesson-specific,

appropriate teaching-learning materials. They have prepared TLMs using the locally available low-cost materials involving children and community. The use of TLM in classrooms has had a great impact on improvement in teaching-learning processes.

2.7.7 Provision of TLE

The TLE grant of Rs. 10,000 to new primary schools and Rs. 50,000 to newly-upgraded middle schools have been distributed as one-time grant in all the districts. 676 primary schools and 756 upper primary schools have been provided with this grant. The articles to be purchased as teaching-learning equipment have been approved by the district education committee concerned

2.7.8 Provision of School Grant

School grant at the rate of Rs. 2000 per school has been distributed to 32,791 schools. This grant has been used to purchase Tables, Chairs, Almirahs, Water Drums, Furniture for children, School Registers, Display Board, etc.,

2.7.9 Curriculum Revision

Many pedagogical renewal processes have been initiated in the State. Curriculum revision has been one of them. Curriculum revision for sixth standard has been taken up by the school education department and financial support has been extended by SSA.

2.7.10 Innovation

2.7.10.1 Computer Literacy Programme

In accordance with the SSA guidelines, it is proposed to launch computer programme jointly with reputed Computer Agencies who are familiar with organising educational programmes. Computer literacy programmes will be organised for 6,7,8 classes of Government and Government-aided schools in Tamilnadu. The Objectives of the programme are :-

- to make the students (VI to VIII) familiar with basic and operational features of the Computer.
- to create interest among children to learn through computers - Games activities and

- to make the children learn subjects through computers - languages, mathematics, science and social science.

Districts have already launched the computer literacy programmes utilising the services of reputed Computer Agencies available in the districts.

2.7.10.2 Useful Vocational Skills Development Programme

Besides computer education, Education of Girls, Education of SC/ST and Children with disability, the following useful vocational skill developmental activities have been suggested for implementation, utilizing the grants available under Innovation. The activities will not only help in the enrolment and retention of children but also create a better living atmosphere to children especially girls in rural areas.

Candle making, chalk making, book binding, simple carpentry, garment works, coir craft, mat work, rattan work, doll making, handicrafts, wall decoration, table decoration pieces, paper bag making, mushroom culture, simple electrical repairs and connections, maintenance of domestic electrical appliances like iron box, cooker, heater, mixer grinder, etc., developing talents in music, dance, dramatics, drawing and painting, establishment and maintenance of kitchen garden and flowering, health care, balanced diets and First-Aid are some of the suggested activities.

The district, block and sub-district level officials will identify the locally relevant activities required for the districts and implement the programmes. The guidelines for organising innovative programmes have been issued so as to provide some assistance in chalking out programmes under innovation.

2.8 Research, Evaluation and Monitoring

2.8.1 Research and Evaluation

Educational Research Evaluation and Monitoring wing of the State Project Directorate has been involved in conducting and commissioning researches in different areas of concern in elementary

education. The research programme is conducted under the following areas:

1. Strategies for Enrolling Out of School Children
2. Causes of Completion and Grade Repetition
3. The Impact of Capacity Building Training Programme
4. The Effectiveness of CRCs
5. The Effectiveness of the Uses of TLM&TLE
6. The Functioning of VECs

The State Research Council of the State Project Directorate, which comprises erudite professors and educationists, selects research problems on the basis of felt needs and project priorities. The District Research Councils have been formed during 2002-2003 to identify district-specific problems. Eminent professors in Education, DIET faculty with Ph.D in Education and teacher representatives constitute the DRCs. The Block Research Councils have also been formed to encourage BRC teacher educators and teachers to identify research problems that are block-specific and school-specific. The out of school children deserve all the educational inputs because of the necessity to enrol them either in regular schools or EGS centres.

A study by Gandhigram Rural University on “Interventions/ Strategies for Out of School Children” has been commissioned. Lakshmi College of Education, Dindigul is investigating the Causes of Grade Repetition. The District Institutes of Educational Training which are located in all the 29 districts in Tamil Nadu have been actively involved in training teachers to conduct action research. The Baseline Assessment Survey has been started. Proposals from the districts have been received on Girls’ Education, Education of the children of SCs/STs, The Use of TLM, Teacher Education and community mobilization.

2.8.2 Supervision and Monitoring

The DPO, BRC, CRC personnel and AEEOs have been monitoring the implementation of the programme. They visit schools frequently and record their observations in a well-designed visit format to initiate follow-up activities. DPCs have conducted monthly review meetings for

BRC personnel, AEEOs and Addl. AEEOs. VEC meetings are convened twice a month to assess the progress of school programmes. The District Collector as the chairperson of the district education committee holds weekly/fortnightly/monthly review meetings for the district project staff on the progress of implementation of the programme.

At the State-level, all Directors and Joint Directors of the School Education Department are assigned one/two districts for supervision and monitoring the implementation of the programme in all the districts. The Secretary, School Education Department conducts review meeting every month for these officers. A specific District Review Format has been designed and used for reviewing the progress of the programme in the districts. The State Project Director holds monthly/fortnightly review meetings for District and State Project Personnel.

The following external professional institutions have been identified for monitoring and evaluating the Sarva Shiksha Abhiyan activities in Tamilnadu.

- 1 Alagappa University, Karaikudi, Tamilnadu.
- 2 Indian Institute of Management, Bangalore.

These institutions are expected to carry out the following tasks on a quarterly basis:

1. Receiving reports on the implementation of approved plan every quarter and sending a consolidated report to GOI/State Government.
2. Getting reports on progress made in achievement of indicators like enrolment, out of school children, access to accessless habitations, etc. every quarter and sending a consolidated report to GOI/ State Government.
3. Making quarterly visits to select districts and assessing
 - a) effectiveness of community-level monitoring and functioning of local-level institutions such as VEC, BRC and CRC,
 - b) Reliability of data being sent under PMIS and EMIS as verified through test checks, c) The functioning of EMIS to ensure EMIS data collection and sending reports,

d) Calculating annual specified monitoring indicators such as GER, NER, out of school children, DR, CR, TR and RR.

2.9 Provision of Infrastructure

It has been found that improving infrastructural facilities in schools has contributed indirectly to the improvement of quality in classroom transactions. This has also resulted in increased number of enrolment of all children in general and *girls* in particular. The following Table gives a clear picture of districtwise improvement in infrastructure.

