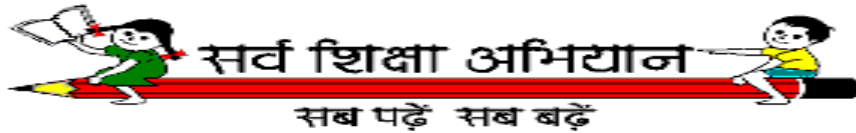


**SECOND HALF YEARLY**  
**MONITORING REPORT OF**  
**INDIAN INSTITUTE OF MANAGEMENT**  
**BANGALORE**  
**ON SSA FOR**  
**TAMILNADU STATE**  
**FOR THE PERIOD**  
**1<sup>ST</sup> OCTOBER 2006 TO 31<sup>ST</sup> MARCH 2007**

**DISTRICTS COVERED**

**Coimbatore,**  
**Erode,**  
**Salem,**  
**Dharmapuri**  
**Krishnagiri**



**MONITORING AND SUPERVISION UNDER SARVA SHIKSHA ABHIYAN  
IN FIVE DISTRICTS OF TAMIL NADU STATE  
Monitoring Reports for Second Half Year of 2006-07**

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# **MONITORING AND SUPERVISION UNDER SARVA SHIKSHA ABHIYAN IN FIVE DISTRICTS OF TAMIL NADU STATE**

## **EXECUTIVE SUMMARY**

The present study is a part of the activities under Monitoring and Supervision of SSA as spelt out by the Ministry of Human Resource Development, Government of India. In the main, the study seeks to find out the extent to which the goals and objectives of SSA are accomplished in the key functional areas of programme implementation. In this regard IIMB was entrusted with the task of undertaking a study of Monitoring and Supervision of SSA in Tamil Nadu state. Accordingly, the study was carried out in five districts namely Coimbatore, Erode, Salem, Dharmapuri and Krishnagiri from among 16 districts allotted by MHRD.

### ***I-A Major Study Objectives***

The major objectives of the study are to examine:

1. The status of opening of new primary and upper primary schools including
2. Progress of civil works in the district related to
3. Progress with respect to Distribution of Free Text Books
4. Release and utilization level of School Grants
5. Recruitment and placement of teachers against sanctioned positions as well as to find out the extent of teacher absenteeism in the schools
6. The attendance, retention and pupil performance profile in the sample schools
7. The status of teacher training activities
8. Academic support given to teachers by SSA functionaries
9. The status related to TLM grants
10. The status regarding progress related to Children with Special Needs o CWSN
11. Progress related to NPEGEL and KGBV initiatives
12. The status regarding DISE with reference to:
13. The tatus regarding activities regarding Research and Evaluation
14. Status regarding composition and functioning of VECs

15. Position related to staffing at state and district levels as well as BRC including efforts made to fill vacancies if any
16. Administration of Mid Day Meal scheme in the sample schools
17. Status related to condition of school environment including classroom ambience, school infrastructure, learning facilities, maintenance of records and registers

## **II Methodology**

1. From among a total of 16 districts allotted by MHRD under monitoring and supervision under SSA for two years (2006-08), four districts, namely Coimbatore, Erode, Dharmapuri, Salem were selected for monitoring purpose for the second half-yearly reporting for the year 2006-07
2. In each of the sample districts a total of five blocks were selected giving adequate geographical representation through simple random sampling method. It must be mentioned that the district of Dharmapuri was recently bifurcated with Krishnagiri as the newly formed district. In this light, two blocks in Dharmapuri and three blocks in Krishnagiri were correspondingly selected. Thus, the present report embodies the findings related to five districts.
3. In each of the blocks so selected, a total of 20 schools comprising of primary and upper primary schools and EGS centre were chosen by systematic random sampling method by giving proportional weightage to primary and upper primary schools. In the five sample districts, a total of 20 blocks and 335 villages covering a total of 399 schools were chosen.
4. In each of the sample schools chosen, the concerned head teacher in charge was contacted by the study team and detailed interview was held with the aid of a pre-designed interview schedule. Further, the members of the study team visited each of the classes to assess the classroom environment, facilities including TLM and other teaching aids as

well as observed the teaching learning process. Further, the attendance of children in each of the classes was verified by head count and compared it with the attendance registers.

5. A cross section of the teachers present in the sample schools were also interviewed with a semi-structured checklist covering the major aspects of teaching-learning activities including use of TLM, receipt of TLM grants, perceptions regarding academic support given to them by SSA functionaries, progress in civil works if any, related to their schools.
6. In each of the schools covered, one member of the VEC was contacted and personal interviews were carried out to assess the role of VEC in school administration and development as well as their participation in MDM.
7. Personal visits were made by the study team to a total of 7 EGS centers in order to assess the functioning of these centers. In this regard, detailed interviews were carried out with the concerned Educational Volunteers (EV)/Animators to find out their activities, details of training received, infrastructure and facilities available in the centre, and problems encountered in the carrying out their tasks in a smooth manner. Further, efforts were made to assess the learning competencies of the students of these centers by conducting informal tests in arithmetic and other subjects.
8. In addition, the BRC supervisors of all the selected blocks were interviewed with the help of a semi-structured interview schedule covering various aspects of the nature and extent of academic support given to teachers in their respective blocks, problems encountered and their suggestions for improvement
9. At the district level, discussions were held with Assistant District Programme Coordinators (ADPC) and other key functionaries in order to assess the progress of SSA administration, nature of support and control systems followed in the smooth functioning of the programme, problems encountered and their suggestions for improvement.

### **III Major Conclusions**

The findings of our study of five districts in the state of Tamil Nadu lead us to the following major conclusions:

- The attendance, retention and achievement rates in the sample schools present a positive picture. Girl students have achieved higher rates of attendance and relatively lesser failure rates as compared to that of boys. However, it must be mentioned that the practice of continuous and comprehensive evaluation of students and grading is conspicuous by its absence in all the sample schools covered.
- From the administrative point of view, the district appears to have fairly adhered to schedules in terms of distribution of free textbooks, release of TLM grants and School Grants, and opening of new schools. Similarly, progress in civil works also appears to be satisfactory though in some district there is a need for intensifying this activity.
- By and large, the records and registers including cash registers, and pass books have been maintained satisfactorily in an overwhelming majority of the sample schools in all the sample districts
- Further, our findings reveal that the teacher recruitment and their posting to schools have been made satisfactorily as there are fewer schools with shortage of teachers.
- With respect to teacher training, our study reveals that an overwhelming proportion of primary school teachers and all of upper primary schools have received in service training. There are no untrained teachers in the sample districts covered.
- All the teachers belonging to the sample schools have reportedly received the TLM grants. Our findings reveal that a variety of TLM materials including models, charts etc., are prepared by the teachers and appear to be optimally used in the classrooms. Further,

80.5 % of teachers in primary schools had undergone TLM training imparted mainly by BRTEs

- By and large, all schools present a positive picture as regards the quality of classroom environment be it cleanliness, seating arrangement for pupils, ventilation in classrooms, and the overall ambience though there are some exceptions. However, there is a definite need for providing adequate playgrounds and compound walls for the schools in all the sample schools visited. Further, All the schools covered in the study utterly lacked sports equipment and musical instruments which is another point of concern. The drinking water and toilet facilities in the sample schools appear to be reasonably satisfactory though in some schools use of toilets was restricted to teachers
- Our findings with regard to the academic support to teachers by SSA functionaries reveal that BRTEs were the main providers who made frequent visits to the schools under their jurisdiction and provided guidance and lesson plans and teaching activities. The teacher respondents reported that they are generally satisfied with the inputs provided by BRTEs. Other functionaries including DIET faculty and DPO staff appear to make lesser number of visits.
- Overall, the MDM administration appears to be more or less satisfactory in terms of coverage and maintenance of cleanliness and hygiene in the cooking and feeding premises. However, a palpable need is felt with respect to cooking facilities and other MDM related infrastructure. Further, the school administration as well as the VEC, appear to have minimal formal role in the management of MDM. In some schools it was evident that there was social distancing by children belonging to lower caste groups such as SC/ST with those belonging to other caste groups .

#### **IV Recommendations:**

On the basis of the findings of our study, we present the following major recommendations:

- There is a need for strengthening school infrastructure specially with regard to play ground, compound walls, sports equipment and musical instruments.
- The continuous and comprehensive evaluation and grading of student performance needs to be introduced for better assessment of the competency level of pupils and also to take timely corrective steps
- Support with respect to cooking facilities and other MDM related infrastructure is highly essential for the MDM to be successful. In this respect, more active role for VEC to mobilize community support needs emphasis.
- Proper infrastructure facilities are urgently needed in EGS centres. Further, timely payment of honorarium for teachers/animators may be ensured in order to evoke better motivation on the part of these functionaries.

# ***INTRODUCTION***

## **1.1 Background**

Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right. SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations. The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level. SSA seeks to provide quality elementary education including life skills. SSA has a special focus on girl's education and children with special needs. SSA also seeks to provide computer education to bridge the digital divide.

Given the made of SSA, the state implementing agencies have engaged themselves in achieving the challenging task of universalization of elementary education with varying degrees of success. In this regard, monitoring and supervision of various activities under SSA has been an important component which not only provides a clear picture of the existing state of affairs but also indicates the future course of action in order to accomplish the programme goals and objectives in an efficient and effective manner. On these lines, the present report embodies the findings of monitoring and supervision of SSA carried out in four districts of Tamil Nadu state. The study was carried out by Indian Institute of Management Bangalore.

## **1.2 Educational Profile of Tamil Nadu**

The state of Tamil Nadu occupies a pre-eminent position in the development map of the country. According to Census of India 2001, the total Population of Tamilnadu is 6,24,05,679 comprising

3,14,00,909 male and 3,10,04,770 female members. The urban population is 2,74,83,998 and that of the rural is 3,49,21,681. The total population of SC is 1,18,57,504 which consists of 59,32,925 male and 59,24,579 female members. The percentage of SC population to total population is 19.61%. The total population of ST is 6,51,321 comprising 3,28,917 male and 3,22,404 female members. The percentage of ST population to total population is 1.12%. The sex ratio of Tamilnadu is 987 which is higher than the National Sex Ratio (933). 15 Districts in Tamilnadu have registered a sex ratio of more than 1000. The total literacy rate of the State is 73.47 %, which is 8.09% higher than that of the total Literacy rate of India (65.38%). The male and female literacy rates of the State also indicate the same trend, 6.48% higher in the case of male and 10.39% higher in case of female.

In Tamilnadu, there are 51,777 schools, including EGS centres (all categories). They consist of 33,909 Primary schools, 8,552 Middle Schools (Upper Primary Schools), 4,436 High schools and 4,632 Higher Secondary Schools. There are 247 EGS centres functioning in all Districts. Though the state has achieved cent percent access at Primary level in the year 2002-2003 and cent percent access at Upper Primary level in 2004-2005, with population growing and new habitations springing up, the need for new schools is constantly reviewed through systematic school mapping exercises.

In Tamilnadu, there are 1,37,227 teachers serving in Primary schools. As many as 75,096 teachers work in Government Primary Schools comprising 19,198 male and 55,898 female teachers. There are 28,759 teachers working in Private aided schools and 33,372 teachers working in Private unaided schools. Of significance is the fact that there are more women than men among the teachers in Elementary Education. Women Teachers make up nearly three-fourths of the total number of teachers constituting 73.95%. As per the Household Survey 2005, there are 1,00,80,179 school-age children (6-14 years) in the State. Of them, 64,20,748 children are in 6-10 years age group and 36,59,432 are in 11-14 years age group. In both Primary and Upper Primary schools, the enrolment of boys and girls in terms of percentage has been around 52% and 48% respectively, which indicates the prevailing positive gender parity in enrolment in the State.

The State-level NER of *All* at Primary level is at 98.48% and it is almost the same case

with *Boys* and *Girls* as well. As for *boys*, 15 Districts record NER *above* the state-level and in the remaining 15 Districts it is *below* 98.48%. In the case of *girls*, 16 Districts report NER *above* the state-level. The *gap* in NER between *All* and *SC* is only marginal with 0.75% and the *gap* in the case of *ST* with 1.80%. At Upper Primary level, the State-level NER of *All* is at 97.73% while it is at 97.89% for *boys* and 97.57% for *girls*. The total number of out-of-school children to be covered during 2006-2007 has been estimated to be 1,11,989 in all the Districts.

The *State-level Completion Rate (CR)* of *ALL* at primary level is at 77.57%. The CR is above the state level in 15 Districts. The CR is the *highest* in Chennai (87.33%) and the *lowest* in Nagapattinam (67.68%). The *State-level Repetition Rate (RR)* of *ALL* at primary level is at 18.62%. The RR in 15 Districts is *lower* than the State Level.

The *State-level Dropout Rate (DR)* of *ALL* is at 3.81% while that of *SC* is 3.73%.

At upper primary level, the State-level Completion Rate (CR) of *ALL* is at 82.02%. The CR is *above* the State level in 14 Districts. The CR is the *highest* in Kanyakumari (91.57%) and the *lowest* in Karur District (73.45%). The State-level Transition Rate (TR) of V to VI grade is at 98.25%. All Districts have recorded TR above 97%. The State-level Attendance Rate at primary level and upper primary level works out to 96% and 94 % respectively. At Primary level, the percentage of boys and girls who have passed Grade V is almost the same around 99%. In terms of the *percentage of passes with more than 60%*, the girls (69.37%) *outperform* boys (64.60%) by 4.77%.

The state of Tamil Nadu thus portrays a positive picture regarding the progress of primary education as compared to many states of the country.

### **1.3 The Study**

As mentioned elsewhere, the present study is a part of the activities under Monitoring and Supervision of SSA as spelt out by the Ministry of Human Resource Development, Government of India. In the main, the study seeks to find out the extent to which the goals and objectives of SSA are accomplished. In this regard IIMB was entrusted with the task of undertaking a study of

Monitoring and Supervision of SSA in Tamil Nadu state. Accordingly, the study was carried out in five districts namely Coimbatore, Erode, Salem, Dharmapuri and Krishnagiri from among 16 districts allotted by MHRD. Though it was planned to cover four districts in this spell, the district of Krishnagiri was included in the study as this district was carved out of Dharmapuri district recently thus covering 5 districts for monitoring and supervision under SSA.

The following are the specific objectives of the study:

18. To examine the status of opening of new primary and upper primary schools including
  - Recruitment of teachers
  - Acquiring land for building
  - Whether funds for these works have been received by concerned VECs
  - Stages of construction of these schools
19. To find out the progress of civil works in the district related to
  - Construction of buildings of BRC/CRC, additional classrooms, drinking water and toilets.
  - Persons deployed in the construction and supervision activities of these civil works
  - Find out the extent of convergence achieved specifically with respect to Total Sanitation Campaign and Swajaladhara
20. Progress with respect to Distribution of Free Text Books
21. Release and utilization level of School Grants
22. Recruitment and placement of teachers against sanctioned positions as well as to find out the extent of teacher absenteeism in the schools
23. Status of teacher training activities including
  - Target-Achievement status of teachers to be trained
  - Practices related to scheduling of training, venue of training, training personnel, mechanisms for ensuring quality in training programmes
24. Academic support given to teachers by SSA functionaries including
  - Specific roles of BRC/CRC functionaries, DPO and DIET staff and the degree of effectiveness of the support given as perceived by the teachers

25. Status related to TLM grants including

- Release and receipt of TLM grants
- Use pattern of TLM grants by teachers
- Training in preparation of TLM to teachers and its efficacy

26. Status of EGS in terms of

- Progress in opening of EGS centres, NRBC, and RBC camps
- Category wise Enrolment of children in these centres
- Attendance profile of children attending EGS and other centres
- No of EV s engaged in the centres, their educational and training background
- Extent of support given by SSA functionaries to EGS centres
- Monitoring mechanisms adopted for overseeing EGS centres in terms of attendance of teachers and their activities
- Assessing the learning competencies of the pupils in EGS centres
- Assessing rapport level of EV with pupils

27. Status of CWSN with reference to:

- Number of CWSN identified and recruited at the district level
- Number of children supplied with assistive aids and equipment
- Number of resource teachers identified and in place
- Number of schools provided with ramps
- System of counseling to parents and home based support to CWSN

28. Status of NPEGEL comprising:

- Targets regarding clusters and number of clusters made functional
- Progress regarding provision of additional classrooms, drinking water, toilets
- Extent of gender sensitive teaching, TLM and efforts to mobilize the community for girl education
- Status regarding timely release of funds for NPEGEL activities
- Existence of a monitoring mechanism at the state level to oversee NPEGEL activities

29. Progress under KGBV including:

- Number of KGBV started against the targets set
- Whether land has been identified for the purpose

- Number of teachers sanctioned and in place
  - Enrolment of girls in the KGBVs opened
  - Facilities available in KGBVs
30. Status regarding DISE with reference to:
- Timely receipt of DISE formats to schools
  - Details regarding training imparted for filling up DISE formats
  - Ways and means of use of DISE information at higher levels
  - Activities of MIS in charge at the state level
31. Status regarding activities regarding Research and Evaluation including number of research studies undertaken at the district level and the manner in which such studies are sanctioned and commissioned
32. Status of VEC including:
- Number of VECs constituted in the district
  - Provision of VEC guidelines at the school level
  - Frequency and purpose of VEC meetings held
  - Role of women and SC/ST members in VEC deliberations
  - Contribution of VEC for school development in relation to enrolment and attendance of teachers and students
  - Maintenance of records/minutes related to VEC
33. Position related to staffing at state and district levels as well as BRC including efforts made to fill vacancies if any
34. Progress of Mid Day Meal scheme with particular reference to:
- Type of food served
  - Quality and Quantity of meals as perceived by children
  - Inclusion of green vegetables, eggs and other nutrition supplements in MDM
  - Profile of functionaries preparing and serving MDM
  - Provision of kitchen, storage space for grains, fuel wood, utensils and other equipment
  - General impression regarding safety, cleanliness, of cooking and serving surroundings

- Discipline of students who partake MDM with respect to washing hands and judicious use of water
- Agency monitoring MDM and frequency of its visits to schools

35. Condition of school environment in relation to:

- Classroom environment including adequacy of rooms, sitting space for children etc
- School infrastructure
- Learning and Playing facilities
- Facilities of drinking water and toilets and their maintenance
- Maintenance of records and registers
- Frequency of health check ups done in the school

#### **1.4 Methodology**

In order to accomplish the objectives described in the previous section, the following methodology was adopted:

10. A total of 16 districts were allotted by MHRD under monitoring and supervision under SSA for two years (2006-08). Among these allotted districts, four districts, namely Coimbatore, Erode, Dharmapuri, Salem were selected for monitoring purpose for the second half-yearly reporting for the year 2006-07

11. In each of the sample districts a total of five blocks were selected giving adequate geographical representation through simple random method. It must be mentioned that

the district of Dharmapuri was recently bifurcated with Krishnagiri as the newly formed district. In this light, two blocks in Dharmapuri and three blocks in Krishnagiri were correspondingly selected. Thus, the present report embodies the findings related to five districts.