Table – 32
Improvement in Infrastructure

S. No.	District	Construction of			Provision of	
		CRC	Two CR	Three CR	Drinking Water Facilities	Toilet Facilities
1	Chennai	10	30	28	182	206
2	Coimbatore	29	56	66	130	137
3	Cuddalore	0	30	5	52	46
4	Dharmapuri	0	39	11	116	108
5	Dindigul	6	42	37	110	110
6	Erode	11	42	30	113	155
7	Kancheepuram	15	42	45	11	70
8	Kanyakumari	9	45	13	131	139
9	Karur	12	29	16	68	73
10	Madurai	13	32	22	72	71
11	Nagapattinam	3	14	5	26	34
12	Namakkal	10	22	11	43	50
13	Perambalur	4	21	19	48	48
14	Pudukkottai	0	8	32	70	60
15	Ramanathapuram	0	42	3	58	53
16	Salem	0	21	16	53	51
17	Sivagangai	8	34	36	77	103
18	Thanjavur	9	41	13	62	66
19	The Nilgiris	13	44	65	100	119
20	Theni	8	24	17	119	126
21	Thirunelveli	4	16	6	23	27
22	Thiruvallur	15	37	22	60	82
23	Thiruvavarur	5	37	36	181	138
24	Thoothukkudi	0	42	18	79	77
25	Thiruchirappalli	13	45	40	153	152
26	Thiruvannamalai	9	15	9	71	82
27	Vellore	17	40	54	123	142
28	Villupuram	0	44	2	64	62
29	Virudhunagar	11	30	9	141	162
State		234	964	716	2536	2749

Source: DISE 2001 and DISE 2002

The construction of BRC buildings having been already completed in 7 DPEP districts, the same in 22 non-DPEP districts are being undertaken and are in various stages of completion. During 2001 and 2002, 85 buildings for BRCs have been sanctioned and the construction of the same is now in various stages of completion. A total of 234 constructions of CRC buildings have been completed in 22 districts with Coimbatore reporting the maximum number of constructions of 29 buildings. The construction of 964 two-classroom buildings have been completed in all the districts. As for three-classrooms, 716 constructions have been reported to be completed in all districts. As many as 2536 schools have been provided with drinking water facilities and 2749 schools have been provided with Toilet facilities. All constructions, except BRC buildings have been taken up by the community.

2.10 Maintenance and Repairs

32,729 Government Primary, Middle, High and Higher Secondary Schools have been provided with *Maintenance and Repairs grant* of Rs. 5000/- each during 2002-03. VECs have undertaken minor repairs in Flooring, Windows, Doors, Blackboards, Whitewashing and painting, Electrical Repairs etc.,

This intervention has particularly renewed the infrastructure facilities available in schools.

2.11 Project Management

2.11.1 Establishment of MIS

A sound information system is a non-negotiable requirement for effective planning, implementation and monitoring of project at grass-roots level. A computerized educational database system has been established in all districts for collection, compilation, analysis and reporting for decision support at all levels.

A separate MIS Cell has been established in all DPOs with necessary hardware, software and manpower. A Statistical Officer has been posted on deputation from Department of Economics and Statistics

to look after MIS cell. One Data Entry Operator has been appointed on consolidated pay in all districts to assist district-level MIS personnel. All districts have been provided with Internet facilities. The DPOs send weekly, monthly and quarterly PMIS reports to SPO through E-mail.

2.11.2 Implementation of DISE

DISE has been implemented in all the districts upto elementary level with effect from 30.9.2002. State, District and Block-level Resource Groups have been formed to implement DISE in all Government, Aided and Unaided Schools. Training imparted to Assistant District Programme Coordinators (ADPCs), Statistical Officers (SOs), Data Entry Operators, BRC Supervisors, Teacher Educators and School Headmasters to collect school-level and village-level data in all the districts.

Five percent field cross verification was undertaken by the DPO officials and BRC personnel at the time of collection of DISE data in order to ensure accuracy of data. Cent percent scrutiny of filled-in schedules was done at the block-level and further 10% scrutiny was taken up at the district-level to ensure error-free data. The school and village data have been computerised at the DPO and the data thus generated at the block and district levels have been shared with Government of India and the same has been utilised for preparation of AWP&B 2003-04.

2.11.3 Conduct of Cohort Study

The Cohort study for Primary cycle for the years 1997-98 to 2001-02 was conducted during December 2002 in all schools in Tamilnadu. Similarly, the Cohort study for Upper Primary for the period 1999-2000 to 2001-02 was conducted in all schools. Indicators such as *completion rate*, *repetition rate* and *dropout rate* were appraised separately for primary and upper primary. Genderwise and Social Groupwise cohort indicators were analysed in order to assess the internal efficiency of schools. The cohort study school report card has been prepared for all schools for effective monitoring of the impact of SSA programmes. Schools have been graded into High performance and Low performance

schools, based on cohort indicators for implementation of *school-based training* and *School Adoption Programme*. The indicators generated through cohort study was incorporated into the AWP&B 2003-04.

2.11.4 Village Education Registers

As part of the annual exercise, the Village Education Registers have been updated by the respective VEC members. The following information has been updated.

- Details of habitationwise children in the age-group 0-5 years
- Habitationwise school going children in the age-group 6-13 years
- Habitationwise out of school children in the age-group 6-13 years (dropout and never enrolled)

2.11.5 Creation of Educational Database

The MIS cell at district-level has created the educational database in the following areas:

- Blockwise list of habitations, population and school-age population
- Details of schools by management and sector
- School-wise enrolment by grade, gender and social group
- School-wise CR, RR and DR for primary and upper primary by gender and social groups
- Details of subject-wise achievement levels of children both at primary and upper primary
- Details of teachers profile
- Infrastructure facilities at primary and upper primary level
- Consolidation of AWP&B
- Preparation of periodical PMIS and other review reports

2.12 Convergence with Other Schemes

The following incentive schemes are implemented by the Government of Tamilnadu through departments like Social Welfare, Adi-Dravida and Tribal Welfare, Health, DRDA, etc., to achieve the Universalisation of Elementary Education.

- Free supply of Nutritious Noon Meal Scheme
- Free supply of textbooks
- Free supply of uniforms.
- Scholarships for SC/ST/MBC/BC children.
- Free Bus pass to school children.
- Free medical checkups
- Provision of Drinking Water and Toilet Facilities for Schools under XI Finance Commission Grants, PMGY, Swajal Dhara, Rural Toilet Sanitation Programme and SGRY.

In addition to the above schemes, the local area development schemes of MLAs and MPs have also been utilised for development of infrastructural facilities.

2.13 Issues and Strategies

Issues

- Providing access to scattered inaccessible habitations, Tribal Areas, migrant habitations, etc.,
- Ensuring cent percent enrolment by 2003.
- Identification of out of school children consisting of girl children, SC/ST children, disabled children, street children, slum children, child labourers, migrant children, tribal children, etc.,
- Lack of awareness among parents, living in slums, remote inaccessible villages and hilly areas.
- Lower Completion Rate
- Lower Transition Rate
- Higher Repetition Rate – Large number of Repeaters and Low Achievers
- Lack of motivation among teachers
- Absence of need-based in-service training programmes to Teachers
- Inadequate Supervision and Monitoring – Capacity building for Educational Supervisors
- Irregular attendance of students in rural places.
- Lack of School Infrastructure

- Lack of community involvement
- Lack of coordination among different departments

Strategies

- Opening of new schools/EGS Centres, Bridge Courses, Transit Camps, Residential Camps, Mobile Schools/Teachers in scattered inaccessible habitations including Tribal Areas.
- Awareness Campaigns, Door-to-door canvassing adhering to Enrolment Drive Schedule by involving community.
- Identifying and mainstreaming out of school children, through Bridge Courses, Residential Camps, 'Back to School Camps', etc., tracking the educational progress of out of school children by issuing *identity cards* and involving community.
- Organising Special Tutorial Classes for preparing the out of school children for the common VIII Std. Examination.
- Need-based teacher training programmes such as Multigrade Teaching and Activity-based teaching.
- Provision of Infrastructural facilities.
- Adoption of low performance schools.
- Implementing *School-based training (SBT) Programme*.
- Summer Preparatory Courses to facilitate transition
- Provision of Upper Primary Schooling facilities
- Appointment of Teachers to reduce TPR to 1:40
- Adopting continuous and comprehensive evaluation techniques
- Special Coaching Classes for SC/ST and Disabled Children
- Improvement of School Infrastructure
- Strengthening of Supervision and Monitoring
- Training of VEC Members to inculcate a *sense of ownership* of schools
- Coordination among different departments – periodical meetings and reviews.
- Involving the community, NGOs, self-help women groups.

Chapter II

Progress at a Glance

- DISE 2002, Cohort study and updating of Household survey completed on time and incorporated into AWPB 2003-2004
- SPO, DPOs, BRCs, CRCs and VECs continue to function with full-fledged staff for effective implementation of SSA
- Considerable progress registered in all educational indicators - Access, NER, CR, RR, DR, AR and TR
- Encouraging trend in Pupils' Achievement
- Specific programmes initiated to enrol and mainstream out of school children by issuing Identity cards
- Programmes for dropped out children to appear directly for eighth standard common examination
- 62 NGOs entrusted with the implementation of IED programmes
- Special remedial coaching classes for Girls, SC/ST and Disabled children
- Programmes on computer literacy and development of useful vocational skills among 6,7,8 class children under innovation
- Capacity building for 420 project staff, 3296 BRC staff, 9206 CRC coordinators, 58,350 VEC members and 1,08,535 teachers
- *School Adoption Programme* and *School Based Training* implemented to improve internal efficiency of schools
- Construction of 87 BRCs by PWD & 1914 school buildings, 2749 toilets, 2536 drinking water facilities by community
- Community contribution of Rs.1.65 crores towards infrastructural facilities proclaims community participation
- 20,540 schools carried out Repairs & Maintenance works
- School grant released to 32,791 schools
- TLM grant given to 1,74,598 teachers
- TLE grant distributed to 756 primary schools and 676 upper primary schools
- Cent percent enrolment by 2003, mainstreaming of out of school children and improving School Efficiency are issues under priority.
- Awareness campaigns involving the community, opening new schools/EGS centres, Bridge Courses/Residential Camps/Mobile Schools/Teachers and Adoption of low performance schools and School-Based Training are some of the strategies planned.

Access				Enrolment (NER)				
Primary		Upper Primary		NER	Primary		Upper Primary	
2001	2002	2001	2002		2001	2002	2001	2002
97.1	98.9	93.8	97.3	All	87	93	83	90
				SC	82	89	80	87
				ST	76	82	73	80

Cohort Indicators

	Primary						Upper Primary					
	CR		RR		DR		CR		RR		DR	
	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
All	57	69	27	19	16	13	61	69	23	19	16	12
SC	54	61	27	25	19	14	60	62	22	24	18	14
ST	49	53	29	20	22	27	54	56	26	18	20	26

	Attendance Rate				Transition Rate (V-VI)	
	Primary		Upper Primary		2001	2002
	2001	2002	2001	2002		
All	89	91	88	87	87	89
SC	84	87	83	84	82	83
ST	78	78	79	78	58	78

Achievement Level

		Primary		Upper Primary	
		2001	2002	2001	2002
All	Boys	61	66	61	63
	Girls	62	66	62	63
	Total	62	66	62	63
SC	Boys	56	60	54	56
	Girls	56	60	55	57
	Total	56	60	55	57
ST	Boys	50	53	48	50
	Girls	49	54	50	52
	Total	50	54	49	51

Chapter III

Activities and Budget

3.1 Introduction

The implementation of *Sarva Shiksha Abhiyan* has gained momentum in Tamilnadu after the approval of its Perspective Plan for the *Tenth Five Year Plan* period of 2002-2007. The Project Board has approved a total outlay of Rs.164952.225 lakhs for the period of 2002-2007. It has also approved the Annual Work Plan and Budget for the years 2001-2002 and 2002-2003 to the tune of Rs.7771.413 lakhs and Rs.18422.486 lakhs respectively.

3.2 Grants Released

The Government of India has released a sum of Rs.3302.830 lakhs, 50% of its share, as first instalment both for DPEP and non-DPEP districts. Since DPEP was being implemented at the primary level in the seven districts of Tamilnadu, a token provision was made for upper primary education in the DPEP districts. Thus a sum of Rs.3302.830 lakhs from GOI and Rs.582.880 lakhs from GOTN totalling Rs.3885.710 lakhs have been received during 2001-2002. Preliminary arrangements to establish institutions like DPOs, BRCs and CRCs at the district and sub-district levels and opening of schools have been undertaken in March 2002. No expenditure was incurred during the year 2001-2002 as the *Society* received the funds only in March 2002. All activities have been carried over as spillover activities for 2002-2003.

The Government of India has released a sum of Rs.6908.430 lakhs for 2002-2003 and the Government of Tamilnadu has released Rs.2302.810 lakhs as first instalment and a total grant of Rs.9211.240 lakhs has been made available including the spillover amount of Rs.3885.710 lakhs to the *Society* for executing SSA activities during 2002-2003. The Government of India has sanctioned a sum of Rs.6618.470 lakhs as second instalment during March 2003. Proposals have been sent to Government of Tamilnadu to release its matching share of Rs.2206.150 lakhs.

3.3 Activities executed and Expenditure incurred in 2002-2003

The grant sanctioned for the year 2001-2002 amounting to Rs.3885.710 lakhs has been fully utilised for the spillover activities during the year 2002-2003. Out of the grants released for the year 2002-2003, an amount of Rs.10426.825 lakhs has been spent for the activities planned during the year 2002-2003. The balance amount of Rs.7995.666 lakhs has been carried over for the year 2003-2004 as the spillover activities since this second instalment has been received only in March 2003.

3.4 Spillover Activities for 2003-2004

The sanctioned budget for 2002-2003 is Rs.18422.490 lakhs and the expenditure incurred on activities is Rs.10426.825 lakhs. The grant to the tune of Rs.7995.666 lakhs could not be spent despite the fact that the activities have actually commenced and are in progress. So, the balance grant is absolutely required during the year 2003-2004 and hence it needs to be treated as spillover.

The allocation on innovative activities could not be utilised in full though the detailed schemes and other preliminary arrangements had been completed. Similarly, the NGOs selected for the implementation of IED have been executing the tasks assigned as per the allocation sanctioned by the Executive Committee. The accounts submitted by the NGOs on completion of the programme are to be scrutinised and payments are to be made. The expenditure on such activities, which actually have commenced but could not be completed have to be made during 2003-2004 and the allocation for such programmes have to be carried over as spillover programmes. The details of such spillover programmes are given in the following paragraphs.

3.5 Budget for 2001-2002 & 2002-2003

The approved Project Cost, Receipt and Expenditure for 2001-2002 and 2002-2003 are as follows.

Budget - 2001-2002

- | | |
|--------------------|----------------------|
| a) Approved outlay | - Rs. 7771.420 lakhs |
| b) Receipt | - Rs. 3885.710 lakhs |
| c) Expenditure | - Nil |
| d) Spillover | - Rs. 3885.710 lakhs |

Budget - 2002-2003

- | | |
|---------------------------|-----------------------|
| a) Approved outlay | - Rs. 18422.486 lakhs |
| b) Spillover of 2001-2002 | - Rs. 3885.710 lakhs |
| c) Receipt for 2002-2003 | - Rs. 18035.860 lakhs |
| d) Total (b + c) | - Rs. 21921.570 lakhs |
| e) Expenditure | - Rs. 14312.535 lakhs |
| f) Spillover of 2002-2003 | - Rs. 7995.666 lakhs |

3.6 Budget for the year 2003-2004

The Appraisal Board, while recommending the allocation for the tenth plan period, has provided an annual outlay of Rs.33375.198 lakhs for the year 2003-2004 and accordingly proposals have been made for a sum of Rs.34191.761 lakhs.