12. In each of the blocks so selected, a total of 20 schools comprising of primary and upper primary schools and EGS centre were chosen by systematic random sampling method by giving proportional weightage to primary and upper primary schools. In the five sample districts, a total of 20 blocks and 335 villages covering a total of 399 schools were chosen. Details in this regard is presented in Table 1
13. In each of the sample schools chosen, the concerned head teacher in charge was contacted by the study team and carried out detailed interviews with the aid of a pre-designed interview schedule. Further, the members of the study team visited each of the classes to assess the classroom environment, facilities including TLM and other teaching aids as well as observed the teaching learning process. Further, the attendance of children in each of the classes was verified by head count and compared it with the attendance registers.
14. A cross section of the teachers present in the sample schools were also interviewed with a semi-structured checklist covering the major aspects of teaching-learning activities including use of TLM, receipt of TLM grants, perceptions regarding academic support given to them by SSA functionaries, progress in civil works if any related to their schools.
15. In each of the schools covered, one member the VEC was contacted and personal interviews were carried out to assess the role of VEC in school administration and development as well as their participation in MDM.
16. Personal visits were made by the study team to a total of 7 EGS centres in order to assess the functioning of these centres. In this regard, detailed interviews were carried out with the concerned Educational Volunteers (EV)/Animators to find out their activities, details

of training received, infrastructure and facilities available in the centre, and problems encountered in the carrying out their tasks in a smooth manner. Further, efforts were made to assess the learning competencies of the students of these centres by conducting informal tests in arithmetic and other subjects.

17. In addition, the BRC supervisors of all the selected blocks were interviewed with the help of a semi-structured interview schedule covering various aspects of the nature and extent of academic support given to teachers in their respective blocks, problems encountered and their suggestions for improvement

18. At the district level, discussions were held with Assistant District Programme Coordinators (ADPC) and other key functionaries in order to assess the progress of SSA administration, nature of support and control systems followed in the smooth functioning of the programme, problems encountered and their suggestions for improvement.

**Table 1**

***District-wise distribution of Sample villages according to blocks***

<b>District</b>	<b>Sample Blocks</b>					<b>No. of villages covered</b>	<b>No. of schools covered</b>	
							<b>Primary</b>	<b>Upper Primary</b>
<b>Coimbatore</b>	Tirupur	P.N.Palya	Pongalur	Gudimangalam	Pollachi North	<b>94</b>	<b>66</b>	<b>32</b>
<b>Krishnagiri</b>	Soolagiri	Krishnagiri	Uthangarai	-	-	<b>42</b>	<b>30</b>	<b>28</b>
<b>Salem</b>	Ayothiyapattinam	Kadayam Patty	Panamarathupakki	Omalur	Kolathur	<b>79</b>	<b>48</b>	<b>50</b>
<b>Erode</b>	Kangayam	Bhavani Saker	Kodumudi	Dharapuram	Anthiyur	<b>88</b>	<b>73</b>	<b>26</b>

<b>Dharmapuri</b>	Harur	Dharmapuri			-	<b>32</b>	<b>26</b>	<b>13</b>
<b>Total</b>						<b>335</b>	<b>243</b>	<b>149</b>

*\*In addition, 7 EGS centres were covered-2 in Coimbatore, 2 in Krishnagiri, 1 each in Salem, Erode and Dharmapuri districts*

## **MONITORING & SUPERVISION UNDER SSA IN TAMIL NADU**

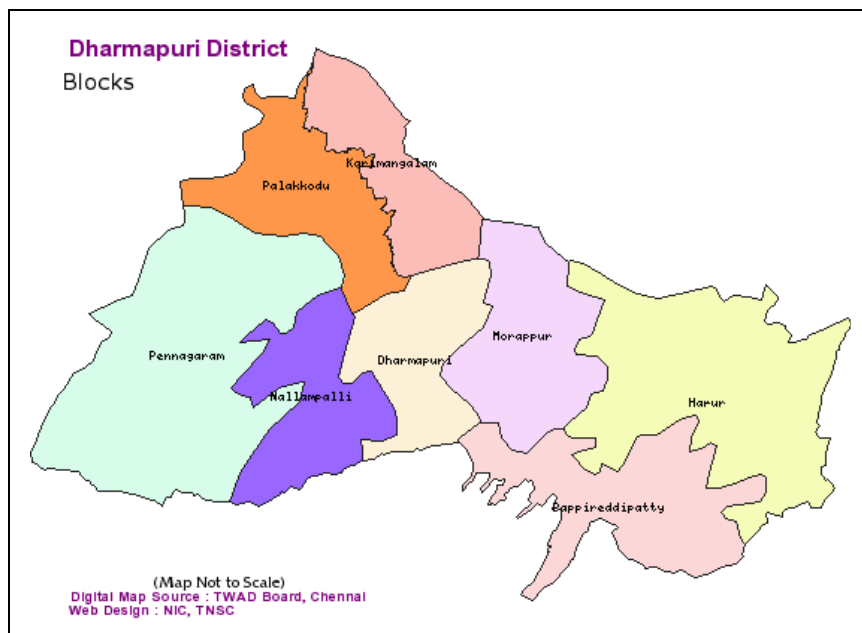
### **DHARMAPURI DISTRICT**

## CHAPTER 1

### ***INTRODUCTION***

#### **District Profile**

Dharmapuri district, which came into existence from 02.10.1965 is situated in the North western Corner of Tamil Nadu and is bounded by Tiruvannamalai and Villupuram Districts on the east, Salem District on the South, Krishnagiri District on the north and Kaveri river on the west. It is located between latitudes N 11 47' and 12 33' and longitudes E 77 02' and 78 40'. The total geographical area of Dharmapuri District is 4497.77 Sq Kms, i.e. 3.46% of Tamil Nadu



## ***Districts performance on Literacy Rate in Tamil Nadu for the year 2001***

District Name	Literacy Rate			Deviation from State Average		
	Person	Male	Female	Person	Male	Female
STATE Average	<b>73.47</b>	<b>82.33</b>	<b>64.55</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
1Kanniyakumari	88.11	90.88	85.38	14.64	8.55	20.83
2Thoothukudi	81.96	88.66	75.64	8.49	6.33	11.09
3Chennai	80.14	84.71	75.32	6.67	2.38	10.77
4The Nilgiris	81.44	89.63	73.39	7.97	7.30	8.84
5Tiruchirapalli	79.16	87.16	71.19	5.69	4.83	6.64
6Kancheepuram	77.61	84.82	70.21	4.14	2.49	5.66
7Madurai	78.65	87.24	69.93	5.18	4.91	5.38
8Coimbatore	76.95	83.82	69.80	3.48	1.49	5.25
9Tirunelveli	76.97	85.89	68.50	3.50	3.56	3.95
10Thiruvavarur	76.90	85.59	68.36	3.43	3.26	3.81
11Nagapattinam	76.89	85.61	68.35	3.42	3.28	3.80
12Thiruvallur	76.54	84.62	68.23	3.07	2.29	3.68
13Thanjavur	76.07	85.45	66.95	2.60	3.12	2.40
14Virudhunagar	74.23	84.56	64.09	0.76	2.23	-0.46
15Ramanathapuram	73.05	82.96	63.55	-0.42	0.63	-1.00
16Vellore	73.07	82.67	63.53	-0.40	0.34	-1.02
17Sivagangai	72.66	83.70	62.12	-0.81	1.37	-2.43
18Theni	72.01	82.50	61.41	-1.46	0.17	-3.14
19Pudukkottai	71.96	83.22	60.94	-1.51	0.89	-3.61
20Cuddalore	71.85	82.76	60.85	-1.62	0.43	-3.70
21Dindigul	69.83	80.29	59.30	-3.64	-2.04	-5.25
22Karur	68.74	80.42	57.30	-4.73	-1.91	-7.25
23Nammakkal	67.66	78.02	57.04	-5.81	-4.31	-7.51
24Tiruvannamalai	68.22	80.14	56.31	-5.25	-2.19	-8.24
25Salem	65.72	75.25	55.61	-7.75	-7.08	-8.94
26Erode	65.51	75.49	55.26	-7.96	-6.84	-9.29
27Perambalur	65.88	77.68	54.26	-7.59	-4.65	-10.29
28Villupuram	64.68	76.02	53.16	-8.79	-6.31	-11.39
29Dharmapuri	59.23	68.82	49.10	-14.24	-13.51	-15.45

As can be seen from the table above, Dharmapuri ranks the lowest as far as literacy rates are concerned with an overall rate of 59.2 with male-female break-ups at 68.8 and 49.1 percent respectively. Socio-economically too the district presents a profile of relative backwardness in terms of industrial investment, agriculture, education and other development indicators as compared to other districts of the state.

## **CHAPTER 2**

### **SSA IN DHARMAPURI DISTRICT**

As in other districts of the state, SSA was initiated in Dharmapuri district, during 2001. Conforming to the monitoring formats based on a series of workshops and discussions held at various places in the country, the SSA Bureau of Tamil Nadu state had developed uniform

monitoring formats for PMIS. Keeping the contents of the format intact, the formats were in Tamil to facilitate better understanding and ease of use on the part of the local functionaries at the school and CRC levels while block and district level formats were in English. The district of Dharmapuri was bifurcated with Krishnagiri as the newly carved district. Conforming to the Terms of Reference of monitoring and supervision under SSA, Two blocks of the district namely Harur and Dharmapuri were covered in the present report while three blocks namely Soolagiri, Krishnagiri and Uthangarai belonging to the newly formed Krishnagiri district were covered and the findings related to the latter district is presented separately.

## 2.1 Attendance, Retention and Achievement

The overall mean number of days the sample schools functioned during the year 2006-07 work out to 220 days and 216 days for primary and upper primary schools respectively. Further, the attendance status of pupils as per records as well as physical verification carried out during the team's visit present a positive picture. Our findings in this respect reveal that the attendance rate in all the classes (I to VIII) range between 88.3 % and 95.1 %. It is interesting to note that girls outnumbered boys in this respect in all the classes.

Details in this regard is presented in Table 1.

**Table 1**

CLASS	Attendance marked as marked		Pupils actually present	
	Boys	Girls	Boys	Girls
1	89.37	91.03	89.37	91.03
2	91.22	92.17	91.22	92.17
3	90.79	91.49	90.79	91.49
4	93.02	93.94	93.02	93.94
5	94.73	93.49	94.73	93.49
6	88.97	95.12	88.97	95.12
7	88.30	93.81	88.30	93.81
8	89.51	94.92	89.51	94.92

With regard to the achievement profile of students a similar observation is made. Our findings reveal that the failure rates are almost nil in the classes 1 to 5 while the same with respect to boys and girls respectively in classes 6 to 8 work out to 12.5 % and 10.9, 8.1 % and 5.9 % and 4.8 % and 3.0 %. Here again girl students appear to do well with a relatively lower failure rates.

**Table 2**

CLASS	Class-wise Attendance Status of Pupils			
	% of children failed in exam	% of children retained		
	Boys	Girls	Boys	Girls
1	0.00	0.00	0.00	0.00
2	0.00	0.00	0.00	0.00
3	0.21	0.00	0.21	0.00
4	0.00	0.00	0.00	0.00
5	0.00	0.00	0.00	0.00
6	12.50	10.94	12.50	10.94
7	8.07	5.88	8.07	5.88
8	4.83	3.01	4.83	3.01

Overall, the attendance, retention and achievement rates of pupils in the sample schools appear to present a positive picture of the teaching learning process as envisaged.

## **2.2 Opening of New Primary and Upper Primary Schools**

During the period under report, a total of 88 primary and 168 new schools were sanctioned. Our findings reveal that, of the former 71 schools were completed while the construction of remaining 17 schools was at the stages of roofing/finishing. With regard to Upper Primary schools 145 schools were completed while 23 schools were either at roofing or finishing stages.

## **2.3 Progress in Civil Works**

Our findings with respect to progress in civil works are presented in Table 2. As can be seen, while considerable progress have been achieved with regard to opening of new schools, the same with respect to civil works appears to be tardy. During the year 2006 none of the civil works related to CRC, primary and upper primary schools were completed, while with respect to additional classrooms only 6 of the 383 works sanctioned were completed. However, significant

progress (95.0 %) was achieved as far as electrification works is concerned. Our findings reveal that at the district level an Assistant Executive Engineer of the PWD is entrusted with the supervision of civil works while at the sub-district level, 10 engineers are engaged for this task.

**Table 3  
Progress In Civil Works**

Item of Civil work	Physical target (including spill over) for 2006-07 (PAB approved)	<i>Physical progress till 30.09.06</i>		
		<i>Work complete</i>	Work in progress	Work not started
1	2	3	4	5
<b>CRC BUILDING</b>	25		25	
PRIMARY BUILDING	17		17	
UPPER PRIMARY BUILDING	46		46	
ADDL.CLASS ROOMS	383	6	377	
BaLA PROJECT	41		41	
ELECTRIFICATION	402	382	20	

#### 2.4 Distribution of Free Text Books

Our findings related to distribution of Free Text Books at the district level as well as among the sample schools visited reveal that all schools of the district were distributed with FTB during May 2006. In this regard 82221 SC children, 20733 ST children and 216294 girl children have been distributed with FTB. Details in this regard is presented in Tables 3 and 3a

**Table 3**

#### ***Distribution of free text books (ftb) in 2006-07***

Name of District	No. of students to be given FTB in 2006-07			No. of students received FTB in 2006-07 (till 30.09.06)			Month of received of FTB from TBPM in District.	Month of distribution of FTB in district
	SC	ST	Girls	SC	ST	Girls		
Dharmapuri	1469	20733	216294	82221	20733	216294	MAY-06	MAY-06

**Table 3a**

***Distribution of free text books (ftb) in 2006-07***

	TOTAL	Type of school	
		Primary	Upper Primary
Number of sample schools	39	26	13
% of school with FTB distributed to all classes	39	26	13
	100.00%	100.00%	100.00%
% of school with FTB distributed to all subjects	39	26	13
	100.00%	100.00%	100.00%
% of school with FTB distributed to all eligible students	39	26	13
	100.00%	100.00%	100.00%
% of schools where FTB was distributed June 2006	27	18	9
	69.20%	69.20%	69.20%
% of schools where FTB was not distributed June 2006	1	1	0
	2.60%	3.80%	0.00%

As can be seen from Table 3a, all 39 schools including 26 primary and 13 upper primary schools have reportedly distributed FTB to all classes in all subjects and to all eligible students. About 70 percent of schools had distributed FTB by June 2006 while one school reported delay in this regard.

**2.5 School Grants**

At the district level, our findings reveal that the annual school grants of Rs2000 for the year 2006-07 has been approved for a total of 1470 schools. The grants were released in the month of June 2006 while grants for VEC was released in the month of August 2006. Among the sample schools covered, our findings reveal that all the 39 sample schools covered in the district had received school grants in full and all except two schools had received the grants between in June and July. A detailed perusal of the passbooks and cash register of the sample schools reveals that 35 schools forming 89.7 % had spent 100 % of the grants received. It is heartening to note that all 39 schools covered in the study receipt and expenditure of the grants received had been properly entered in the cash book along with receipts and vouchers. Further, it is noted that 32 sample schools forming 82.1 % had appropriated the school grants after formal approval by the

VEC while the remaining 7 schools had not done so. Details in this respect are presented in Table 4

**Table 4  
Receipt and Utilization of School Grants**

		Total	Type of school	
			Primary	Upper Primary
Number of schools		39	26	13
	%	100.00%	100.00%	100.00%
School receiving school grants for 2005-06	Yes	39	26	13
		100.00%	100.00%	100.00%
School receiving school grants for 2005-06 within time-June to July between	No	37	24	13
		94.90%	92.30%	100.00%
	DKNA	2	2	0
		5.10%	7.70%	0.00%
Average percentage of expenditure of school grants	100	35	23	12
		100.00%	100.00%	100.00%
Schools where receipt & expenditure are entered in cashbook	Yes	39	26	13
		100.00%	100.00%	100.00%
Schools where school grants was utilization after approval of VEC	Yes	32	21	11
		82.10%	80.80%	84.60%
	No	7	5	2
		17.90%	19.20%	15.40%

## 2.6 Teacher and Teacher Training

Teacher training and academic support to teaching-learning process forms a crucial component of SSA. In this respect, efforts were made in our study to find out the extent and nature of teacher training activity in Dharmapuri. Details in this regard are presented in the following paragraphs.

The recruitment of teachers is carried out according to rules laid down by the state educational administration. In this respect our findings reveal that teachers are recruited by Teacher Recruitment Board (TRB), through a written examination. All teachers recruited are regular appointees.