3.7 Activity-wise Allocation

The activity-wise allocation for the year 2003-2004 together with the spillover amount of previous years is as follows.

3.7.1 Primary Education

The Perspective Plan has provided opening of 1127 schools in *school-less habitations* with the appointment of 2254 teachers at the rate of 2 teachers per school during 2001-2003. But actually 756 schools have been opened with 1512 teachers – 452 schools during 2001-2002 and 304 schools during 2002-2003. Out of the allotted amount of Rs.1328.120 lakhs, only Rs.849.200 lakhs has been spent. The balance amount of Rs.478.920 lakhs has been treated as spillover. Though 30 posts of teachers have been sanctioned additionally for increased enrolment, they could not be appointed on time and hence the entire amount of Rs.12.600 lakhs has been treated as spillover.

Out of the allocation of Rs.926.510 lakhs sanctioned for *teacher grant and school grant* for the year 2002-2003, an amount of Rs.734.745 lakhs has been spent. The balance amount of Rs.191.765 lakhs is treated as spillover. *TLE grant* of Rs. 67.600 lakhs were sanctioned to all the new schools together with schools not covered under OBB but actually a sum of Rs.42.700 lakhs has been released to schools. Since *TLE grant* is a one-time grant, the remaining schools will be provided with *TLE grant* during the year 2003-2004. The balance amount of Rs.24.900 lakhs has been treated as spillover.

The Perspective plan provides opening of 1127 schools of which 379 schools with 758 teachers will be opened during 2003-2004. *TLE Grant* will be released to 379 schools together with *Teacher Grant* to 1,04,231 teachers and *school grant* to 24,102 schools during 2003-2004. Fresh proposals on primary education activities comes to Rs.3146.395 lakhs. Hence a budget allocation for 2003-2004 together with spillover amount of 2002-2003 is required for executing primary education activities during 2003-2004.

3.7.2 Upper Primary Education

As per the Perspective Plan the primary schools sanctioned for *upgradation* is 1040, but it is actually 676 schools, which have been upgraded with 873 teachers – one teacher for 479 schools upgraded during 2002-2003 and two teachers for 197 schools upgraded during 2001-2002.

Provision to salary component for the above teachers is Rs.688.020 lakhs but actually Rs.443.346 lakhs has been spent and there is a balance amount of Rs.244.674 lakhs treated as spillover. No additional teachers have been appointed during 2002-2003 and the entire allocation of Rs.160.440 lakhs has been treated as spillover.

Teacher Grant to upper primary schools for a sum of Rs.356.165 lakhs and *school grant* of Rs.141.280 lakhs have been disbursed and the balance amounts of Rs.148.060 lakhs and Rs.76.880 lakhs respectively have been treated as spillover.

TLE grant released to newly upgraded schools together with schools not covered under OBB is Rs.245.500 lakhs. Out of the allocation of Rs.421.500 lakhs, the balance amount of Rs.176.000 lakhs has been treated as spillover.

For the year 2003-2004, 444 primary schools have been proposed for upgradation with a total of 2074 teachers including the teachers for the schools upgraded during 2001-2002 and 2002-2003.

Provision has been made for TLE grant to 563 schools including 444 newly upgraded schools. Teacher grant to 82,202 teachers and school grant to 8,651 schools are provided in the budget. 478 additional teachers for increased enrolment is provided in the budget. The total allocation for the upper primary is Rs.3009.210 lakhs during 2003-04 excluding the spillover activities from the previous year.

3.7.3 Alternative and Innovative Education

Provision has been made in the plan for the running of 359 EGS centres during 2002-2003 in the *unserved habitations*. But 356 Centres have been opened with a total enrolment of 9046 children. Out of the allocation of Rs.75.827 lakhs, an amount of Rs.24.131 lakhs has been released and the balance amount of Rs.51.696 lakhs has been treated as spillover. No residential camps or bridge courses have been sanctioned in the Annual Plan of 2002-2003.

The 359 *EGS Centres* will continue to function in 2003-2004. 11,900 *Bridge Courses* and 568 *Residential Camps* have been planned for execution during 2003-2004. Special efforts are to be taken to admit the *out of school children* in Bridge Courses/Residential Camps. Identity Cards will be issued to each child to track the progress of these children. *Special tutorial classes* will be conducted for the dropped out children in the age group of 12-14 years to enable them to appear directly for the *VIII Std. common examination*. The total allocation for this component comes to Rs.3269.761 lakhs.

3.7.4 Special Focus Group

Under Special Focus Group, the only component sanctioned for the year 2002-2003 is *Integrated Education for the Disabled Children*. IED is implemented in 22 non-DPEP districts with the help of 56 NGOs. Out of the allocation of Rs. 270.684 lakhs, an amount of Rs.48.528 lakhs has been spent and the balance amount of Rs.222.156 lakhs has been made for payment during 2003-2004.

During 2003-2004, it is proposed to implement three components namely, *Integrated Education for the Disabled Children, Education of Girl and Education of SC/ST* under Special Focus Group. A detailed plan of action has been prepared for enrolment, retention of these children in the schools and with a plan to improve their achievement levels during 2003-2004. The total cost involved for the above activities is Rs.2056.848 lakhs.

3.7.5 Meetings and Training programmes for VEC members

VEC members were given two-day orientation on their roles and responsibilities in implementing SSA programmes in schools. A module has also been prepared and used during the training programme. In Primary Schools and Upper Primary Schools, VECs are in place and in High and Higher Secondary schools, PTAs play the role of VECs. VEC meetings were conducted twice a month, in which the members discussed about the requirements of the schools and assessed the progress achieved. Out of the allocation of Rs.195.187 lakhs, a sum of Rs.107.808 lakhs has been spent for the conduct of meetings and training programmes to VEC members and the balance amount of Rs.87.379 lakhs has been carried over as spillover. During 2003-2004, provision has been made for the conduct of meetings and training to 39866 VEC members at a cost of Rs.745.776 lakhs.

3.7.6 Cluster Resource Centres

CRCs have been functioning as *Centres of Teacher Empowerment* and a lot of professional activities are undertaken in these Centres. There are 4603 CRCs functioning in all the 29 districts during 2002-2003 and they will be functioning during 2003-2004 also.

Furniture for 2352 CRCs have been provided @ Rs.10,000/- per Centre and action has been taken to procure them. The supply and payment have been completed. Out of 4603 Cluster Resource Centres functioning, only 2352 CRCs have been provided with infrastructure and hence the grant for the remaining CRCs excluding the CRCs in DPEP districts are to be provided with furniture. Out of the allocation of Rs.192.864 lakhs, an amount of Rs.119.199 lakhs has been spent for TLM, Contingency and expenses of workshops and meetings and the balance amount of Rs.73.665 lakhs has been treated as spillover.

TLE and TLM grants for conducting CRC Programmes, meeting expenses, incidental charges in connection with the monthly meetings and TA/DA expenses have been provided to 4603 CRCs amounting to Rs.560.911 lakhs for 2003-2004.

3.7.7 Block Resource Centres

385 community development blocks in rural areas and 27 upgraded CRCs in Corporation and Municipal areas have been provided with one Supervisor and seven Teacher Educators.

The furniture grants sanctioned to BRCs and upgraded CRCs have been completed in 2002-2003 and utilised since the purchase orders have been placed and the supply of materials have been started. Salary to BRC staff, TLM and TLE grants, Contingencies, TA/DA expenses etc., have been provided to all BRCs. In 2002-2003, out of the allocation of Rs.2452.800 lakhs, an amount of Rs.1861.594 lakhs has been spent and the balance amount of Rs.591.206 lakhs has been treated as spillover.

The fresh proposals for this year to the tune of Rs.4697.700 lakhs have been included and spillover amount of 2002-2003 has been carried over to 2003-2004.

3.7.8 Repairs and Maintenance Grants

The repair and maintenance grant of Rs.5000 sanctioned to 32,434 schools have been released to VECs and works are in progress. The amount will be utilised by the schools before the end of May 2003. Out of the allotment of Rs.1744.800 lakhs, an amount of Rs.1621.700 lakhs has been spent and the balance amount of Rs.123.100 lakhs has been treated as spillover. Provision has been made for the release of *Repairs and Maintenance* grants of Rs.1676.60 lakhs to 33,532 schools during 2003-2004.

3.7.9 Civil Works

The total allocation for *Civil Works* during 2001-2002 and 2002-2003 is Rs.8085.400 lakhs. Sites have been identified and works have been commenced and are in various stages of completion. A sum of Rs.2112.850 lakhs has been released to implementing agencies for executing civil works of 2001-2002. An amount of Rs.2912.845 lakhs has been spent towards civil works for the year 2002-2003 and the balance amount of Rs.3059.705 lakhs available is required to complete the buildings and as such the entire balance amount has been carried over to 2003-2004. In addition to the above ongoing civil works, the construction works planned for 2003-2004 requires an allocation of Rs.9290.950 lakhs.

3.7.10 Research, Evaluation, Supervision and Monitoring

The State management cost is very meagre since the salary and other expenses of the staff of the State Office are met out from DPEP funds. The activities relating to Research and Evaluation have already commenced and are in progress. *Research, Evaluation, Supervision and Monitoring* activities include MGT cost on State Project Office Supervision

and Monitoring expenses. Out of the allocation of Rs.485.939 lakhs, an amount of Rs.107.390 lakhs has been spent and the balance amount of Rs.378.549 lakhs has been treated as spillover. The total requirement for the year 2003-2004 is Rs.581.490 lakhs.

3.7.11 Training to Teachers

BRCs were established with full complement of staff only during July 2002 by the appointment of Teacher Educators directly recruited for this purpose. The Supervisors in the Cadre of High School Headmasters were appointed on Deputation from the School Education. The newly-recruited Teacher Educators were given 'hands-on' training through *School Attachment Programme* for three months in Primary and Middle Schools. They were also given Orientation Training for nearly 15 days on SSA Interventions and Programmes.

Modules on *School Based Training (SBT)* and *School Adoption Programme (SAP)* were prepared for BRC Supervisors and Teacher Educators and they were oriented. Modules on Content and Methodology were also prepared to train all the primary and upper primary teachers. The training programmes have been started in January/February 2003 and still they continue. The training programmes planned for primary and upper primary school teachers could not be taken up during 2002-2003 as they go beyond March 2003. As many as 1,82,935 primary and upper primary school teachers were trained. Out of the allocation of Rs.839.999 lakhs, an amount of Rs.359.059 lakhs has been spent. The balance amount of Rs.480.940 lakhs has been treated as spillover. Since all necessary preliminary arrangements have been completed during 2002-2003 and training programmes will continue in April 2003, the balance amount is required for completion of training programmes planned for 2002-2003.

During 2003-2004, 1,07,640 primary school teachers and 72,985 upper primary school teachers will be given training and an amount of Rs.2528.750 lakhs will be spent.

3.7.12 Management Cost

3.7.12.1 District Project Office

29 full-fledged *District Project Offices* are in place in all the 29 districts. Salary to the DPOs' staff, furniture and equipment, MIS, Media and Documentation, Training to Project Staff, Consultancy, Contingency, TA/DA etc., have been provided to all the DPOs.

Out of the allocation of Rs.559.665 lakhs, an amount of Rs.282.352 lakhs has been spent and the balance amount of Rs.277.313 lakhs remains as spillover. The current year allocation on management cost of DPO's is Rs.957.170 lakhs.

3.7.12.2 State Project Office

The staff of DPEP at *State Headquarters* continue for execution of SSA activities in all the 29 districts in Tamilnadu. The expenditure towards the State Project Office will be met from district management component allocation without exceeding the 6% ceiling limit fixed for management expenses. If additional fund is required, it has been suggested in the district plans that out of a sum of Rs.1500 earmarked for Research, Evaluation, Supervision and monitoring activities in SSA framework, Rs.100 is apportioned to the centre, Rs.500 to the state, Rs.500 to the district and Rs.400 for sub-district level interventions. Hence, the State is eligible to avail a grant at the rate of Rs.500 per year per school.

Taking into account, the allocation of both Districts managerial cost and Research, Evaluation and Monitoring funds, a provision of Rs. 220.200 lakhs has been made for 2003-2004 for State Project Office expenses towards staff salary, office contingencies, maintenance of vehicles, consultancy charges, trainings, meetings and workshops etc.,

3.7.13 Innovation

Innovative activities form part of the SSA programme. Under innovative programme, *Computer Literacy, Education of SC/ST and Education of Girls* are given emphasis in order to give quality education for the special focus group children.

3.7.13.1 Computer Literacy

Under innovation, Computer literacy programme has been introduced in all the 29 districts utilising the services of reputed private educational Computer Firms. District and Block Resource Groups have been formed for implementation of the programme.

Out of the allocation of Rs.435.000 lakhs, only Rs.21.279 lakhs have been spent and the balance amount of Rs.413.721 lakhs has been carried over to 2003-04 as spillover. Provision has been made for Rs.435.000 lakhs during 2003-2004.

3.7.13.2 Education of Girls and SC/ST Children

The districts have organised special coaching classes with *remedial teaching for Girls, SC/ST Children and children with disability*, after school hours to enhance their achievement levels and for their continued retention in schools. During 2003-2004, *useful vocational skills development activities* have been suggested for implementation, utilising the grants available under this head.

For the above two activities, a sum of Rs.870.000 lakhs allotted, Rs.157.166 lakhs has been spent for conducting special coaching classes during out of school hours for the slow learners of girls and SC/ST children and the balance amount of Rs.712.834 lakhs has been treated as spillover. During 2003-2004, a provision has been made in the districts to implement these two activities at a cost of Rs.625.000 lakhs.

3.7.13.3 Early Childhood Care and Education

Besides the above three innovative activities as many as 941 New *Early Childhood Care and Education Centres* will be established in consultation with Social Welfare Department in habitations where ICDS centres were not established. Further, the existing ICDS and ECCE centres will be strengthened by the supply of play materials and training to persons employed in the above centres. Pre-primary Education, Health & Hygiene and School Preparedness will be given focus in the above centres. A sum of Rs.390.000 lakhs has been earmarked in the budget.