During the year 2006-07, a total of 8215 teachers underwent in service teacher training programme. The teacher training schedule is proposed by DTERT Chennai while the actual

training is imparted to the trainers, i.e., BRC Coordinators, Block Resource Teacher Educators (BRTes) by the staff of DIET Dharmapuri during the reference period. Monthly training programmes are conducted at the CRC level in which the teachers receive training from BRTes and CRC coordinators. Our discussions with various functionaries including DIET principals, SSA functionaries including Assistant District Programme Coordinator (ADPC), BRC Supervisors, BRTes covered in the sample blocks revealed that concerted efforts are made to ensure high quality of training through regular monitoring and supervision and through monthly review meetings.

During the reference period, there were no untrained teachers in the district.

From among the sample schools covered in our study, 33 schools or 83.5 percent of the schools covered had all the sanctioned teachers in position while in the remaining schools there was lesser number of teachers against the sanctioned strength. Furthermore, 95 % of the teachers in the sample schools had received in service training. A further break up reveals that while all the teachers of upper primary schools had received in service training, 92 % of the primary schools had done so. Overall, the teacher training component, which is a vital functional area of SSA appears to have been addressed effectively.

## **2.7 Preparation and Utilization of TLM Grants**

During the reference period under report, TLM grants have been released during the month of June 2006 for a total of 4780 teachers. Among these 4762 teachers have actually received the grants with instruction from the DPO to utilize the released grant. It was noted that by and large, release of TLM grants has been timely. More or less, similar findings were noted with respect to receipt of TLM grants and its utilization among the sample schools. Our data in this regard reveals that teachers of all the sample schools have received their TLM grants in time. Further, all the teachers except one among the sample schools reported that they had received official instruction from DPO to utilize the released grants.

During the course of our visits to sample schools, efforts were made to observe the type of TLM materials and the manner in which TLM materials were displayed in order to assess the extent of use of such materials. Multiple responses obtained in this regard as well as observation in the classrooms, revealed that the teachers prepared a variety of TLM materials. The following table

gives details in this respect. Out of a total of 179 teachers in position among the 39 sample schools, as many as 158 responses regarding TLM materials were elicited of which 78 were from primary school teachers while the remaining 80 responses were from upper primary schools.

**Table 5**  
**Type of TLM prepared by the teachers**

	TOTAL	TYPE OF SCHOOL	
		Primary	Upper Primary
No. of sample schools	39	26	13
No. of responses	158	78	80
Charts and Models	91	60	31
	57.6%	77.0%	38.8%
Flash Cards	13	9	4
	8.2%	11.5%	5.0%
Animals/toys	9	7	2
	5.7%	9.0%	2.5%
Others	11	6	5
	7.0%	8.0%	6.3%

*Note: Multiple Response*

As can be seen from the table above, models, both working and display models formed the single major types of TLM materials prepared. The working models comprised of such items as rolling charts depicting seasons, solar system, abacus grid, matching boards, microscope, rotating disks, projector model etc., while the display models included language charts, state and national maps, basic math calculating chart, story charts etc. Flash cards and other TLM materials formed a minor group though their use was mentioned by relatively more number of teachers of primary schools as compared to their counterparts from upper primary schools. It was noted that while display charts and TLM which have frequent use such as calculating charts, abacus etc were easily accessible for the pupils, intricate models such as projector, and the like were by and large, neatly displayed separately in a corner of the classroom.

Further, an overwhelming majority of teachers interviewed (79.1 %) reported that the pupils are fully encouraged to handle and use the TLM materials. A further break up reveals that 89.7 % of the primary school teachers reported this entity as compared to 68.7 % of those in upper primary schools.

## **Training in TLM**

Efforts were further made to find out whether the teachers have been imparted with TLM training by the SSA functionaries. Our findings in this respect reveal that a total of 132 teachers were reportedly trained in TLM training. A further break up reveals that among primary schools 72 teachers forming 92.3 % in that group had undergone TLM training while the corresponding figure for upper primary schools works out to 75.0%.

Further, the teacher respondents as well as the head masters of the sample schools were asked to mention the venue and persons imparting training in TLM. In this respect, it was revealed that training in TLM was imparted by several functionaries of SSA as well as specialist trainers either from reputed NGOs or other agencies. Out of 39 schools covered, teachers belonging to teachers belonging to 28 schools (71.8 %) had received training in TLM. A further analysis reveals that teachers of 14 schools reported that BRTEs formed a major source of training of TLM while in 5 schools BRC supervisor himself took part. Teachers of 7 sample schools reported that specialist trainers were involved in training. CRC coordinators, as trainers of TLM was mentioned by teachers in two schools. It was reported that by and large CRC and BRC headquarters formed major venues of TLM training.

## **CHAPTER 3**

### **SCHOOL OBSERVATION**

In each of the sample schools visited, the study team made efforts to assess the school ambience and learning climate in terms of cleanliness, adequacy of rooms, ventilation, approach to school, seating arrangement, and facility of blackboard and other teaching aids. Further physical observations were made with respect to drinking water facility, toilets, electricity, play ground,

compound wall and other school infrastructure facilities. Details in this regard are summarized in the following paragraphs.

**Table 6**

	TOTAL	Type of school	
		Primary	Upper Primary
No. of Schools	39	26	13
Very good	10	9	1
	25.60%	34.60%	7.70%
Satisfactory	26	15	11
	66.70%	57.70%	84.60%
Unsatisfactory	3	2	1
	7.70%	7.70%	7.70%

In exactly two thirds of the schools covered (66.7%) the cleanliness of the classrooms were found to be satisfactory while about a quarter (25.6 %) were found to be very good. Interestingly a higher proportion among primary schools as compared to that of upper primary schools, were well maintained and cleaner.

Similarly, both primary and upper primary schools covered were quite good as far as adequacy of classrooms are concerned. As the table reveals more than one half of the primary schools (57.7%) and nearly two-fifths of the upper primary schools (38.5 %) had adequate classrooms.

**Table 7**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	39	26	13
Very good	20	15	5
	51.30%	57.70%	38.50%
Satisfactory	19	11	8
	48.70%	42.30%	61.50%

A similar observation is made as far as ventilation of classrooms with 61.5 % of primary schools and 46.2 % of upper primary schools having very good ventilation in their classrooms.

**Table 8**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	39	26	13
%	100.00%	100.00%	100.00%
Very good	22	16	6
	56.40%	61.50%	46.20%
Satisfactory	17	10	7
	43.60%	38.50%	53.80%

With respect to seating arrangement for children, our findings reveals that only 17.9 % of the schools covered had very good arrangement while one third of the schools (33.3 %) had unsatisfactory seating arrangement of children. It must be mentioned that there were different seating arrangements for different classes. For instance, in some of the schools the seating arrangements for classes 1 to 3 appeared to be wanting while with respect to classes 4<sup>th</sup> and above the same was found to be reasonably satisfactory.

**Table 9**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	39	26	13
%	100.00%	100.00%	100.00%
Very good	7	7	0
	17.90%	26.90%	0.00%
Satisfactory	19	12	7
	48.70%	46.20%	53.80%

Unsatisfactory	13	7	6
	33.30%	26.90%	46.20%

*Our observations further reveal that all the primary and upper primary schools except one in the latter group had good facilities such as blackboard and TLM facilities. In fact 16 of the 26 primary schools (61.5 %) had very good facilities while roughly a similar proportion of upper primary schools (53.8 %) had average facilities. However, overall, these differences do not appear to be marked.*

**Table 10**

**Classroom Environment, facility of black board and TLM facilities**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	39	26	13
%	100.00%	100.00%	100.00%
Very good	21	16	5
	53.80%	61.50%	38.50%
Satisfactory	17	10	7
	43.60%	38.50%	53.80%
Unsatisfactory	1	0	1
	2.60%	0.00%	7.70%

Our further observations reveal that only a little more than one half of the sample schools (51.3 %) had compound walls or similar enclosures. In many cases it was noticed that the schools were enclosed by wire fences and hedges.

**Table 11**

**School Environment- Compound wall for the school**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	39	26	13
%	100.00%	100.00%	100.00%
Available	20	13	7
	51.30%	50.00%	53.80%
Not available	19	13	6
	48.70%	50.00%	46.20%

*Our findings further reveal that a sizeable proportion of sample schools (59.0%) had electricity connection. A further analysis reveals that almost all upper primary schools (92.3 %) had electricity while the corresponding figure for primary schools works out to only 42.3 %. It must be mentioned that in many primary schools the electricity connections were limited to only the office room while classrooms did not have such facilities. In the case of upper primary schools, which included some high schools, however, the need for electricity was absolutely essential.*

**Table 12**

**School Environment- Electricity in the school**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	39	26	13
%	100.00%	100.00%	100.00%
Available	23	11	12
	59.00%	42.30%	92.30%
Not available	16	15	1
	41.00%	57.70%	7.70%

*Details regarding play ground, an essential facility for closer interaction among the pupils as well as their physical development, are presented in Table 13. As can be seen, more than three-fourths of the sample schools (76.9%) had sufficient playground space in their premises. In this respect, primary schools were comparatively better with 84.6 % of them having playground facility as against 61.5 % of upper primary schools having such a facility. It must be mentioned that adequacy of space for playground is directly related to the school strength. In this light, it was noted that smaller schools had smaller playgrounds while larger schools with more pupils had relatively bigger playgrounds, though some had insufficient space for this purpose.*

**Table 13**

<b>School Environment- Playground in the school</b>			
	<b>TOTAL</b>	<b>Type of school</b>	
		<b>Primary</b>	<b>Upper Primary</b>
No.	39	26	13
%	100.00%	100.00%	100.00%
Sufficient	30	22	8
	76.90%	84.60%	61.50%
Insufficient	6	2	4
	15.40%	7.70%	30.80%
None	3	2	1
	7.70%	7.70%	7.70%

Our findings reveal that an overwhelming proportion of sample schools (82.1 %) either totally lacked sports equipment (43.6 %), or had very insufficient quantity of such items (38.5%). In this respect upper primary schools appeared to be relatively better off.

**Table 14****School Environment- Playground in the school**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	39	26	13
%	100.00%	100.00%	100.00%
Sufficient	7	3	4
	17.90%	11.50%	30.80%
Not sufficient	15	8	7
	38.50%	30.80%	53.80%
None	17	15	2
	43.60%	57.70%	15.40%

Further, except one primary school, all the sample schools regardless of type of school did not have any musical instruments whatsoever, which is a disheartening feature.

However, it is comforting to note that while all upper primary schools had drinking water facility within their premises a little more than three fourths of primary schools (76.9 %) had such a facility.

**Table 15****School Environment- Drinking water facility**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	39	26	13
%	100.00%	100.00%	100.00%

Within school premises	33	20	13
	84.60%	76.90%	100.00%
Within 1/2 km Radius	6	6	0
	15.40%	23.10%	0.00%

With regard to toilets, our findings reveal that 71.8 % of the sample schools had exclusive usable toilets which are used regularly by the pupils. A further break up reveals that relatively higher proportion of primary schools had such a facility as compared to that of upper primary schools (76.9 % and 61.5 % respectively). Interestingly, in 4 schools, three primary and one upper primary, toilets were used exclusively by the teachers and students were restricted from using these toilets. Further, in 4 more schools there was no toilet facility whatsoever. It is pertinent to mention that toilets are an absolute need for all schools regardless of their type to put in place well designed and hygienically maintained toilets.

**Table 16**

**School Environment- Drinking water facility**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	39	26	13
%	100.00%	100.00%	100.00%
Usable and used	28	20	8
	71.80%	76.90%	61.50%
Usable and used by teachers only	4	3	1
	10.30%	11.50%	7.70%
Unusable and used	3	1	2
	7.70%	3.80%	15.40%
Not available	4	2	2
	10.30%	7.70%	15.40%

In each of the schools visited the study team made efforts to assess the status of maintenance of records and registers after gathering requisite information from these sources. The team members verified the cash registers, minutes of the meetings held, receipts and expenditure statements along with bills and vouchers, besides other books. In this regard, our findings reveal that

overall; records and registers were reasonably well maintained with some schools having excellent records upkeep.

**Table 17**

**School Administration- Maintenance of Records and Registers**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	39	26	13
%	100.00%	100.00%	100.00%
Very good	4	3	1
	10.30%	11.50%	7.70%
Satisfactory	35	23	12
	89.70%	88.50%	92.30%

In all the sample schools it was reported that the school health programme was in place. Further, our respondents in 79.3 % of the schools reported that individual health cards have been prepared. Furthermore, our findings reveal that three-fourths of the sample schools have conducted one health check ups for the children while two schools had more than one health checkups carried out.

#### **CHAPER 4 MID DAY MEAL SCHEME**

Being an important initiative towards providing hygienically prepared meal for the school children, Mid Day Meal programme is in operation in all the schools covered in our study. As a part of the methodology, the study team endeavoured to make physical observation of the administration of MDM in the sample schools besides interviewing the concerned functionaries including the head master, the cook and server as well as children having MDM. Our findings in this respect is summarized in the following paragraphs.

As mentioned earlier, MDM is in operation in all the sample schools under study. Our findings reveal that in all the schools the menu comprised of rice and sambar, a gruel made of dal and green vegetables. It was noted that while the sambar was reasonably good the rice, supplied by the government was found to be of poor quality. Our enquiries revealed that the rice supplied by the government is of bad quality despite making several requests for supply of good rice. An important observation made in this regard is that in most cases the head teachers appear to distance themselves from MDM administration as the entire onus of providing MDM fell on the concerned government department. It was reported that it would be an additional responsibility for the teacher and would impinge on his/her academic engagement. Further, the VECs too do not appear to evince interest in involving itself with MDM administration.

During the course of our study informal discussions were held with the children partaking MDM in order to elicit their opinions regarding the quality of meals served as also other aspects of MDM. Our findings in this respect reveal that in some of the sample schools many children eligible brought food from their homes instead of eating the meals served under MDM. Though the children were unable to clearly explain why they brought home made food, our enquiries with one of the parents revealed that the cook preparing MDM belonged to lower caste indicating the extent of social divide existing in the village community. Though not expressing in as many words, the teachers contacted also appeared to agree to this fact but were helpless in addressing this problem. This is further

**Table 18**

***Social background of Cooks***

	Total	Type of School	
		Primary	Upper Primary
No.	39	26	13
%	100.00%	100.00%	100.00%
Cook belonging to SC/ST	3	1	2
	7.70%	3.80%	15.40%
Cook not belonging to SC/ST	31	23	8
	79.50%	88.50%	61.50%

DKNA	5	2	3
	12.80%	7.70%	23.10%

reinforced by the fact that among nearly four-fifths of the sample schools (79.5%) the cooks belonged to castes other than SC/ST with those in primary and upper primary schools forming 88.5 % and 61.5 % respectively..

Nevertheless, all children who partake in the MDM in the sample schools appeared to be satisfied with its quality and quantity. The mean number of children benefited by MDM in the sample schools as per official records work out to 96.5 and 274.8 for primary and upper primary schools respectively. The mean number of children actually consuming MDM works out to 93.6 and 261.5 respectively.

Our findings further reveal that two-thirds of the sample schools (66.7%) had pucca and independent kitchen where MDM was being prepared. Relatively lesser proportion of Primary schools had pucca kitchen as compared to that of upper primary schools (57.7% and 84.6 % respectively). Further five primary schools had kitchen in insufficient or damaged structures while in one primary school MDM was prepared in a thatched structure.

**Table 19**

***Type of Kitchen***

	Total	Type of School	
		Primary	Upper Primary
No.	39	26	13
Pucca	26	15	11
	66.70%	57.70%	84.60%
Thatched	1	1	0
	2.60%	3.80%	0.00%
Insufficient or damaged	6	5	1
	15.40%	19.20%	7.70%
Mixed	4	3	1
	10.30%	11.50%	7.70%
DKNA	2	2	0
	5.10%	7.70%	0.00%

It was noted that in a significant majority of schools (82.1 %), grains and other ingredients for preparing MDM were stored in separate rooms. Our observation revealed that many such rooms were small and ill ventilated.

In a significant proportion of schools (69.2%) water for cooking MDM was available within the school premises while a little less than a quarter (23.1%) of schools used water from outside school premises.

**Table 20**

***Source of water for preparing MDM***

	Total	Type of school	
		Primary	Upper Primary
No.	39	26	13
%	100.00%	100.00%	100.00%
Within school premises	27	17	10
	69.20%	65.40%	76.90%
Outside school premises	9	7	2
	23.10%	26.90%	15.40%
DKNA	3	2	1
	7.70%	7.60%	7.70%

It was further noted that a sizeable number of sample schools suffered from inadequate utensils and other items for preparing MDM. Our findings reveal that nearly one-half of the sample schools (48.7 %) insufficient utensils was reported. Our talks with the cooks and others revealed that no special efforts are made to supply sufficient vessels, cups, plates etc by the department. Furthermore, it was reported that the VEC members also do not evince keen interest in donating such items, which would go a long way in preparing good quality MDM. Our findings further reveal that fire wood was the only fuel used in all the sample schools

**Table 21**

***Adequacy of utensils for preparing MDM***

	Total	P UP	
		Primary	Upper Primary
No.	39	26	13
%	100.00%	100.00%	100.00%
Adequate	18	11	7
	46.20%	42.30%	53.80%
Inadequate cooking vessels	19	13	6
	48.70%	50.00%	46.20%
DK/NA	2	2	0
	5.10%	7.70%	0.00%

The study team’s observation regarding observance of safety in MDM preparation reveals that over two-fifths (41.0 %) of the sample schools had taken reasonably good safety measures while nearly one half ((46.2%) were fair in this regard. 5 schools, of which four were primary schools, had relatively poorer safety standards

**Table 22**

**General Impression regarding Safety**

	Total	P UP	
		Primary	Upper Primary
No.	39	26	13
%	100.00%	100.00%	100.00%
Good	16	11	5
	41.00%	42.30%	38.50%
Fair	18	11	7
	46.20%	42.30%	53.80%
Poor	5	4	1
	12.80%	15.40%	7.70%

Further, an overwhelming majority of schools (84.6%) were rated good in terms of cleanliness of surroundings where MDM is prepared and stored.