3.8 Conclusion

The activities planned for 2003-2004 will be executed with the spillover activities of 2002-2003. The activities not fully executed during the previous year will be taken up in a priority basis and efforts will be taken to complete the spillover activities. The prime goal for the year 2003-2004 will be to enrol all the School-age children either in formal schools or in Alternative and Innovative Education centres. The School Census and the DISE data collected provide a clear picture about the non-starters and dropouts. Alternative and Innovative Education programmes like Bridge Courses and Residential Camps of very short duration will be organised to rope in all school-age children.

Though there is a little delay in conducting research activities, efforts will be intensified to complete the pending research topics and to initiate further research activities. Research and Evaluation Activities will be strengthened by involving external agencies nominated by the State and the Central Government and other allied agencies. Supervision and monitoring will be another area where thrust will be given so that proper mid-year corrections will be made in the activities. Review formats and other periodical reports in the format prescribed will be obtained from district and sub-district level institutions for effective supervision.

Budget Abstract

Major Activity-wise Allocation - 2003 - 2004

S. No.	Activity	Amount (in lakhs)
1	Primary Schools	3146.395
2	Upper Primary Schools	3009.210
3	Alternative & Innovative Education	3269.761
4	Special Focus Group	2056.848
5	Village Education Committees	745.776
6	Cluster Resource Centres	560.911
7	Block Resource Centres	4697.700
8	Research, Evaluation, Supervision & Monitoring	581.490
9	Civil Construction Works	9290.950
10	Maintenance and Repair Works	1676.600
11	Management	1177.370
12	Training to teachers	2528.750
13	Innovation	1450.000
	Total	34191.761

Component-wise Allocation with percentage

S. No	Component	Amount (in lakhs)	Percentage
1.	Management	1177.370	3.444
2.	Civil	9290.650	27.172
3.	Quality Improvement	23723.741	69.384
	Total	34191.761	100.00

Budget Tables - State Consolidated

Table A

Budget and Expenditure for 2001-2002

(Rs. in lakhs)

S. No.	Maj. Act.	Activity Description	Receipt		Exp.	Spill	
			Phy.	Fin.		Phy.	Fin.
1	PFE	Primary Schools					
i		No. of Schools	452			452	
ii		Salary of new teachers	904	86.053		904	86.053
iii		Salary of adtl. Teachers					
iv		School Grants					
v		Teachers Grants					
vi		TLE Grants	452	45.520		452	45.520
		Total		131.573			131.573
2	UPE	Upper Primary Schools					
i		No. of Schools	197			197	
ii		Salary of new teachers	197	24.228		197	24.228
iii		Salary of adtl. Teachers					
iv		School Grants					
v		Teachers Grants					
vi		TLE Grants	260	130.000		260	130.000
		Total		154.228			154.228
3	AIE	Alternative & Innovative Education					
i		EGS Centres (Unserved Habitations)					
ii		Bridge Courses/Transit Camps					
iii		Residential Camps					
		Total		0.000			0.000
4	SFG	Special Focus Groups					
i		Education of disabled	26563	342.964		26563	342.964
		Total		342.964			342.964
5	VEC	Village Education Committees					0.000
i		Meetings		0.302			0.302
ii		Training					
		Total		0.302			0.302
6	CRC	Cluster Resource Centres					
i		Workshops and Meetings					
ii		Furniture	2852	285.200		2852	285.200
iii		Contingency Grant	2852	40.618		2852	40.618
iv		TLM Grant					
v		TLE Grant					
vi		Library Books					
vii		TA/DA					
		Total		325.818			325.818

7	BRC	Block Resource Centres					
i		Salary of Staff	306	28.440		306	28.440
ii		Furniture	306	306.000		306	306.000
iii		Contingency Grant					
iv		Workshops and Meetings	306	22.014		306	22.014
v		TLM Grant					
vi		Training Equipments					
vii		Library Books					
viii		TA/DA					
		Total		356.454			356.454
8	REM	Research, Evaluation & Monitoring		87.410			87.410
9	CCW	Civil Construction Works					
i		Construction of BRCs	35	210.000		35	210.000
ii		Construction of CRCs	34	68.000		34	68.000
iii		Construction of two classroom	228	687.000		228	687.000
iv		Construction of three classroom	167	751.500		167	751.500
v		Drinking Water	1092	172.550		1092	172.550
vi		Toilets	1109	223.800		1109	223.800
		Total		2112.850			2112.850
10	MRW	Maintenance & Repair Works		0.000			0.000
11	MGT	Management					
i		Salary of staff	29	7.470		29	7.470
ii		Furniture and Equipment		0.850			0.850
iii		Books and Periodicals		0.370			0.370
iv		Maintenance of equipment		0.250			0.250
v		Consumable and Stationery		1.200			1.200
vi		Management Information System					
vii		Media and Documentation		5.000			5.000
viii		Training to Project Staff		0.150			0.150
ix		Consultancy		1.180			1.180
x		Contingency		0.589			0.589
xi		TA/DA					
		Total		17.059			17.059
12	TRG	Training					
i		Training to Teachers (Primary)	300	4.200		300	4.200
ii		Training to Teachers (Middle)	398	5.574		398	5.574
		Total		9.774			9.774
13	INO	Innovation					
i		Computer Education	29	251.768		29	251.768
ii		Edn. of Girls (Arts and Crafts)	29	44.248		29	44.248
iii		Edn. of SC/ST Children (Arts and Crafts)	29	51.259		29	51.259
iv		Nursery Education					
		Total		347.275			347.275
		Grand Total		3885.707			3885.707

Table B
Budget and Expenditure for 2002-2003

(Rs. in lakhs)

S. No.	Maj. Act.	Activity Description	Receipt		Exp.		Spill
			Phy.	Fin	Phy.	Fin.	Fin.
1	PFE	Primary Schools					
i		No. of Schools	676		304		
ii		Salary of new teachers	2254	1328.120	608	849.200	478.920
iii		Salary of addl. Teachers	30	12.600			12.600
iv		School Grants	21661	433.220	18210	364.200	69.020
v		Teachers Grants	98658	493.290	74109	370.545	122.745
vi		TLE Grants	676	67.600	427	42.700	24.900
		Total		2334.830		1626.645	708.185
2	UPE	Upper Primary Schools					
i		No. of Schools	843		479		
ii		Salary of new teachers	1237	688.020	873	443.346	244.674
iii		Salary of addl. Teachers	382	160.440	0	0.000	160.440
iv		School Grants	10908	218.160	2826	141.280	76.880
v		Teachers Grants	101445	504.225	71233	356.165	148.060
vi		TLE Grants	843	421.500	491	245.500	176.000
		Total		1992.345		1186.291	806.054
3	AIE	Alternative & Innovative Education					
i		EGS Centres (Unservd Habitations)	359	75.827	356	24.131	51.696
ii		Bridge Courses/Transit Camps					
iii		Residential Camps					
		Total		75.827		24.131	51.696
4	SFG	Special Focus Groups					
i		Education of disabled		270.684		48.528	222.156
ii		Education of Girls					
iii		Education of SC/ST Children					
		Total		270.684		48.528	222.156
5	VEC	Village Education Committees					
i		Meetings		78.380		56.669	21.711
ii		Training		116.807		51.139	65.668
		Total		195.187		107.808	87.379
6	CRC	Cluster Resource Centres	3936		4603		
i		Workshops and Meetings		55.104		59.432	-4.328
ii		Furniture					
iii		Contingency Grant		98.400		43.102	55.298
iv		TLM Grant		39.360		16.665	22.695
v		TLE Grant					
vi		Library Books					
vii		TA/DA					
		Total		192.864		119.199	73.665