**Table 23**  
**General Impression regarding Cleanliness**

	Total	P UP	
		Primary	Upper Primary
No.	39	26	13
%	100.00%	100.00%	100.00%
Good	33	23	10
	84.60%	88.50%	76.90%
Fair	5	2	3
	12.80%	7.70%	23.10%
Poor	1	1	0
	2.60%	3.80%	0.00%

It was noted that efforts were made by the teachers and other staff members of the schools in maintaining discipline among children while having MDM. For instance, it was observed that all children walked in single file to the place where MDM was served, either in a large hall or under tree shade within the school premises. Further, children were encouraged to wash their hands with care being taken to use water judiciously.

As mentioned earlier, the role and involvement of VEC members and the community at large in providing support to MDM administration appears to be minimal. In this regard, discussions were held with VEC members to find out the reasons for such a situation. In many schools it was noted that MDM is considered a ‘government’ programme with the cooks and servers and other staff members entirely appointed and supervised by the department. Furthermore, the dominant social system of many village communities is feudal in nature and governed by strict taboos in a socially stratified milieu. This is reflected in social distancing from disadvantaged communities such as SC/ST in schools.

**Table 24**  
**Extent of Participation of VEC in MDM**

	Total	P UP	
		Primary	Upper Primary

No.	39	26	13
%	100.00%	100.00%	100.00%
Fair	1	1	0
	2.60%	3.80%	0.00%
Poor	34	24	10
	87.20%	92.30%	76.90%
DKNA	4	1	3
	10.30%	3.80%	23.10%

Our discussions further revealed that monitoring and supervision of MDM programme is totally carried out by officials of Block Development Office. It was noted that periodic visits are made by BDO officials to check the records and overall functioning of the programme.

Further, our respondents in about two thirds of the sample schools (66.7 %) reported that micronutrients including Vitamin A syrup along with de-worming tablets were administered to the pupils. These were administered reportedly by the staff of Primary Health Centres.

## CHAPER 5

### ACADEMIC SUPPORT

During the course of the study, discussions were held with a cross section of the teachers of the sample schools regarding the level of academic support received from the SSA functionaries as also to elicit their suggestions regarding ways and means of enhancing such support. Further, interviews were also carried out with the BRC supervisors of the sample blocks, in order to assess the nature and extent of academic support provided to the teachers.

Our interviews with the teachers reveal that the BRC supervisors make rare visits to the schools. Given the task of covering the entire block, it is obvious that the BRC supervisor

**Table 25**  
**Number of visits made by BRTEs**

Number of visits	Total	P_UP	
		Primary	Upper Primary
No.	38	26	12
%	100.00%	100.00%	100.00%
None	2	1	1
	5.30%	3.80%	8.30%

1	3	3	0
	7.90%	11.50%	0.00%
2	6	3	3
	15.80%	11.50%	25.00%
3	12	9	3
	31.60%	34.60%	25.00%
4	5	4	1
	13.20%	15.40%	8.30%
5	7	5	2
	18.40%	19.20%	16.70%
7	2	1	1
	5.30%	3.80%	8.30%
8	1	0	1
	2.60%	0.00%	8.30%
Mean	3.4	3.2	3.7

may find it difficult to visit each and every schools of the block on a regular basis. Nevertheless, our findings reveal that in about three-fifths (61.5 %) of the sample schools covered, no visits were made by the BRC supervisor during the last six months. Teachers of 9 schools forming one third of the sample schools, reported that the BRC supervisor had made one to two visits. The overall mean number of visits made by BRC supervisor

works out to 0.7. The Block Resource Trainer Educators, who are expected to make more frequent visits to schools, appear to do so. In this regard our findings reveal the average number of visits made by these functionaries work out to 3.2 visits. However, it is interesting to note that BRTEs made more visits to upper primary schools than primary schools. Visits made by other functionaries including staff from DPO, DIET and other agencies were found to be less frequent.

Multiple responses obtained with respect to the purpose of visits made by BRTEs and others reveal that the major purposes of visits included conducting subject tests to

**Table 26**

***Purpose of visits by BRTEs***

Purpose of visit	TOTAL	P_UP	
		Primary	Upper Primary
	36	25	11
	100.00%	100.00%	100.00%

Check records and registers.	12	6	6
	33.30%	24.00%	54.50%
Conduct subject test to the students.	30	27	3
	83.30%	108.00%	27.30%
Guide teachers academically.	20	18	2
	55.60%	72.00%	18.20%
Handicapped Children.	1	0	1
	2.80%	0.00%	9.10%

*Note: Multiple Response*

students (83.3 %), providing academic guidance to teachers (55.6 %), checking records and registers (33.3%). All the teachers interviewed reported that they are generally satisfied with the academic support provided by BRTes.

## **CHAPTER 6**

### **CONCLUSIONS**

The findings of our study of schools in Dharmapuri district lead us to the following major conclusions:

- Two blocks in the district namely Harur and Dharmapuri were covered in the study where a total of 39 schools were visited by the study team and requisite data gathered.
- The attendance, retention and achievement rates in the sample schools present a positive picture, especially with respect to girl students who have achieved higher rates of attendance and relatively lesser failure rates as compared to that of boys.
- From the administrative point of view, the district appears to have fairly adhered to schedules in terms of distribution of text books, release of TLM grants and School Grants, and opening of new schools. Similarly, progress in civil works also appears to be satisfactory.
- By and large, the records and registers including cash registers, and pass books have been maintained satisfactory

- Further, our findings reveal that the teacher recruitment and their posting to schools have been made satisfactorily as there are fewer schools with shortage of teachers.
- With respect to teacher training, our study reveals that an overwhelming proportion of primary school teachers (95.0%) and all of upper primary schools have received in service training. There are no untrained teachers in the district.
- All the teachers belonging to the sample schools have reportedly received the TLM grants. Our findings reveal that a variety of TLM materials including models, charts etc., are prepared by the teachers and appear to be optimally used in the classrooms. Further, 92.3 % of teachers in primary schools and 75.0% of those in upper primary schools had undergone TLM training imparted mainly by BRTEs
- By and large, all schools present a positive picture as regards the quality of classroom environment be it cleanliness, seating arrangement for pupils, ventilation in classrooms, and the overall ambience. However, school infrastructure with regard to play ground, compound wall needs to be strengthened.
- All the schools covered in the study utterly lacked sports equipment and musical instruments.
- The drinking water and toilet facilities in the sample schools appear to be reasonably satisfactory though in some schools use of toilets was restricted to teachers
- Our findings with regard to the academic support to teachers by SSA functionaries reveal that BRTEs were the main providers who made frequent visits to the schools under their jurisdiction and provided guidance and lesson plans and teaching activities. Other functionaries including BRC supervisors, DIET faculty, and DPO staff appear to make less frequent visits. However, the teacher respondents reported that they are generally satisfied with the inputs provided by BRTEs.
- Our findings reveal that the Mid Day Meal programme, in operation in all the sample schools appear to need more support with respect to cooking facilities and other MDM related infrastructure. However, overall, the MDM administration appears to be more or less satisfactory in terms of coverage and maintenance of cleanliness and hygiene in the cooking and feeding premises. However, the school administration as well as village community at large appear to have minimal formal role in the management of MDM. In some schools it was evident that there was social distancing by children of upper/forward

caste with those belonging to lower caste groups such as SC/ST etc wherein the parents of the former group brought food from their homes to feed their wards.

**Recommendations:**

1. School infrastructure with regard to play ground, compound wall needs to be strengthened
2. Adequate sports equipment and musical instruments need to be provided to schools

# MONITORING & SUPERVISION UNDER SSA IN TAMIL NADU COIMBATORE DISTRICT

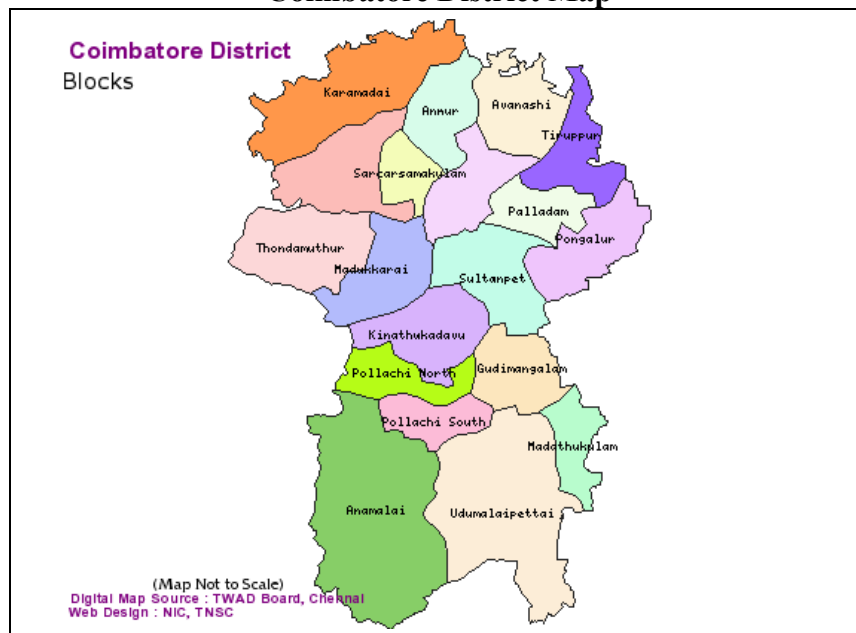
## CHATER 1

### ***INTRODUCTION***

#### **District Profile**

Coimbatore district is one of the biggest districts in Tamil Nadu. It is divided into three Revenue Divisions and Nine Taluks consisting of 482 Revenue villages. Out of three Revenue Divisions, Coimbatore Division is industrially developed, Pollachi is predominantly agriculture and Tirupur partly agriculture and partly rich in hosiery manufacturing. According to Census of India 2001 figures, the district had a population of 4.27 million with male female break up of 2.2 million and 2.1 million respectively. The literacy rate for the district was 76.9 % with males registering 83.8 % and females at 69.8 %.

**Figure 1  
Coimbatore District Map**



There are more than 25,000 small, medium, large scale industries and textile mills. Coimbatore is also famous for the manufacture of motor pump sets and varied engineering goods. The development of Hydro electricity from the Pykara Falls in the 1930 led to a cotton boom in Coimbatore. Coimbatore serves as an entry and exit point to neighbouring Kerala and the ever-popular hill station of Udhagamandalam (Ooty).

## **CHAPTER 2**

### **SSA IN COIMBATORE DISTRICT**

The educational scene of Coimbatore district has been quite impressive. The district registered notable progress with regard to several educational performance indicators. There are a total of 1249 exclusive government primary schools and 591 composite schools covering primary, upper primary and higher levels of schooling in the district. During the year 2006-07 9 new primary schools and 7 upper primary schools have been sanctioned which are at various stages of construction. There has been a steady increase in gross enrolment rates in primary schools from 79.4 in 2003 to a high of 110.6 in 2005-06. Further, there has been cent per cent transition from primary to upper primary level. The percentage of single teacher schools in the district is pegged at 4.3 for primary schools and a mere 0.2 in upper primary schools. The pupil-teacher ratio has been 28:1 for primary and 41:1 for upper primary schools. Further, the district boasts of a dominant female teacher strength, whose proportion is 81.6 % for primary and 78.8 % for combined primary-upper primary schools. Further, 81.0% male teachers and 54.4 % of female teachers have received in service training. There are no untrained teachers in the entire district. During the year 2006-07, there were a total of 157 EGS centres in the district covering a total of 3982 children in bridge courses and 759 children in residential EGS centres. In addition, a total of 5909 children with special needs (CWSN) are identified of whom 247 children have received aids and appliances. So far, 44 Resource Teachers drawn from an NGO cater to the needs of CWSN. However, new educational initiatives of KGBV and NPEGEL are yet to take off in the district.

#### **Distribution by type of school in each block:**

The block-wise distribution of sample schools selected for monitoring is presented in Table 1.

The study sample comprised of a total of 98 schools of which 66 are primary and 32 are upper primary schools

**Table 1**  
**Distribution of Sample schools by Blocks**  
*Dist. – Coimbatore*

Block	Total	Type of school	
		Primary	Upper Primary
N	98	66	32
Tirupur	19	10	9
P.N.Palya	19	11	8
Pongalur	20	16	4
Gudimangalam	20	15	5
Pollachi North	20	14	6

*No of days the School Functioned*

The distribution of sample schools according to total number of days worked during 2005-06 is presented in Table 2. As the table reveals the average number of working days for primary and upper primary schools works out to 219.4 and 217.5 respectively. A significant majority of schools (77.6 %) reported that the number of days worked was 220 days while nearly 10 % of schools of whom almost all were primary schools had worked more than 220 days. Thus, the official norms regarding working days in all the sample primary and upper primary schools appear to be adhered to.

**Table 2**  
**Distribution of Sample schools according to**  
**Number of days worked**

**2.1 Attendance, Retention and Achievement**

During the school visit the attendance was checked both in the attendance register and also by head count in each class. Table 3 gives the details. Marginal differences were observed with reference to girls attendance in 1<sup>st</sup> and 2<sup>nd</sup> std and with reference to boys in 5<sup>th</sup> std. Nevertheless, attendance rates in the sample schools more than 80 percent. Further, the differences between attendance recorded in the register and the number actually present was found to be minimal.

**Table 3**  
**Verification of attendance in sample schools by MI**

CLASS	Attendance marked as present in the register	Students actually present & verified by MI	
		Primary	Upper Primary
N.	98	66	32
	<b>Boys</b>	<b>Girls</b>	<b>Boys</b> <b>Girls</b>
<220 days			
1 <sup>st</sup>	81.36%	82.98%	82.16   82.70
2 <sup>nd</sup>	84.76%	85.03%	84.70   84.42
220 days			
3 <sup>rd</sup>	86.82%	85.98%	86.82   86.00
4 <sup>th</sup>	87.24%	86.82%	87.24   86.82
>220 days			
5 <sup>th</sup>	86.35%	87.24%	86.20   87.24
6 <sup>th</sup>	83.34%	85.53%	83.34   85.83
MEAN	85.38%	85.21%	85.34   85.83
7 <sup>th</sup>	85.93%	86.52%	85.93   86.52
8 <sup>th</sup>	86.22%	88.68%	86.22   88.68

The table below reveals that, local festivals and health reasons reportedly contribute to low attendance in schools.

**Table 4**  
**Reasons for low attendance**

Reasons for low attendance	TOTAL	Type of school	
		Primary	Upper Primary
N.	98	66	32
School located in remote area	1	1	0
	1.00%	1.50%	0.00%
Due to festival	23	10	13
	23.50%	15.20%	40.60%
Students suffering from chicken pox	9	5	4
	9.20%	7.60%	12.50%
NA	73	54	19
	74.50%	81.80%	59.40%

Efforts were made to find out steps taken by VEC members to ensure higher attendance levels. In this regard, our findings reveal that several steps taken by VEC to promote attendance in schools. Multiple responses obtained in this respect reveal that by far, conducting village level meetings, talking to parents and creating awareness among villagers about importance of children attending schools were major strategies adopted. However, interestingly, our respondents in 11 sample schools forming 11.20% reported that, VECs do not attend village level meetings to promote attendance in schools.

**Table 5**  
**Steps taken by VEC to promote attendance**

Steps taken by VEC	TOTAL	Type of school	
		Primary	Upper Primary
N.	98	66	32
Conduct village meetings	27	20	7
	27.60%	30.30%	21.90%
Take procession	11	7	4
	11.20%	10.60%	12.50%

VEC members do not come to the meeting	11	6	5
	11.20%	9.10%	15.60%
VEC members meets the parents to control the attendance	32	23	9
	32.70%	34.80%	28.10%
Enrol the children those who not come to school	20	14	6
	20.40%	21.20%	18.80%
Advice are given to the students	3	2	1
	3.10%	3.00%	3.10%
Giving response to collect the donation to give the prize – incentive for high attendance	1	1	0
	1.00%	1.50%	0.00%
Others	5	5	0
	5.10%	7.60%	0.00%
NA	5	3	2
	5.10%	4.50%	6.30%

Our interviews with the teachers and head teachers in the sample schools regarding the modes of assessing student performance yielded interesting results. A significant majority of schools (71.4 %) regardless of type of school mentioned that they followed the system of conducting monthly, quarterly and half-yearly tests along with annual examination as laid down by the department. Multiple responses obtained in this regard reveal that in addition, periodic written tests, oral tests and everyday dictation (to improve reading and writing skills) were also employed. Our further enquiries regarding adoption of continuous and comprehensive evaluation and grading system revealed that almost all respondents were either unaware or had very little knowledge about the SSA's initiative of grading and comprehensive evaluation of pupils.

It is heartening to note that the number of under-age and those aged over 14 years were almost nil in the sample schools covered. Table gives details in this regard..

**Table 6**  
**Under age & more age children in schools**

Under age & More age children	Total	Type of school	
		Primary	Upper Primary
No.	98	66	32
Where the school has under age- Less than 5 years	1	1	0
	1.02%	1.51%	0

Where the school has more age- More than 14 years	0	0	0
	0	0	0

With regard to levels of drop outs, Table 8 below indicates that there is a high incidence of drop out amongst school children in Tirupur and PN Palayam blocks. However the details of these children studying/continuing their education in other schools are also better maintained in these blocks – 55.17% & 57.58% respectively. Even though the incidence of drop out is low in Pollachi North, the detail of drop out children is better maintained (60%) than other 4 blocks visited during monitoring. Tirupur, being a highly industrialized centre specializing in hosiery and other textile products, prevalence of child labour in the surrounding region cannot be ruled out leading to higher levels of drop outs. Similarly it is highly probable that P N Palayam, located close to Coimbatore city may trigger higher incidences of in-migration to the latter leading to dropouts in schools located in the former. This hypothesis however, needs further testing.

**Table 7**  
**Details of out of school children**

Out of school children details	Total	Name of the Block				
		Tirupur	P.N.Palaya m	Pongalu r	Gudiman galam	Pollachi North
No. of schools	98	19	19	20	20	20
No of children dropped out in the last six months	182	87	66	10	14	5
No of children continuing studies in other schools	93	48	38	3	1	3
Percentage of back to school children record	51.10	55.17	57.58	30.00	7.14	60.00

The performance profile of pupils of the sample schools during the previous academic year reveals that, the proportion of children who failed was relatively high in grades 6 and above. Further, girl students fare better than boys in all classes and more so in upper primary classes. The retention rates are also low but concentrate more in grades 6 and above indicating the need for a more focused teaching-learning activity in these grades.

**Table 8**  
**Performance & retention rate**

CLASS	Percentage of children failed in exam		No of children retained	
	Boys	Girls	Boys	Girls
1	1.21	0.36	0.28	0.18
2	0.10	0.30	0.00	0.10
3	0.18	0.00	0.00	0.00
4	0.77	0.70	0.08	0.00
5	0.22	0.15	0.15	0.15
6	9.46	4.78	8.77	4.43
7	7.26	3.47	6.80	3.29
8	4.27	3.96	4.08	3.75

## **2.2 Opening of New Primary and Upper Primary Schools**

As mentioned elsewhere, during the year 2006-07, a total of 9 primary schools and 7 upper primary schools have been sanctioned. Out of the 7 new primary schools 4 are at foundation stage, 4 at lintel level and 1 at roofing and finishing stage. With regard to upper primary schools 4 are at foundation stage, 1 at lintel level and 2 at roofing and finishing stage. Further, teachers for the new sanctioned schools have been appointed.

## **2.3 Progress in Civil Works**

Our findings with regard to progress made in civil works reveal that a majority of physical targets appear to be met with many works still in progress except electrification of schools. Out of 32 CRC buildings targeted only 3 are completed while 27 works are in progress. Further, none of the works related to classrooms including additional classrooms are completed though most of them are in progress.

**Table 9**  
**Progress in Civil Works**

Name of work	Physical Target	<i>Physical Progress till 30-09-2006</i>			<i>Technical Supervision</i>	
		Completed	In Progress	Not started	District	Sub-District
CRC	32	3	27	2	Senior consultant	Civil consultant
2 class room	9		9			
3 class room	21		19	2		
Additional classrooms	540		498	42		
Electrification	100	78	22			
BaLA	16	1	15			

Our findings reveal that at the district level a Senior Engineering consultant is entrusted with the supervision of civil works while at the sub-district level, civil contractors hired for the purpose are engaged.

#### **2.4 Distribution of Free Text Books**

Table below describes the fact that, distribution of FREE TEXT BOOKS (FTB) in 2005-06, has been on time and for all subjects and has been given to all eligible students. A marginal percentage of students (8.20%) mainly in lower primary classes were given FREE TEXT BOOKS (FTB) for 2005-06 after the month of June.

**Table 10**  
**FREE TEXT BOOKS (FTB) in 2005-06**

FREE TEXT BOOKS (FTB)	Total	Type of school	
		Primary	Upper Primary
N.	98	66	32
% of school with FTB distributed to all classes	98	66	32
	100.00%	100.00%	100.00%

% of school with FTB distributed to all subjects	98	66	32
	100.00%	100.00%	100.00%
% of school with FTB distributed to all eligible students	98	66	32
	100.00%	100.00%	100.00%
% of schools where FTB was distributed June 2006	90	59	31
	91.80%	89.40%	96.90%
% of schools where FTB was not distributed June 2006	8	7	1
	8.20%	10.60%	3.10%

## 2.5 School Grants

Table below reveals that, except 1 or 2 schools all the schools visited during monitoring of SSA, have received School Grant and on time i.e. before July 2005. Almost all schools (97.9%) have reportedly spent 100 % of the grants received and have used the fund after obtaining permission from VEC.

**Table 11**  
**Utilization of School Grants**

SCHOOL GRANTS	Total	Type of school	
		Primary	Upper Primary
Number of Schools	98	66	32
School receiving school grants for 2005-06	97	66	31
	99.00%	100.00%	96.90%
School receiving school grants for 2005-06 within time	97	66	31
	99.00%	100.00%	96.90%
Schools spending 100 % of school grants	93	63	30
	97.90%	98.40%	96.80%
Schools giving utilization certificate	18	16	2
	18.40%	24.20%	6.30%
Schools where receipt & expenditure are entered in cashbook	96	65	31
	98.00%	98.50%	96.90%
Schools utilizing grants after approval of VEC	92	64	28
	93.90%	97.00%	87.50%

## 2.6 Teacher and Teacher Training

Teacher training and academic support to teaching-learning process forms a crucial component of SSA. In this respect, efforts were made in our study to find out the extent and nature of teacher training activity in Coimbatore district. Details in this regard are presented in the following paragraphs.

The recruitment of teachers is carried out according to rules laid down by the state educational administration. In this respect our findings reveal that teachers are recruited by Teacher Recruitment Board (TRB), through a written examination. All teachers recruited are regular appointees.

During the year 2006-07, a total of 11555 teachers underwent in service teacher training programme. The teacher training schedule is proposed by DTERT Chennai while the actual training is imparted to the trainers, i.e., BRC Coordinators, Block Resource Teacher Educators (BRTes) by the staff of DIET during the reference period. Monthly training programmes are conducted at the CRC level in which the teachers receive training from BRTes and CRC coordinators. Our discussions with various functionaries including DIET principals, SSA functionaries including Assistant District Programme Coordinator (ADPC), BRC Supervisors, BRTes covered in the sample blocks revealed that concerted efforts are made to ensure high quality of training through regular monitoring and supervision and through monthly review meetings. During the reference period, there were no untrained teachers in the district.

All the sample schools covered in our study except one had all the sanctioned teachers in position. Furthermore, 66.0 % of the teachers in the sample schools had received in service training. A further break up reveals that while 59 % of the teachers of upper primary schools had received in service training, 77 % of those in the primary schools had done so.

## **2.7 Preparation and Utilization of TLM Grants**

During the reference period under report, TLM grants has been released during the month of June 2006 for all 11555 teachers all of whom have actually received the grants with instruction from the DPO to utilize the released grant. It was noted that by and large, release of TLM grants has been timely. More or less, similar findings were noted with respect to receipt of TLM grants and its utilization among the sample schools. Further, all the teachers except one among the sample schools reported that they had received official instruction from DPO to utilize the released grants.

During the course of our visits to sample schools, efforts were made to observe the type of TLM materials and the manner in which TLM materials were displayed in order to assess the extent of use of such materials. Multiple responses obtained in this regard as well as observation in the classrooms, revealed that the teachers prepared a variety of TLM materials. The following table gives details in this respect. Out of a total of 470 teachers in position among the 98 sample schools, as many as 380 teachers (184 and 196 from primary and upper primary schools respectively) responded regarding type of TLM materials made by them.

**Table 12**  
**Types of TLM made by teachers**

	TOTAL	Type of school	
		Primary	Upper Primary
No.of schools	98	66	32
No.of teachers	380	184	196
No.of responses	275	138	137
Models	157	88	69
	57.1%	63.8%	50.4%
Flash Cards	17	11	6
	6.2%	8.0%	4.4%
Animal	12	4	8
	4.4%	2.9%	5.8%
Others	19	3	16
	6.9%	2.2%	11.7%
DK/NA	3	3	0
	1.1%	2.2%	0.00%

*Note: Multiple Responses*

As can be seen from the table above, models, both working and display models formed the single major types of TLM materials prepared. The working models comprised of such items as rolling charts depicting seasons, solar system, abacus grid, matching boards, microscope, rotating disks, projector model etc., while the display models included language charts, state and national maps, basic math calculating chart, story charts etc. Flash cards and other TLM materials formed a minor group though their use was mentioned by relatively more number of teachers of primary schools as compared to their counterparts from upper primary schools. It was noted that while display charts and TLM which have frequent use such as calculating charts, abacus etc were

easily accessible for the pupils, intricate models such as projector, and the like were by and large, neatly displayed separately in a corner of the classroom.

Further, an overwhelming majority of teachers interviewed (94.9 %) regardless of the type of school, reported that the pupils are fully encouraged to handle and use the TLM materials.

## **2.8 Training in TLM**

Efforts were further made to find out whether the teachers have been imparted with TLM training by the SSA functionaries. Our findings in this respect reveal that a total of 306 teachers were reportedly trained in TLM training.

Further, the teacher respondents as well as the head masters of the sample schools were asked to mention the venue and persons imparting training in TLM. In this respect, it was revealed that training in TLM was imparted by several functionaries of SSA as well as specialist trainers either from reputed NGOs or other agencies. Further, our findings reveal that from among teachers from 76 schools responding, those from 65 schools (85.5%) reported that BRTEs imparted TLM training while in 6 schools BRC supervisor himself took part. Teachers of 1 sample school reported that a specialist trainer was involved in training. CRC coordinator, as trainers of TLM was mentioned by teachers in four schools. It was reported that by and large CRC and BRC headquarters formed major venues of TLM training.

## **School Health Programs**

Table 13 below describes that, out of 98 schools contacted 12 schools do not have any health programs. Of these 3 are upper primary schools. The children of these 12 schools are not having any health cards and there is no periodical health check ups done in these schools.

**Table 13**  
**Health Program in school**

School has health program	Total	Type of school	
		Primary	Upper Primary
N.	98	66	32
School health programme in place	86	57	29
	87.80%	86.40%	90.60%
Not in place	12	9	3
	12.20%	13.60%	9.40%

Table 14 reveals that, overall close to 20% of schools have no health cards for children and the number is little higher (24%) in upper primary schools.

**Table 14**  
**Health Program in school**

Student health cards	Total	Type of school	
		Primary	Upper Primary
N.	86	57	29
Children have health cards	69	47	22
	80.20%	82.50%	75.90%
Do not have health cards	17	10	7
	19.80%	17.50%	24.10%

Our findings further reveal that health check ups are reportedly done at least once in 6 months in both lower & upper primary schools (47.4% & 34.5% respectively). Nevertheless, 24.4% of schools, which claim to have health programs have not done any health check up for the children in the last 6 months.

**Table 15**  
**Number of Health Checkups done in the last 6 months**

Health check-up in last 6 months	Total	Type of school	
		Primary	Upper Primary
N.	86	57	29
None	21	15	6
	24.40%	26.30%	20.70%
Last 1 month	37	27	10
	43.00%	47.40%	34.50%
Last 2 months	14	9	5
	16.30%	15.80%	17.20%

Health check-up in last 6 months	Total	Type of school	
		Primary	Upper Primary
N.	86	57	29
Last 3 months	11	4	7
	12.80%	7.00%	24.10%
Last 4 months	2	2	0
	2.30%	3.50%	0.00%
Last 6 months	1	0	1
	1.20%	0.00%	3.40%

Sports do not seem to be a part of school infrastructure. Nearly 45% of schools do not have any sports equipments and a further 45% has insufficient sports equipments. This sums up the fact that of the 98 schools contacted nearly 90% have no or insufficient sports equipments. Details in this regard are presented in the following Table.

**Table 16**  
**Sports Equipment in School**

Adequate Sports Equipment	Total	Type of school	
		Primary	Upper Primary
N.	98	66	32
Sufficient	10	8	2
	10.20%	12.10%	6.30%
Not sufficient	44	25	19
	44.90%	37.90%	59.40%
None	44	33	11
	44.90%	50.00%	34.40%

Similar to the state of sport equipments provision of musical instruments also has taken a back seat. Except 1 upper primary school, none of the sample schools has adequate musical instruments, which is a disheartening feature.

**Table 17**  
**Musical instruments in School**

<b>Adequate Musical Instruments</b>	<b>Total</b>	<b>Type of school</b>	
		<b>Primary</b>	<b>Upper Primary</b>
N.	98	66	32
Sufficient	1	0	1
	1.00%	0.00%	3.10%
Not sufficient	5	3	2
	5.10%	4.50%	6.30%
None	91	63	28
	92.90%	95.50%	87.50%
DK/NA	1	0	1
	1.00%	0.00%	3.10%

**CHAPTER 3**

**SCHOOL OBSERVATION**

In each of the sample schools visited, the study team made efforts to assess the school ambience and learning climate in terms of cleanliness, adequacy of rooms, ventilation, approach to school, seating arrangement, and facility of blackboard and other teaching aids. Further physical observations were made with respect to drinking water facility, toilets, electricity, play ground, compound wall and other school infrastructure facilities. Details in this regard are summarized in the following paragraphs.

As the table below indicates, about two thirds of the schools covered (65.3%) the cleanliness of the classrooms was found to be satisfactory while in 30 schools the same was found to be very good. Interestingly slightly higher proportion of primary schools as compared to that of upper primary schools, were well maintained and cleaner.

**Table 18**  
**Classroom environment & cleanliness, adequacy and ventilation:**

Classroom environment-	Total	Type of school	
		Primary	Upper Primary
N.	98	66	32
<b>Cleanliness</b>			
Very good	30	17	13
	30.60%	25.80%	40.60%
Satisfactory	64	47	17
	65.30%	71.20%	53.10%
Unsatisfactory	3	2	1
	3.10%	3.00%	3.10%
DK/NA	1	0	1
	1.00%	0.00%	3.10%
<b>Adequacy of rooms</b>			
Very good	38	25	13
	38.80%	37.90%	40.60%
Satisfactory	49	36	13
	50.00%	54.50%	40.60%
Unsatisfactory	11	5	6
	11.20%	7.60%	18.80%
<b>Ventilation</b>			
Very good	65	43	22
	66.30%	65.20%	68.80%
Satisfactory	33	23	10
	33.70%	34.80%	31.30%

Similarly, in 88.8 % of schools covered, the rooms were reasonably adequate for carrying out classroom transactions. In this regard, upper primary schools appeared to be relatively well endowed. Further, the ventilation in the classrooms was found to be satisfactory in all the sample schools.

The infrastructure facilities in the 98 schools visited including approach to school and facility of black board and TLM Materials inside the classroom are found to be satisfactory, whereas seating arrangement was found to be unsatisfactory in about a quarter (24.5%) of the sample schools as depicted in Table 19 below.

**Table 19**  
**Approach to school, seating arrangement, black board and TLM Materials**

	<b>Total</b>	<b>Type of school</b>	
		<b>Primary</b>	<b>Upper Primary</b>
N.	98	66	32
<b>Approach to school</b>			
Very good	39	22	17
	39.80%	33.30%	53.10%
Satisfactory	56	42	14
	57.10%	63.60%	43.80%
Unsatisfactory	3	2	1
	3.10%	3.00%	3.10%
<b>Seating arrangement for children inside class</b>			
Very good	16	11	5
	16.30%	16.70%	15.60%
Satisfactory	58	44	14
	59.20%	66.70%	43.80%
Unsatisfactory	24	11	13
	24.50%	16.70%	40.60%
<b>Facility of black board and TLM facilities</b>			
Very good	29	20	9
	29.60%	30.30%	28.10%
Satisfactory	65	44	21
	66.30%	66.70%	65.60%
Unsatisfactory	4	2	2
	4.10%	3.00%	6.30%

Electricity is not available in 20% of lower primary and 10% of upper primary school. Further 36 % of primary and 34 % of upper primary schools did not have compound wall. Furthermore, insufficient and non-availability of playground was found in nearly half of the sample schools covered. Overall the infrastructure in the sample schools appears to be inadequate and need further improvement.

**Table 20**  
**Availability of electricity, play ground and compound wall in the school.**

	Total	Type of school	
		Primary	Upper Primary
N.	98	66	32
<b>Availability of Electricity in school</b>			
Yes	82	53	29
	83.70%	80.30%	90.60%
No	16	13	3
	16.30%	19.70%	9.40%
<b>Compound wall for the school</b>			
Yes	63	42	21
	64.30%	63.60%	65.60%
No	35	24	11
	35.70%	36.40%	34.40%
<b>Availability of play ground in the school</b>			
Sufficient	44	33	11
	44.90%	50.00%	34.40%
Insufficient	31	21	10
	31.60%	31.80%	31.30%
None	23	12	11
	23.50%	18.20%	34.40%

Overall 86.7% of the sample schools, irrespective of type of school, maintained proper records and registers. 5 schools were poor in this respect.

**Table 21**  
**Maintenance of records and registers**

Status of maintenance of records & Register	Total	Type of school	
		Primary	Upper Primary
N.	98	66	32
Very good	29	20	9
	29.60%	30.30%	28.10%

Satisfactory	56	39	17
	57.10%	59.10%	53.10%
Poor	5	2	3
	5.10%	3.00%	9.40%
DK/NA	8	5	3
	8.20%	7.60%	9.40%

Our findings further reveal that 87.8 % of schools regardless of type of school have drinking water facility within school premises. However in 6 sample schools access to drinking water was found to be beyond ½ km from the school premises.