7	BRC	Block Resource Centres	306		306		
i		Salary of Staff		2394.000		1817.607	576.393
ii		Furniture					
iii		Contingency Grant		35.000		24.639	10.361
iv		Workshops and Meetings		9.800		6.773	3.027
v		TLM Grant		14.000		8.474	5.526
vi		Training Equipments					
vii		Library Books					
viii		TA/DA				4.100	-4.100
		Total		2452.800		1861.594	591.206
8	REM	Research, Evaluation & Monitoring		485.939		107.390	378.549
9	CCW	Civil Construction Works					
i		Construction of BRCs	52	312.000	52	164.200	147.800
ii		Construction of CRCs	193	386.000	193	120.400	265.600
iii		Construction of two classroom	674	2112.200	674	1192.255	919.945
iv		Construction of three classroom	565	2551.500	565	1051.725	1499.775
v		Drinking Water	1566	242.250	1566	172.055	70.195
vi		Toilets	1743	368.600	1743	212.210	156.390
		Total		5972.550		2912.845	3059.705
10	MRW	Maintenance & Repair Works	34896	1744.800	32434	1621.700	123.100
11	MGT	Management	29		29		
i		Salary of staff		381.782		201.536	180.246
ii		Furniture and Equipment		17.850		8.080	9.770
iii		Books and Periodicals		4.550		1.584	2.966
iv		Maintenance of equipment		5.550		2.685	2.865
v		Consumable and Stationery		4.550		4.392	0.158
vi		Management Information System		25.245		8.120	17.125
vii		Media and Documentation		10.568		4.781	5.787
viii		Training to Project Staff		31.893		21.886	10.007
ix		Consultancy		28.868		8.071	20.797
x		Contingency		30.049		8.529	21.520
xi		TA/DA		18.760		12.688	6.072
		Total		559.665		282.352	277.313
12	TRG	Training					
i		Training to Teachers (Primary)		414.243		173.071	241.172
ii		Training to Teachers (Middle)		425.756		185.988	239.768
		Total		839.999		359.059	480.940
13	INO	Innovation					
i		Computer Education	29	435.000		21.279	413.721
ii		Edn. of Girls (Arts and Crafts)	29	435.000		23.950	411.050
iii		Edn. of SC/ST Children (Arts and Crafts)	29	435.000		133.216	301.784
iv		Nursery Education					0.000
		Total		1305.000		178.445	1126.555
		Grand Total		18422.490		10426.825	7995.666

Table - C
Spillover and Expenditure

(Rs. in lakhs)

S. No.	Maj. Act.	Activity Description	2001 - 2002				2002-03 spillover
			Spillover		Expenditure		
			Phy.	Fin.	Phy.	Fin.	
1	PFE	Primary Schools					
i		No. of Schools	452		452		
ii		Salary of new teachers	904	86.053	904	86.053	478.920
iii		Salary of addl. Teachers					12.600
iv		School Grants					69.020
v		Teachers Grants					122.745
vi		TLE Grants	452	45.520	452	45.520	24.900
		Total		131.573		131.573	708.185
2	UPE	Upper Primary Schools					
i		No. of Schools	197		197		
ii		Salary of new teachers	197	24.228	197	24.228	244.674
iii		Salary of addl. Teachers					160.440
iv		School Grants					76.880
v		Teachers Grants					148.060
vi		TLE Grants	260	130.000	260	130.000	176.000
		Total		154.228		154.228	806.054
3	AIE	Alternative & Innovative Education					
i		EGS Centres (Unserved Habitations)					51.696
ii		Bridge Courses/Transit Camps					
iii		Residential Camps					
		Total		0.000		0.000	51.696
4	SFG	Special Focus Groups					
i		Education of disabled	26563	342.964	26563	342.964	222.156
ii		Education of Girls					
iii		Education of SC/ST Children					
		Total		342.964		342.964	222.156
5	VEC	Village Education Committees					
i		Meetings		0.302		0.302	21.711
ii		Training					65.668
		Total		0.302		0.302	87.379
6	CRC	Cluster Resource Centres					
i		Workshops and Meetings					-4.328
ii		Furniture	2852	285.200	2852	285.200	
iii		Contingency Grant	2852	40.618	2852	40.618	55.298
iv		TLM Grant					22.695
v		TLE Grant					
vi		Library Books					
vii		TA/DA					
		Total		325.818		325.818	73.665

7	BRC	Block Resource Centres	306		306		
i		Salary of Staff		28.440		28.440	576.393
ii		Furniture		306.000		306.000	
iii		Contingency Grant					10.361
iv		Workshops and Meetings		22.014		22.014	3.027
v		TLM Grant					5.526
vi		Training Equipments					
vii		Library Books					
viii		TA/DA					-4.100
		Total		356.454		356.454	591.206
8	REM	Research, Evaluation & Monitoring		87.410		87.410	378.549
9	CCW	Civil Construction Works					
i		Construction of BRCs	35	210.000	35	210.000	147.800
ii		Construction of CRCs	34	68.000	34	68.000	265.600
iii		Construction of two classroom	228	687.000	228	687.000	919.945
iv		Construction of three classroom	167	751.500	167	751.500	1499.775
v		Drinking Water	1092	172.550	1092	172.550	70.195
vi		Toilets	1109	223.800	1109	223.800	156.390
		Total		2112.850		2112.85	3059.705
10	MRW	Maintenance & Repair Works		0.000		0.000	123.100
11	MGT	Management	29		29		
i		Salary of staff		7.470		7.470	180.246
ii		Furniture and Equipment		0.850		0.850	9.770
iii		Books and Periodicals		0.370		0.370	2.966
iv		Maintenance of equipment		0.250		0.250	2.865
v		Consumable and Stationery		1.200		1.200	0.158
vi		Management Information System					17.125
vii		Media and Documentation		5.000		5.000	5.787
viii		Training to Project Staff		0.150		0.150	10.007
ix		Consultancy		1.180		1.180	20.797
x		Contingency		0.589		0.589	21.520
xi		TA/DA					6.072
		Total		17.059		17.059	277.313
12	TRG	Training					
i		Training to Teachers (Primary)	300	4.200	300	4.200	241.172
ii		Training to Teachers (Middle)	398	5.574	398	5.574	239.768
		Total		9.774		9.774	480.940
13	INO	Innovation					
i		Computer Education	29	251.768	29	251.768	413.721
ii		Edn. of Girls (Arts and Crafts)	29	44.248	29	44.248	411.050
iii		Edn. of SC/ST Children (Arts and Crafts)	29	51.259	29	51.259	301.784
iv		Nursery Education					0.000
		Total		347.275		347.275	1126.555
		Grand Total		3885.707		3885.70	7995.666

Table - D
Budget Estimate for 2003-2004

(Rs. in lakhs)

S. No.	Maj. Act.	Activity Description	Unit Cost	Phy.	Fin.
1	PFE	Primary Education			
i		No. of Schools		379	
ii		Salary of new teachers	0.840	2400	2016.000
iii		Salary of addl. Teachers	0.840	105	88.200
iv		School Grant	0.020	24102	482.040
v		Teachers Grant	0.005	104231	521.155
vi		TLE Grant	0.100	390	39.000
		Total			3146.395
2	UPE	Upper Primary Education			
i		No. of Schools		444	
ii		Salary of new teachers	0.840	2074	1742.160
iii		Salary of addl. Teachers	0.840	478	401.520
iv		School Grant	0.020	8651	173.020
v		Teachers Grant	0.005	82202	411.010
vi		TLE Grant	0.500	563	281.500
		Total			3009.210
3	AIE	Alternative & Innovative Education			
i		EGS Centres (Unserved Habitations)	0.211	359	75.839
ii		Bridge Courses/Transit Camps	0.211		2512.780
iii		Residential Camps	0.030		681.143
		Total			3269.761
4	SFG	Special Focus Groups			
i		Education of disabled	0.012	60604	727.248
ii		Education of Girls	0.002	216211	432.422
iii		Education of SC/ST Children	0.002	448589	897.178
		Total			2056.848
5	VEC	Village Education Committees		39866	
i		Meetings	0.009		386.982
ii		Training	0.009		358.794
		Total			745.776
6	CRC	Cluster Resource Centres		4603	
i		Workshops and Meetings	0.002		107.226
ii		Furniture	0.100		63.300
iii		Contingency Grant	0.025		110.275
iv		TLM Grant	0.010		42.630
v		TLE Grant	0.250		178.000
vi		Library Books	0.100		51.300
vii		TA/DA	0.002		8.180
		Total			560.911
7	BRC	Block Resource Centres		412	
i		Salary of Staff	10.000		4000.000
ii		Furniture	1.000		9.000
iii		Contingency Grant	0.125		52.375
iv		Workshops and Meetings	0.005		16.775
v		TLM Grant	0.050		20.550
vi		Training Equipments	1.000		216.000
vii		Library Books	0.250		45.000
viii		TA/DA	1.000		338.000
		Total			4697.700

8	REM	Research, Evaluation & Monitoring	0.015	38766	581.490
9	CCW	Civil Construction Works			
i		Construction of BRCs	6.000	124	744.000
ii		Construction of CRCs	2.000	643	1286.000
iii		Construction of two classroom	3.000	931	2793.000
iv		Construction of three classroom	4.500	781	3514.500
v		Drinking Water	0.150	2285	342.750
vi		Toilets	0.200	2954	590.800
		10 % extra for hill areas			19.900
		Total			9290.950
10	MRW	Maintenance & Repair Works	0.050	33532	1676.600
11	MGT	Management - DPO		29	
i		Salary of staff	22.000		560.000
ii		Furniture and Equipment	3.000		87.000
iii		Books and Periodicals	0.500		13.500
iv		Maintenance of equipment	0.500		17.500
v		Consumable and Stationery	0.350		10.150
vi		Management Information System	2.000		61.000
vii		Media and Documentation	2.000		59.000
viii		Training to Project Staff	0.010		33.520
ix		Consultancy	2.500		72.500
x		Contingency	0.140		14.000
xi		TA/DA	1.000		29.000
		Total			957.170
12	MGT	Management - SPO			
i		Salary of staff	98.500		98.500
ii		Furniture and Equipment	2.000		2.000
iii		Books and Periodicals	2.000		2.000
iv		Maintenance of equipment	4.100		4.100
v		Consumable and Stationery	6.500		6.500
vi		Management Information System	23.400		23.400
vii		Media and Documentation	17.000		17.000
viii		Training to Project Staff	0.800		0.800
ix		Consultancy	24.500		24.500
x		Contingency	20.400		20.400
xi		TA/DA	21.000		21.000
		Total			220.200
13	TRG	Training			
i		Training to Teachers (Primary)	0.014	107640	1506.960
ii		Training to Teachers (Middle)	0.014	72985	1021.790
		Total			2528.750
14	INO	Innovation		29	
i		Computer Education	15.000		435.000
ii		Edn. of Girls (Arts and Craft)	15.000		435.000
iii		Edn. of SC/ST Children (Arts and Craft)	5.000		190.000
iv		Nursery Education	15.000		390.000
		Total			1450.000
		Grand Total			34191.761

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ABBREVIATIONS

AAEEO	-	Additional Assistant Elementary Educational Officer
ADPC	-	Assistant District Programme Coordinator
Addl. DPC	-	Additional District Programme Coordinator
ADS	-	Assistant Director of Statistics
AEEO	-	Assistant Elementary Educational Officer
AIE	-	Alternative and Innovative Education
AWPB	-	Annual Work Plan and Budget
BC	-	Backward Class
BEC	-	Block Education Committee
BRC	-	Block Resource Centre
BRG	-	Block Resource Group
BRTE	-	Block Resource Teacher Educator
BT	-	Graduate Trained Teacher
CEO	-	Chief Educational Officer
CR	-	Completion Rate
CRC	-	Cluster Resource Centre
DEC	-	District Education Committee
DEE	-	Director of Elementary Education
DEEO	-	District Elementary Educational Officer
DEEP	-	District Elementary Education Plan
DEO	-	District Educational Officer
DIET	-	District Institute of Education and Training
DISE	-	District Information System for Education
DPC	-	District Programme Coordinator
DPEP	-	District Primary Education Programme
DPO	-	District Project Office
DR	-	Dropout Rate
DRG	-	District Resource Group
DSE	-	Director of School Education
DTERT	-	Directorate of Teacher Education, Research and Training
ECCE	-	Early Childhood Care and Education
EGS	-	Education Guarantee Scheme
EMIS	-	Educational Management Information System
GAR	-	Gross Access Ratio
GER	-	Gross Enrolment Ratio
GOI	-	Government of India
GOTN	-	Government of Tamilnadu
GOVT.	-	Government
HM	-	Headmaster
ICDS	-	Integrated Child Development Scheme
IED	-	Integrated Education for the Disabled
MIS	-	Management Information System
MLA	-	Member of Legislative Assembly
MP	-	Member of Parliament
NCTE	-	National Council of Teacher Education

NER	-	Net Enrolment Ratio
NGO	-	Non Governmental Organization
NIEPA	-	National Institute of Educational Planning and Administration
OA	-	Office Assistant
OBB	-	Operation Blackboard
PA	-	Personal Assistant
PG	-	Post Graduate Teacher
PMIS	-	Programme Management Information System
PRI	-	Panchayat Raj Institution
PTA	-	Parent Teacher Association
RR	-	Repetition Rate
SAP	-	School Adoption Programme
SBT	-	School Based Training
SC	-	Scheduled Caste
SPD	-	State Project Director
SPO	-	State Project Office
SRG	-	State Resource Group
SSA	-	Sarva Shiksha Abhiyan
ST	-	Scheduled Tribe
TA/DA	-	Travelling Allowance/Daily Allowance
TINP	-	Tamilnadu Integrated Nutrition Programme
TLE	-	Teaching Learning Equipment
TLM	-	Teaching Learning Material
TN	-	Tamilnadu
TPR	-	Teacher Pupil Ratio
TR	-	Transition Rate
TSG	-	Technical Support Group
TTO	-	Teacher Training Officer
UEE	-	Universalization of Elementary Education
VEC	-	Village Education Committee
WDO	-	Women Development Officer



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