**Table 22**  
**Access to Drinking Water**

Access to drinking water	Total	Type of school	
		Primary	Upper Primary
N.	98	66	32
Within school premises	86	58	28
	87.80%	87.90%	87.50%
Within 1/2 km Radius	6	3	3
	6.10%	4.50%	9.40%
Beyond ½ km Radius	6	5	1
	6.10%	7.60%	3.10%

Table 23 shows that in 75% of the sample schools, toilets were found to be in usable condition. However, in about 30% of the schools toilets were exclusively used by teachers only. There are 25% of schools without proper toilet facilities for children, of which 6% do not have toilet at all. As seen in Table 25 overall 63% of schools have separate toilets for girl students while in 34.8 %, such a facility is not available. A further break up reveals that a sizeable proportion of primary schools (43.3 %) does not have separate toilets for girl children.

**Table 23**  
**Toilet condition in school**

Status of toilets for children	Total	Type of school	
		Primary	Upper Primary
N.	98	66	32
Usable and used	45	30	15
	45.90%	45.50%	46.90%
Usable and used by teachers only	29	17	12
	29.60%	25.80%	37.50%

Usable and not used	5	3	2
	5.10%	4.50%	6.30%
Unusable and used	7	4	3
	7.10%	6.10%	9.40%
Unusable and not used	6	6	0
	6.10%	9.10%	0.00%
Not available	6	6	0
	6.10%	9.10%	0.00%

**Table 24**  
**Provision of Separate Toilets for Girls**

Separate toilets for girls	Total	Type of school	
		Primary	Upper Primary
No.	92	60	32
%	100.00%	100.00%	100.00%
Separate toilet available	58	32	26
	63.00%	53.30%	81.30%
Not available	32	26	6
	34.80%	43.30%	18.80%
NA	2	2	0
	2.20%	3.30%	0.00%

Table 25 illustrates that nearly 46% of schools do not have proper water facility in the toilets. The study team personally inspected the condition of toilets in all the 98 sample schools.

**Table 25**  
**Availability of Water in the Toilets**

Availability of water in toilets	Total	Type of school	
		Primary	Upper Primary
N.	92	60	32
Sufficient	49	34	15
	53.30%	56.70%	46.90%
Insufficient	18	8	10
	19.60%	13.30%	31.30%
None	24	17	7
	26.10%	28.30%	21.90%
DK/NA	1	1	0
	1.10%	1.70%	0.00%

## **CHAPER 4**

### **MID DAY MEAL SCHEME**

Being an important initiative towards providing hygienically prepared meal for the school children, Mid Day Meal programme is in operation in all the schools covered in our study. As a part of the methodology, the study team endeavoured to make physical observation of the administration of MDM in the sample schools besides interviewing the concerned functionaries including the head master, the cook and server as well as children having MDM. Our findings in this respect is summarized in the following paragraphs.

As mentioned earlier, MDM is in operation in all the sample schools under study. Our findings reveal that in all the schools the menu comprised of rice and sambar, a gruel made of dal and green vegetables. In some schools it was informed that they cook a variety of meals on festival days. Our enquiries revealed that the rice supplied by the government is of poor quality despite

making several requests for supply of good rice. An important observation made in this regard is that in most cases the head teachers appear to distance themselves from MDM administration as the entire onus of providing MDM fell on the concerned government department. It was reported that it would be an additional responsibility for the teacher and would impinge on his/her academic engagement. Further, the VECs too do not appear to evince interest in involving itself with MDM administration.

The school administration does not interfere in MDM, reason being the scheme is governed by separate department. Overall in a significant majority of sample schools (88.7%) the maintenance of MDM by school administration is found to be satisfactory.

**Table 26**  
**Overall maintenance of Midday Meal Program**

Overall maintenance of Midday Meal Program	Total	Type of school	
		Primary	Upper Primary
N.	98	66	32
Very good	12	10	2
	12.20%	15.20%	6.30%
Satisfactory	75	48	27
	76.50%	72.70%	84.40%
DK/NA	11	8	3
	11.20%	12.10%	9.40%

Our findings further reveal that, roughly one-half of the sample schools (47%) have proper kitchen facility to prepare food for MDM. In some schools food is cooked in open place. It was noted that many schools do not have proper roofing and ventilation in the kitchen.

**Table 27**  
**Type of kitchen**

Description of cooking place	Total	Type of school	
		Primary	Upper Primary
N.	98	66	32
Pukka	46	34	12
	46.90%	51.50%	37.50%
Semi Pukka	37	23	14
	37.80%	34.80%	43.80%
Kutchha	2	0	2
	2.00%	0.00%	6.30%
DK/NA	13	9	4
	13.30%	13.60%	12.50%

Interestingly, in an overwhelming proportion of schools (84.7 %) regardless of the type of school, the cook did not belong to communities other than SC/ST indicating the extent of social distancing suffered by the disadvantaged sections of the community. This phenomenon was also noted in our study of other sample

**Table 28**

**Social background of Cook preparing MDM**

	Total	P UP	
		Primary	Upper Primary
No.	98	66	32
%	100.00%	100.00%	100.00%
Cook belongs to SC/ST	13	8	5
	13.30%	12.10%	15.60%
Cook belongs to other castes	83	56	27
	84.70%	84.80%	84.40%
DKNA	2	2	0
	2.00%	3.00%	0.00%

A significant majority of sample schools (70.4 %) had separate store room for storing ingredients for preparing MDM including grains, spices etc. However in 18 schools forming 18.4 % it was noted that the storing place and its roofs were damaged and needed repair.

**Table 29**  
**Place of storing food grains and other food items**

	Total	P UP	
		Primary	Upper Primary
No.	98	66	32
%	100.00%	100.00%	100.00%
Safe/separate store room	69	47	22
	70.40%	71.20%	68.80%
Stored in office/class room	3	1	2
	3.10%	1.50%	6.30%
Damaged storing place	18	11	7
	18.40%	16.70%	21.90%
All facilities are good	2	2	0
	2.00%	3.00%	0.00%
DK/NA	6	5	1
	6.10%	7.60%	3.10%

It was further observed that in exactly half of the sample schools (50.0%) water for cooking was available within the school premises while 41.8 % of schools had this entity outside. It was noted that in 7 schools water tank needed urgent repairs.

**Table 30****Availability of water for cooking and drinking purposes**

	Total	P UP	
		Primary	Upper Primary
No.	98	66	32
%	100.00%	100.00%	100.00%
Within school premises	49	36	13
	50.00%	54.50%	40.60%
Outside school premises	41	26	15
	41.80%	39.40%	46.90%
All facilities are good	1	1	0
	1.00%	1.50%	0.00%
Water tank is damaged	7	3	4
	7.10%	4.50%	12.50%

Our findings further reveal that in nearly one half of the sample schools (49.0 %) the utensils, vessels and other equipment required for cooking was inadequate. The cooks as well as the head teachers of the respective schools reported this fact. Again, the VEC or the village community at large do not appear to lend support in this regard.

**Table 31****Adequacy of utensils used for cooking**

	Total	P UP	
		Primary	Upper Primary
No.	98	66	32
%	100.00%	100.00%	100.00%
Adequate	41	29	12
	41.80%	43.90%	37.50%
Inadequate cooking vessels	48	29	19
	49.00%	43.90%	59.40%
DK/NA	9	8	1
	9.20%	12.10%	3.10%

In all the sample schools except one, firewood was the fuel used.

The general impression of the administration of MDM in the sample schools is summarized below:

- In about two-thirds (65.3%) of the schools, reasonable cleanliness was maintained
- In almost all schools (93.8%) discipline of the pupils having MDM was satisfactory
- In almost all schools (91.8 %) pupils washed their hands before having meals
- Generally the teachers in all sample schools insisted their wards to conserve water
- No social discrimination whatsoever was discernible among pupils
- One quarter of the sample schools (24.5 %) reported poor participation of VEC in MDM
- More than half of the sample schools (54.1%) reported that mainly BDO officials monitor and supervise MDM administration who make monthly or bi-monthly visits to schools.

## **CHAPER 5 ACADEMIC SUPPORT**

During the course of the study, discussions were held with a cross section of the teachers of the sample schools regarding the level of academic support received from the SSA functionaries as

also to elicit their suggestions regarding ways and means of enhancing such support. Further, interviews were also carried out with the BRC supervisors of the sample blocks, in order to assess the nature and extent of academic support provided to the teachers.

Our interviews with the teachers reveal that the BRC supervisors make rare visits to the schools. Given the task of covering the entire block, it is obvious that the BRC supervisor may find it difficult to visit each and every schools of the block on a regular basis. Nevertheless, it is heartening to note that only in 11.9 % of the sample schools covered, no visits were made by the BRC supervisor during the last six months while 76.1 % of schools reported that BRC supervisor made 1 to 2 visits. The overall mean number of visits made by BRC supervisor works out to 1.7 with 1.4 visits for primary schools and 2.4 visits for upper primary schools. The Block Resource Trainer Educators, who are expected to make more frequent visits to schools, appear to do so. In this regard our findings reveal the average number of visits made by these functionaries work out to 3.3 visits. However, it is interesting to note that BRTEs made relatively lesser visits to upper primary schools than primary schools (2.8 and 3.3 respectively). Visits made by other functionaries including staff from DPO, DIET and other agencies were found to be less frequent.

Multiple responses obtained with respect to the purpose of visits made by BRTEs and others reveal that the major purposes of visits included conducting subject tests to students (72.1 %), providing academic guidance to teachers (83.7 %), checking records and registers (15.1%). All the teachers interviewed reported that they are generally satisfied with the academic support provided by BRTEs. However, it was noted that academic support from

**Table 32**  
**Type of support given by BRTEs**

	TOTAL	Type of School	
		Primary	Upper Primary
No.	86	59	27
%	100.00%	100.00%	100.00%
No Support.	3	2	1
	3.50%	3.40%	3.70%
Check records and registers.	13	8	5
	15.10%	13.60%	18.50%

Conduct subject test to the students.	62	43	19
	72.10%	72.90%	70.40%
Participate in school campaigns.	1	1	0
	1.20%	1.70%	0.00%
Guide teachers academically.	72	45	27
	83.70%	76.30%	100.00%

*Note: Multiple Responses, Non responses excluded from analysis*

DPO functionaries, DIET staff and others appear to be wanting. The DPO staff, it was reported, visit schools to make administrative review and provided lesser academic support.

## **CHAPTER 6**

### **CONCLUSIONS**

The findings of our study of schools in Coimbatore district lead us to the following major conclusions:

- Five blocks in the district namely Tirupur, P N Palayam, Pollachi North, Gudimangalam and Pongalur were covered in the study where a total of 98 schools were visited by the study team and requisite data gathered.

- The attendance, retention and achievement rates in the sample schools present a positive picture, especially with respect to girl students who have achieved higher rates of attendance and relatively lesser failure rates as compared to that of boys.
- From the administrative point of view, the district appears to have fairly adhered to schedules in terms of distribution of text books, release of TLM grants and School Grants, and opening of new schools. Similarly, progress in civil works also appears to be satisfactory.
- By and large, the records and registers including cash registers, and pass books have been maintained satisfactorily in a majority of the sample schools
- Further, our findings reveal that the teacher recruitment and their posting to schools have been made satisfactorily as there are fewer schools with shortage of teachers.
- With respect to teacher training, our study reveals that an overwhelming proportion of primary school teachers and all of upper primary schools have received in service training. There are no untrained teachers in the district.
- All the teachers belonging to the sample schools have reportedly received the TLM grants. Our findings reveal that a variety of TLM materials including models, charts etc., are prepared by the teachers and appear to be optimally used in the classrooms. Further, 80.5 % of teachers in primary schools had undergone TLM training imparted mainly by BRTEs
- By and large, all schools present a positive picture as regards the quality of classroom environment be it cleanliness, seating arrangement for pupils, ventilation in classrooms, and the overall ambience though there are some exceptions. However, school infrastructure with regard to play ground, compound wall needs to be strengthened.
- All the schools covered in the study utterly lacked sports equipment and musical instruments.
- The drinking water and toilet facilities in the sample schools appear to be reasonably satisfactory though in some schools use of toilets was restricted to teachers
- Our findings with regard to the academic support to teachers by SSA functionaries reveal that BRTEs were the main providers who made frequent visits to the schools under their jurisdiction and provided guidance and lesson plans and teaching activities. The BRC Supervisors too appear to make more frequent visits which is a positive aspect to be

noted. Other functionaries including DIET faculty and DPO staff appear to make less frequent visits. However, the teacher respondents reported that they are generally satisfied with the inputs provided by BRTEs.

- Our findings reveal that the Mid Day Meal programme, in operation in all the sample schools appear to need more support with respect to cooking facilities and other MDM related infrastructure. However, overall, the MDM administration appears to be more or less satisfactory in terms of coverage and maintenance of cleanliness and hygiene in the cooking and feeding premises. However, the school administration as well as village community at large appear to have minimal formal role in the management of MDM. In some schools it was evident that there was social distancing by children of upper/forward caste with those belonging to lower caste groups such as SC/ST etc wherein the parents of the former group brought food from their homes to feed their wards.

### **Recommendations:**

- School infrastructure with regard to play ground, compound wall needs to be strengthened
- Sports equipment and musical instruments need to be provided in adequate quantities to the schools
- Support with respect to cooking facilities and other MDM related infrastructure is highly essential for the MDM to be successful

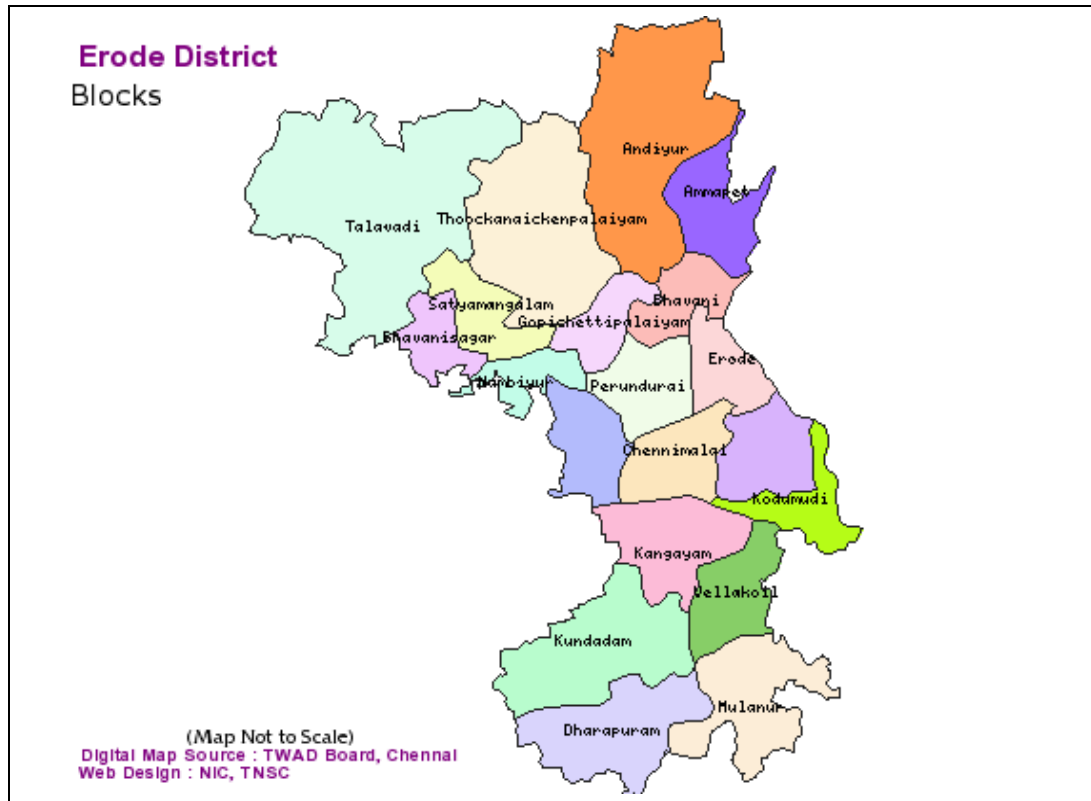
# **MONITORING & SUPERVISION UNDER SSA IN TAMIL NADU ERODE DISTRICT**

## **CHATER 1**

### ***INTRODUCTION***

#### **District Profile**

Erode District lies on the extreme north of Tamil Nadu. It is bounded mostly by Karnataka State and also River Palar covers pretty long distance. To the East lies Namakkal and Karur Districts. Dindigal District is its immediate neighbour to the South and on the West, it has Coimbatore and Nilgiri Districts, as its boundaries. Thus Erode District is essentially a land-locked area having no sea-cost of its own. Erode District situated at between 10 36'' and 11 58'' North Latitude and between 76 49'' and 77 58'' East Longitude.



The region comprised in the district can be portrayed as a long undulating plain gently sloping towards the river Cauvery in the southeast. The three major tributaries of river Cauvery viz. Bhavani, Noyyal and Amaravathy drain the long stretch of mountains in the north. A part of the eastern boundary of the district is formed by river Cauvery, entering the district from Salem and flowing in a southerly direction.

According to Census of India 2001, the district had a population of 2.57 million with a male-female break up of 1.30 and 1.26 million. The literacy rates for the district present a picture of relative backwardness having an overall rate of 65.5 % with the male and female rates being 75.5 % and 55.3 % respectively and ranks 26<sup>th</sup> district in the state in this respect. .

## CHAPTER 2

### SSA IN ERODE DISTRICT

The development of primary education in Erode district portrays a picture of steady growth over the years. The district registered notable progress with regard to several educational performance indicators. There are a total of 1313 exclusive government primary schools and 413 composite schools covering primary, upper primary and higher levels of schooling in the district. During the

year 2006-07 3 new primary schools and 21 upper primary schools have been sanctioned which are at various stages of construction. There has been a steady increase in gross enrolment rates in primary schools from 90.4 in 2003 to a high of 101.7 in 2005-06. Further, the transition rate from primary to upper primary level has been cent percent. The percentage of single teacher schools in the district remains at 6.9 for primary schools and 1.7 in upper primary schools, which needs to be addressed. The pupil-teacher ratio has been 29:1 for primary and 38:1 for upper primary schools. Further, the district boasts of a high female teacher strength, whose proportion is 72.2 % for primary and 66.1 % for combined primary-upper primary schools. Further, 89.3% male teachers and 70.7 % of female teachers have received in service training. There are no untrained teachers in the entire district. During the year 2006-07, there were a total of 19 EGS centres, 89 bridge courses and 20 residential camps focusing on out of school children in the district with an enrolment of 371, 1078 and 150 children respectively. In addition, a total of 4075 children with special needs (CWSN) are identified of whom 3537 children have been enrolled. However, till 30-09-06 no child in this category has received aids and appliances. So far, 32 Resource Teachers drawn from an NGO cater to the needs of CWSN. The new initiative of National Programme for Education of Girls at Elementary Level (NPEGEL) is in operation in the district and so far a total of 124 MCCs have been reportedly made functional. Though it is targeted to start 97 MCC in the year 2006-07, work related to providing additional classrooms and other physical targets are yet to begin. However, a total of 372 part time teachers are engaged in the process. Another programme KGBV has been taken up in three blocks of the district with a total enrolment of 148 girl students. Though separate land has been acquired and registered for the programme the construction work is yet to begin. A total of 24 full time and part time teachers have been appointed who are given 30 days of training.

## **2.1 Distribution by type of school for each block.**

The block-wise distribution of sample schools selected for monitoring is presented in Table 1. The study sample comprised of a total of 99 schools of which 73 are primary and 26 are upper primary schools

**Table 1**  
**Distribution of Sample schools by Blocks**

BLOCK	TOTAL	Type of school	
		Primary	Upper Primary
No.	99	73	26
Kangayam	20	14	6
Bhavani Saker	20	15	5
Kodumudi	20	16	4
Dharapuram	20	14	6
Anthiyur	19	14	5

## 2.2 No of days the School Functioned

The distribution of sample schools according to total number of days worked during 2005-06 is presented in Table 2. As the table reveals the average number of working days for primary and upper primary schools works out to 218.4 and 217.0 respectively. A significant majority of schools (78.8 %) reported that the number of days worked was 220 days or more while nearly 21.2 % of schools had worked less than the mandatory 220 days. Interestingly, upper primary schools worked for lesser number of days than primary schools.

**Table 2**  
**No of days the School Functioned**

Days	TOTAL	Type of school	
		Primary	Upper Primary
No.	99	73	26
%	100.00%	100.00%	100.00%
< 220 days	21	13	8
	21.20	17.80	30.80
220 days	63	47	16
	63.60%	64.40%	61.50%
>220 days	15	13	2
	15.20%	17.80%	7.70%

### 2.3 Attendance, Retention and Achievement

During the school visit the attendance was checked both in the attendance register and also by head count in each class. Table 3 gives the details. Attendance rates in the sample schools were found to be above 80 percent. By and large, girl students irrespective of class had a relatively better attendance profile than their male counterparts. Further, the differences between attendance recorded in the register and the number actually present was found to be minimal.

**Table 3**  
**Attendance Profile of Pupils in the sample schools**

CLASS	Attendance marked as present		<i>Number actually present</i>	
	Boys	Girls	Boys	Girls
1	84.91	84.98	84.91	84.84
2	86.21	85.98	85.52	85.71
3	87.87	86.69	87.87	86.54
4	87.11	88.12	86.45	87.86
5	88.44	89.38	88.44	89.38
6	86.62	90.21	86.62	90.21
7	86.64	87.57	86.64	87.57
8	88.55	89.65	88.55	89.65

When asked about the common reasons for absenteeism of pupils, it was revealed that village festivals, among others, were a major one.

Efforts were made to find out steps taken by VEC members to ensure higher attendance levels. In this regard, our findings reveal that several steps taken by VEC to promote attendance in schools. Multiple responses obtained in this respect reveal that by far, conducting village level meetings, taking procession, creating awareness among villagers about importance of regular attendance of

children were major strategies adopted. However, interestingly, our respondents in 4 sample schools reported that, VEC members do not attend village level meetings to promote attendance in schools. Details in this regard are presented in Table 4.

**Table 4**  
**Steps taken by VEC to promote attendance**

Responses	TOTAL	Type of school	
		Primary	Upper Primary
No.	99	73	26
%	100.00%	100.00%	100.00%
Conduct village meetings	33	25	8
	33.30%	34.20%	30.80%
Take procession	35	26	9
	35.40%	35.60%	34.60%
VEC members do not come to the meeting	4	3	1
	4.00%	4.10%	3.80%
VEC members meets the parents to control the attendance	25	19	6
	25.30%	26.00%	23.10%
Enroll the children those who not come	15	10	5
	15.20%	13.70%	19.20%
Others	4	4	0
	4.00%	5.50%	0.00%
NA	11	7	4
	11.10%	9.60%	15.40%

*Note: Multiple Responses*

Our interviews with the teachers and head teachers in the sample schools regarding the modes of assessing student performance reveal interesting results. A significant majority of schools (81.8 %) regardless of type of school mentioned that they followed the system of conducting monthly, quarterly and half-yearly tests along with annual examination as laid down by the department. Multiple responses obtained in this regard reveal that in addition, oral tests and everyday dictation (to improve reading and writing skills) were also employed. Table 5 below gives details of various methods of assessing performance and achievement level of students.

Our further enquiries regarding adoption of continuous and comprehensive evaluation and grading system did not yield any positive response. Apparently, there appears to be an utter lack of awareness regarding this system.

**Table 5**

***Existing process of assessing achievement level of pupils***

	TOTAL	Type of school	
		Primary	Upper Primary
No.	99	73	26
%	100.00%	100.00%	100.00%
Monthly, Quarterly, Half yearly test	81	59	22
	81.80%	80.80%	84.60%
Oral test	80	59	21
	80.80%	80.80%	80.80%
Daily dictation	48	41	7
	48.50%	56.20%	26.90%
Written test	1	1	0
	1.00%	1.40%	0.00%
ABL training	2	2	0
	2.00%	2.70%	0.00%
Others	11	6	5
	11.10%	8.20%	19.20%

With respect to the number of under-aged and those over 14 years of age 33 schools of whom 30 were upper primary schools reported presence of under aged children while 28 schools, all upper

primary, reported the existence of children over 14 years of age. Table 6 gives details in this regard.

**Table 6**

***Under-aged & Over aged Children in Schools***

	TOTAL	Type of school	
		Primary	Upper Primary
No.	99	73	26
Schools reporting under age children	33	3	30
Schools reporting children >14 years	28	0	28

With regard to levels of dropouts, Table 7 below indicates that there is a high incidence of dropout during the last six months amongst school children in the blocks of Bhavani Saker and Anthiyur and to some extent in Kodumudi. However our findings also reveal that a sizeable number of 78 children are reportedly studying in other schools. Yet, it must be mentioned that a considerable extent of children dropping out of government school system appear to be not covered by other educational institutions indicating that concerted efforts are needed to contain the dropout phenomenon especially in remoter regions of the district.

**Table 7**

***Block-wise extent of dropout***

	TOTAL	<b><i>Name of the Block</i></b>				
		<b>Kangayam</b>	<b>Bhavani Saker</b>	<b>Kodumudi</b>	<b>Dharapuram</b>	<b>Anthiyur</b>
No.	99	20	20	20	20	19
No of children dropped out in the last six months	193	13	84	29	7	60
No of children continuing studies in other schools	78	4	19	13	7	35

The performance profile of pupils of the sample schools during the previous academic year reveals that, the proportion of children who failed was relatively high in grades 6 and above. Further, girl students appear to fare consistently better than boys in all classes and more so in upper primary classes. The retention rates are also low but concentrate more in grades 6 and above indicating the need for a more focused teaching-learning activity in these grades. Again, it must be mentioned that the problem of bringing back residual pupils who failed but were not retained in the classes however small that group may be, needs to be addressed. Nevertheless, the fact that a significant majority of students that is, more than 80 %, have passed to higher standards is a redeeming feature in this respect. Details in this respect are presented in Table 8.

**Table 8**  
**Performance & Retention Rates in the Sample Schools**

CLASS	Percentage of children failed in Annual Exam		No of children retained	
	Boys	Girls	Boys	Girls
1	2.15	1.77	1.48	1.36
2	1.55	1.39	1.13	0.83
3	1.62	1.61	0.94	0.94
4	0.59	0.67	0.12	0.27
5	1.03	0.62	0.46	0.12
6	15.32	8.77	11.42	7.27
7	8.04	5.71	5.53	5.14
8	6.72	4.63	5.44	3.99

#### **2.4 Opening of New Primary and Upper Primary Schools**

During the year 2006-07, a total of 3 primary schools and 21 upper primary schools have been sanctioned. However civil works in this regard is yet to begin Out of the 7 new primary schools 4 are at foundation stage, 4 at lintel level and 1 at roofing and finishing stage. With regard to upper

primary schools 4 are at foundation stage, 1 at lintel level and 2 at roofing and finishing stage. Further, teachers for the new sanctioned schools have been appointed.

## 2.5 Progress in Civil Works

Our findings with regard to progress made in civil works reveal that as on 30-09-06, a significant majority of physical targets appear to be unmet with many works yet to begin due to conduct of local elections. For instance, an overwhelming proportion of works related CRC, classrooms, electrification and BaLa are yet to start. Works related to all 20 CRC buildings targeted are yet to start. Further, none of the works related to classrooms including additional classrooms are completed.

**Table 9**  
**Progress in Civil Works**

Item of Civil Work	Physical target (including spillover) for 2006-07 (PAB approved)	Physical progress till 30.09.06			Who is designed for technical supervision for civil works	
		Work Completed	Work in Progress	Work not started	Dist. Level	Sub- Dist. Level
BRC	5	NIL	5	-	One Senior Civil Engineer Consultant for District (Asst. Executive Engineer)	One Civil Consultant for two blocks (Total 10 Engineers)
CRC	20	NIL	-	20		
Upper Primary - 3 CR	56	NIL	1	55		
New Primary - 2 CR	4	NIL	1	3		
Additional CR	314	NIL	35	279		
Electrification	200	NIL	-	200		
BaLA	24	NIL	-	24		

*Note : Towards local body election has proposed by Govt. of TamilNadu during October 2006, works are not started till 30.09.2006*

## 2.6 Distribution of Free Text Books

Table below describes the fact that, distribution of Free Text Books (FTB) in 2005-06, has been on time and for all subjects and has been given to all eligible students. A marginal percentage of

students (10.10%) mainly in lower primary classes were given FTB for 2005 -06 after the month of June.

**Table10**  
**Distribution of Free Text Books In 2005-06**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	99	73	26
No. Percent	100.00%	100.00%	100.00%
No. of school with FTB distributed to all classes	99	73	26
	100.00%	100.00%	100.00%
No. of school with FTB distributed to all subjects	99	73	26
	100.00%	100.00%	100.00%
No. of school with FTB distributed to all eligible students	99	73	26
	100.00%	100.00%	100.00%
No. of schools where FTB was distributed in June 2006	86	64	22
	86.90%	87.70%	84.60%
% of schools where FTB was not distributed in June 2006	10	8	2
	10.10%	11.00%	7.70%

### 2.5 School Grants

Table below reveals that, except one school, all the schools visited during monitoring of SSA, have received School Grant and by and large on time. In 92 schools all the grant amount received has been spent for expenditures earmarked and have also maintained in proper accounts registers. Majority of schools (90.0%) have reportedly used the fund after obtaining permission from VEC.

**Table 11**  
**Utilization of School Grants**

	Total	Type of school	
		Primary	Upper Primary
No.	99	73	26
School receiving school grants for 2005-06	98	73	25
	99.00%	100.00%	96.20%
School receiving school grants for 2005-06 within time	95	71	24
	96.00%	97.30%	92.30%
Schools spending 100 % of the grants	92	70	22
	93.9%	95.9%	88.0%

Whether receipt & expenditure are entered in cashbook	97	73	24
	98.00%	100.00%	92.30%
Schools spending the grant amount after approval of VEC	89	65	24
	90.0%	89.0%	92.3%

## 2.6 Teacher and Teacher Training

Teacher training and academic support to teaching-learning process forms a crucial component of SSA. In this respect, efforts were made in our study to find out the extent and nature of teacher training activity in Erode district. Details in this regard are presented in the following paragraphs.

The recruitment of teachers is carried out according to rules laid down by the state educational administration. In this respect our findings reveal that teachers are recruited by Teacher Recruitment Board (TRB), through a written examination. All teachers recruited are regular appointees.

During the year 2006-07, a total of 13185 teachers underwent in service teacher training programme. The teacher training schedule is proposed by DTERT Chennai while the actual training is imparted to the trainers, i.e., BRC Coordinators, Block Resource Teacher Educators (BRTes) by the staff of DIET during the reference period. Monthly training programmes are conducted at the CRC level in which the teachers receive training from BRTes and CRC coordinators. Our discussions with various functionaries including DIET principals, SSA functionaries including Assistant District Programme Coordinator (ADPC), BRC Supervisors, BRTes covered in the sample blocks revealed that concerted efforts are made to ensure high quality of training through regular monitoring and supervision and through monthly review meetings. During the reference period, there were no untrained teachers in the district.

All the sample schools covered in our study except one had all the sanctioned teachers in position. Furthermore, 92.0 % of the teachers in the sample schools had received in service training. A further break up reveals that while 84.4 % of the teachers of upper primary schools had received in service training, 94.5 % of those in the primary schools had done so.

## 2.7 Preparation and Utilization of TLM Grants

During the reference period under report, TLM grants has been released during the month of June 2006 for 7251 teachers against a target of 7257 teachers, all of whom have actually received the grants with instruction from the DPO to utilize the released grant. It was noted that by and large, release of TLM grants has been timely. More or less, similar findings were noted with respect to receipt of TLM grants and its utilization among the sample schools. Further, all the teachers except one among the sample schools reported that they had received official instruction from DPO to utilize the released grants

During the course of our visits to sample schools, efforts were made to observe the type of TLM materials and the manner in which TLM materials were displayed in order to assess the extent of use of such materials. Multiple responses obtained in this regard as well as observation in the classrooms, revealed that the teachers prepared a variety of TLM materials. The following table gives details in this respect. Out of a total of 438 teachers in position among the 98 sample schools, as many as 311 teachers ( 189 and 122 from primary and upper primary schools respectively) responded regarding type of TLM materials made by them.

**Table 12**  
**Types of TLM made by teachers**

	Total	Primary	Upper Primary
Total schools	98	73	25
No of Teachers in position	438	192	246
No. of teachers responding	311	189	122
Models	198 63.7%	126 66.7%	72 59.0%
Flash Cards	15 4.8%	11 5.8%	4 3.3
Animal	8 2.6%	5 2.6%	3 2.5%
Others	39 12.5%	17 9.0%	22 18.0%

*Note: Multiple Responses*

As can be seen from the table above, models, both working and display models made of thermocol formed major types of TLM materials prepared. The working models comprised of such items as charts depicting seasons, solar system, abacus grid, matching boards, microscope,

rotating disks, projector model etc., while the display models included language charts, state and national maps, basic math calculating chart, story charts etc. Flash cards and other TLM materials formed a minor group though their use was mentioned by relatively more number of teachers of primary schools as compared to their counterparts from upper primary schools. It was noted that while display charts and TLM which have frequent use such as calculating charts, abacus etc were easily accessible for the pupils, intricate models such as projector, and the like were by and large, neatly displayed separately in a corner of the classroom. Further, almost all the teachers interviewed regardless of the type of school, reported that the pupils are fully encouraged to handle and use the TLM materials.

## 2.8 Training in TLM

Efforts were further made to find out whether the teachers have been imparted with TLM training by the SSA functionaries. Our findings in this respect reveal that a total of 306 teachers were reportedly trained in TLM training.

Further, the teacher respondents as well as the head masters of the sample schools were asked to mention the venue and persons imparting training in TLM. In this respect, it was revealed that training in TLM was imparted by several functionaries of SSA as well as specialist trainers either from reputed NGOs or other agencies Further, our findings reveal that from among teachers from 96 schools responding, those from 85 schools (88.5%) reported that BRTEs imparted TLM training while in 17 schools BRC supervisor himself took part. CRC coordinator, as trainers of TLM was mentioned by teachers in four schools. It was reported that by and large CRC and BRC headquarters formed major venues of TLM training.

**Table 13:  
Persons imparting TLM training**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	96	73	23
%	100.00%	100.00%	100.00%

BRT	85	63	22
	88.50%	86.30%	95.70%
BRC Supervisor	17	12	5
	17.70%	16.40%	21.70%
CRC	4	3	1
	4.20%	4.10%	4.30%

### School Health Programs:

Table 14 below describes that, out of 99 schools contacted in 5 blocks of Erode District, 9 schools did not report any health programs. Of these 3 are upper primary schools.

The children of these 12 schools are not having any health cards and there is no periodical health check ups done in these schools.

**Table 14**  
**Health Program in school**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	99	73	26
%	100.00%	100.00%	100.00%
Programme in place	90	66	24
	90.90%	90.40%	92.30%
Programme not in place	9	7	2
	9.10%	9.60%	7.70%

Table 15 reveals that, overall close to 90% of schools responding irrespective of type of school had health cards for children.

**Table 15**  
**Maintenance of Health Cards of children in school**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	90	66	24
%	100.00%	100.00%	100.00%

Maintained	81	60	21
	90.00%	90.90%	87.50%
Not maintained	9	6	3
	10.00%	9.10%	12.50%

Health check ups are done at least once in 6 months in both lower & upper primary schools (84.4%). Nevertheless, 4 primary schools, which claim to have health programs have not done any health check up for the children in the last 6 months.

**Table 16**  
**Number of Health Check ups done in school**

Health checkups done	TOTAL	Type of school	
		Primary	Upper Primary
No.	90	66	24
%	100.00%	100.00%	100.00%
0	4	4	0
	4.40%	6.10%	0.00%
1	62	47	15
	68.90%	71.20%	62.50%
2	11	5	6
	12.20%	7.60%	25.00%
3	3	1	2
	3.30%	1.50%	8.30%

Sports seems to receive least priority among the sample schools covered. One half of schools (49.5 %) do not have any sports equipments and a further 38.4 % has insufficient sports equipments. This sums up the fact that of the 99 schools contacted nearly 87 has no or insufficient sports equipments.

**Table 17**  
**Sports Equipment in School**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	99	73	26
%	100.00%	100.00%	100.00%
Sufficient	11	5	6
	11.10%	6.80%	23.10%
Not sufficient	38	26	12
	38.40%	35.60%	46.20%

None	49	42	7
	49.50%	57.50%	26.90%
DK/NA	1	0	1
	1.00%	0.00%	3.80%

Similarly provision of musical instruments is also an area of major concern. All sample schools except one had no musical instruments whatsoever, a disheartening finding to report.

**Table 18**  
**Musical instruments in School**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	99	73	26
%	100.00%	100.00%	100.00%
Not sufficient	1	1	0
	1.00%	1.40%	0.00%
None	97	72	25
	98.00%	98.60%	96.20%
DK/NA	1	0	1
	1.00%	0.00%	3.80%

## CHAPTER 3

### SCHOOL OBSERVATION

In each of the sample schools visited, the study team made efforts to assess the school ambience and learning climate in terms of cleanliness, adequacy of rooms, ventilation, approach to school, seating arrangement, and facility of blackboard and other teaching aids. Further physical observations were made with respect to drinking water facility, toilets, electricity, play ground, compound wall and other school infrastructure facilities. Details in this regard are summarized in the following paragraphs.

As the table below indicates, in an overwhelming proportion of schools (86.9%) the cleanliness of the classrooms was found to be satisfactory while in 12 schools the same was found to be very good. Interestingly slightly higher proportion of primary schools as compared to that of upper primary schools, were well maintained and cleaner.

**Table 19**  
**Classroom environment & cleanliness, adequacy and ventilation:**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	99	73	26
%	100.00%	100.00%	100.00%
<b>Cleanliness</b>			
Very good	12	8	4
	12.10%	11.00%	15.40%
Satisfactory	86	64	22
	86.90%	87.70%	84.60%
DK/NA	1	1	0
	1.00%	1.40%	0.00%
<b>Adequacy of rooms</b>			
%	100.00%	100.00%	100.00%
Very good	18	12	6
	18.20%	16.40%	23.10%
Satisfactory	76	57	19
	76.80%	78.10%	73.10%

	TOTAL	Type of school	
		Primary	Upper Primary
No.	99	73	26
Unsatisfactory	3	2	1
	3.00%	2.70%	3.80%
DK/NA	2	2	0
	2.00%	2.70%	0.00%
<b>Ventilation</b>			
Very good	60	40	20
	60.60%	54.80%	76.90%
Satisfactory	36	30	6
	36.40%	41.10%	23.10%
Unsatisfactory	1	1	0
	1.00%	1.40%	0.00%
DK/NA	2	2	0
	2.00%	2.70%	0.00%

Similarly, in 76.8 % of schools covered, the rooms were reasonably adequate for carrying out classroom transactions. In this regard, primary schools appeared to be relatively well endowed. Further, the ventilation in the classrooms was found to be satisfactory in all the sample schools.

The infrastructure facilities in the 99 schools visited including approach to school and facility of black board and TLM Materials inside the classroom are found to be satisfactory, whereas seating arrangement was found to be unsatisfactory in about a quarter (8.1%) of the sample schools as depicted in Table 20 below.

**Table 20**  
**Approach to school, seating arrangement, Blackboard and TLM Materials**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	99	73	26
%	100.00%	100.00%	100.00%
<b>Approach to School</b>			
Very good	21	16	5
	21.20%	21.90%	19.20%
Satisfactory	72	52	20
	72.70%	71.20%	76.90%

	TOTAL	Type of school	
		Primary	Upper Primary
<b>No.</b>	<b>99</b>	<b>73</b>	<b>26</b>
<b>%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>
<b>Approach to School</b>			
Unsatisfactory	3	2	1
	3.00%	2.70%	3.80%
DK/NA	3	3	0
	3.00%	4.10%	0.00%
<b>Seating arrangement for children</b>			
Very good	14	9	5
	14.10%	12.30%	19.20%
Satisfactory	74	56	18
	74.70%	76.70%	69.20%
Unsatisfactory	8	7	1
	8.10%	9.60%	3.80%
DK/NA	3	1	2
	3.00%	1.40%	7.70%
<b>Facility of black board and TLM facilities</b>			
Very good	28	23	5
	28.30%	31.50%	19.20%
Satisfactory	68	48	20
	68.70%	65.80%	76.90%
Unsatisfactory	1	0	1
	1.00%	0.00%	3.80%
DK/NA	2	2	0
	2.00%	2.70%	0.00%

Electricity is not available in 13.1% all primary school while all of upper primary school had electricity. Further 64.4 % of primary and 46.2 % of upper primary schools did not have compound wall. Furthermore, insufficient and non-availability of playground was noted in nearly half of the sample schools (48.5%) covered with a relatively higher proportion of primary schools (57.5%) suffering from this deficiency. Overall the infrastructure in the sample schools appears to be inadequate and need further improvement.

**Table 21**  
**Availability of electricity, play ground and compound wall**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	99	73	26
%	100.00%	100.00%	100.00%
<b>Availability of Electricity</b>			
Available	85	59	26
	85.90%	80.80%	100.00%
No	13	13	0
	13.10%	17.80%	0.00%
NA	1	1	0
	1.00%	1.40%	0.00%
<b>Compound wall for the school</b>			
Present	38	25	13
	38.40%	34.20%	50.00%
No	59	47	12
	59.60%	64.40%	46.20%
NA	2	1	1
	2.00%	1.40%	3.80%
<b>Play ground</b>			
Sufficient	22	13	9
	22.20%	17.80%	34.60%
Insufficient	48	42	6
	48.50%	57.50%	23.10%
None	25	18	7
	25.30%	24.70%	26.90%
DK/NA	4	0	4
	4.00%	0.00%	15.40%

Overall, 91.9% of the sample schools, irrespective of type of school, maintained proper records and registers. 8 schools of which 6 were primary schools were poor in this respect.

**Table 22**  
**Maintenance of records and registers**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	99	73	26
%	100.00%	100.00%	100.00%
Very good	7	6	1
	7.10%	8.20%	3.80%
Satisfactory	84	61	23
	84.80%	83.60%	88.50%
Poor	8	6	2
	8.10%	8.20%	7.70%

Our findings further reveal that 96.0 % of schools regardless of type of school, have drinking water facility within school premises. However in 3 sample schools, all primary schools, access to drinking water was found to be beyond ½ km from the school premises.

**Table 23**  
**Access to Drinking Water**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	99	73	26
%	100.00%	100.00%	100.00%
Within school premises	95	69	26
	96.00%	94.50%	100.00%
Within 1/2 km Radius	3	3	0
	3.00%	4.10%	0.00%
DK/NA	1	1	0
	1.00%	1.40%	0.00%

Table 24 shows that only in 61.6% of the sample schools, toilets were found to be in usable condition. There are 17 schools of which 15 are primary schools without proper toilet facilities for children, of which 16 schools do not have toilet at all. Overall, 74.7% of schools have separate toilets for girl students while in 25.3 %, such a facility is not available. A further break up reveals that a sizeable proportion of primary schools (32.2 %) do not have separate toilets for girl children. Further, 43.4% of schools do not have proper water facility in the toilets.

**Table 24**  
**Toilet condition in school**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	99	73	26
%	100.00%	100.00%	100.00%
Usable and used	52	40	12
	52.50%	54.80%	46.20%
Usable and not used	9	7	2
	9.10%	9.60%	7.70%
Unusable and used	12	8	4
	12.10%	11.00%	15.40%
Unusable and not used	1	1	0
	1.00%	1.40%	0.00%
Not available	16	14	2
	16.20%	19.20%	7.70%
DK/NA	9	3	6
	9.10%	4.10%	23.10%
<b>Availability of Separate toilets for girls</b>			
Separate toilets available	62	40	22
	74.70%	67.80%	91.70%
Not available	21	19	2
	25.30%	32.20%	8.30%
<b>Adequacy of water in toilets</b>			
Sufficient	39	30	9
	47.00%	50.80%	37.50%
Insufficient	18	14	4
	21.70%	23.70%	16.70%
None	18	12	6
	21.70%	20.30%	25.00%
DK/NA	8	3	5
	9.60%	5.10%	20.80%

## CHAPTER 4

### MID DAY MEAL SCHEME

Being an important initiative towards providing hygienically prepared meal for the school children, Mid Day Meal programme is in operation in all the schools covered in our study. As a part of the methodology, the study team endeavoured to make physical observation of the administration of MDM in the sample schools besides interviewing the concerned functionaries

including the head master, the cook and server as well as children having MDM. Our findings in this respect is summarized in the following paragraphs.

As mentioned earlier, MDM is in operation in all the sample schools under study. Our findings reveal that in all the schools the menu comprised of rice and sambar, gruel made of dal and green vegetables. In some schools it was informed that they cook a variety of meals on festival days. Our enquiries revealed that the rice supplied by the government is of poor quality despite making several requests for supply of good rice. An important observation made in this regard is that in most cases the head teachers appear to distance themselves from MDM administration as the entire onus of providing MDM fell on the concerned government department. It was reported that it would be an additional responsibility for the teacher and would impinge on his/her academic engagement. Further, the VECs too do not appear to evince interest in involving itself with MDM administration.

The school administration does not interfere in MDM, reason being the scheme is governed by separate department. Overall in a significant majority of sample schools regardless of type of school (97.0%) the maintenance of MDM by school administration is found to be satisfactory.

**Table 25**  
**Overall maintenance of Midday Meal Program**

Overall maintenance of Midday Meal Program	TOTAL	Type of school	
		Primary	Upper Primary
No.	99	73	26
%	100.00%	100.00%	100.00%
Very good	3	2	1
	3.00%	2.70%	3.80%
Satisfactory	96	71	25
	97.00%	97.30%	96.20%

Our findings further reveal that, a significant majority of the sample schools (69.7%) have pukka kitchens to prepare food for MDM. In some schools food is cooked in open place. It was noted that many schools do not have proper roofing and ventilation in the kitchen.

**Table 26**  
**Type of kitchen**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	99	73	26
%	100.00%	100.00%	100.00%
Pukka	69	50	19
	69.70%	68.50%	73.10%
Semi Pukka	30	23	7
	30.30%	31.50%	26.90%

Interestingly, in an overwhelming proportion of schools (74.7 %) regardless of the type of school, the cook did not belong to SC/ST group indicating the extent of social distancing suffered by the disadvantaged sections of the community. This phenomenon was also noted in our study of other sample districts as well.

**Table 27**  
**Social background of Cook preparing MDM**

	Total	Type of school	
		Primary	Upper Primary
Count	99	73	26
Col %	100.00%	100.00%	100.00%
Cook belongs to SC/ST	3	2	1
	3.00%	2.70%	3.80%
Cook does not belong to SC/ST	74	54	20
	74.70%	74.00%	76.90%
DKNA	22	17	5
	22.20%	23.30%	19.20%

A significant majority of sample schools (73.7 %) had separate store room for storing ingredients for preparing MDM including grains, spices etc. However in 20 schools forming 20.2 % it was noted that the storing place and its roofs were damaged and needed repair.

**Table 28**  
**Place of storing food grains and other food items**

	Total	Type of school	
		Primary	Upper Primary
	99	73	26
	100.00%	100.00%	100.00%
Safe/separate store room	73	49	24
	73.70%	67.10%	92.30%
Stored in office/class room	4	4	0
	4.00%	5.50%	0.00%
Storing place damaged	20	19	1
	20.20%	26.00%	3.80%
DK/NA	2	1	1
	2.00%	1.40%	3.80%

It was further noted that in an overwhelming proportion of sample schools (84.8%) water for cooking was available within the school premises while 13 schools had this entity outside. It was noted that in 2 schools water tank needed urgent repairs.

**Table 29**

**Availability of water for cooking and drinking purposes**

Availability of water for cooking	Total	Type of school	
		Primary	Upper Primary
	99	73	26
	100.00%	100.00%	100.00%
Within school premises	84	61	23
	84.80%	83.60%	88.50%
Outside school premises	13	11	2
	13.10%	15.10%	7.70%
Water tank is damaged	2	1	1
	2.00%	1.40%	3.80%

Our findings further reveal that in more than three-fifths of the sample schools (62.6 %) the utensils, vessels and other equipment required for cooking was reported as adequate. Furthermore, in all sample schools firewood was the fuel used

**Table 30**

***Adequacy of utensils used for cooking***

	Total	Type of school	
		Primary	Upper Primary
	99	73	26
	100.00%	100.00%	100.00%
Adequate	62	46	16
	62.60%	63.00%	61.50%
Inadequate cooking vessels	34	26	8
	34.30%	35.60%	30.80%
DK/NA	3	1	2
	3.00%	1.40%	7.70%

The general impression of the administration of MDM in the sample schools is summarized below:

- In about two-thirds (57.6%) of the schools, reasonable safety measures were taken by the school administration
- In 51.5 % of the schools covered the hygiene conditions were found to be reasonably fair
- In almost all schools (80.8%) discipline of the pupils having MDM was found to be satisfactory
- It was noted that students of all schools (91.8 %) washed their hands before having meals
- Generally the teachers in all sample schools insisted their wards to conserve water
- No social discrimination whatsoever was discernible among pupils
- The cooks received a mean monthly salary of Rs.1920.7 while the organizer received a mean salary of Rs. 2471.4

- 80.8% of the sample schools reported good participation of VEC in MDM activity
- More than half of the sample schools (81.6%) reported that mainly BDO officials monitor and supervise MDM administration that made regular monthly or bi-monthly visits to schools.

## **CHAPER 5 ACADEMIC SUPPORT**

During the course of the study, discussions were held with a cross section of the teachers of the sample schools regarding the level of academic support received from the SSA functionaries as also to elicit their suggestions regarding ways and means of enhancing such support. Further, interviews were also carried out with the BRC supervisors of the sample blocks, in order to assess the nature and extent of academic support provided to the teachers. Our interviews with the teachers reveal that the BRC supervisors make rare visits to the schools. Given the task of covering the entire block, it is obvious that the BRC supervisor may find it difficult to visit each and every school of the block on a regular basis. Nevertheless, it is heartening to note that only in

46.4 % of the sample schools covered, BRC supervisor had made one to two visits to their schools during the last six months while 16.5 % of schools reported that BRC supervisor made no such visits during this period. The overall mean number of visits made by BRC supervisor works out to 1.3 with 1.3 visits for primary schools and 1.2 visits for upper primary schools. The Block Resource Trainer Educators, who are expected to make more frequent visits to schools, appear to do so. In this regard our findings reveal that 66.6 % of the schools reported that the BRTEs had made one to three visits to their schools. The average number of visits made by these functionaries work out to 3.2 visits. However, it is interesting to note that BRTEs made relatively more frequent visits to upper primary schools than primary schools (3.1 and 3.4 respectively). Visits made by other functionaries including staff from DPO, DIET and other agencies were found to be less frequent.

Multiple responses obtained with respect to the purpose of visits made by BRTEs and others reveal that the major purposes of visits included conducting subject tests to

**Table 31**  
**Type of support given by BRTEs**

	TOTAL	<i>Type of school</i>	
		Primary	Upper Primary
No.	80	60	20
Col %	100.00%	100.00%	100.00%
Check records and registers.	9	5	4
	11.30%	8.30%	20.00%
Conduct subject test to the students.	44	31	13
	55.00%	51.70%	65.00%
Motivate community/ VEC.	1	1	0
	1.30%	1.70%	0.00%
Collect school data.	1	1	0
	1.30%	1.70%	0.00%

Guide teachers academically.	38	32	6
	47.50%	53.30%	30.00%
Others	3	3	0
	3.80%	5.00%	0.00%

*Note: Multiple Responses, Non responses excluded from analysis*

students (55.0 %), providing academic guidance to teachers (47.5 %), checking records and registers (11.3%). All the teachers interviewed reported that they are generally satisfied with the academic support provided by BRTEs. However, it was noted that academic support from DPO functionaries, DIET staff and others appear to be wanting. The DPO staff, it was reported, visit schools mainly to make administrative review and hear grievances.

## CHAPTER 6

### CONCLUSIONS

The findings of our study of schools in Erode district lead us to the following major conclusions:

- Five blocks in the district namely Kongayam, Bhavani Saker, Kodumudi, Dharapuram and Anthiyur were covered in the study where a total of 98 schools were visited by the study team and requisite data gathered.
- The attendance, retention and achievement rates in the sample schools present a positive picture, especially with respect to girl students who have achieved higher rates of attendance and relatively lesser failure rates as compared to that of boys.
- From the administrative point of view, the district appears to have fairly adhered to schedules in terms of distribution of text books, release of TLM grants and School Grants. However, progress in civil works appears to be tardy and needs to be addressed.
- By and large, the records and registers including cash registers, and pass books have been maintained satisfactorily in a majority of the sample schools
- Further, our findings reveal that the teacher recruitment and their posting to schools have been made satisfactorily as there are fewer schools with shortage of teachers.
- With respect to teacher training, our study reveals that an overwhelming proportion of primary school teachers and all of upper primary schools have received in service training. There are no untrained teachers in the district.
- All the teachers belonging to the sample schools have reportedly received the TLM grants. Our findings reveal that a variety of TLM materials are prepared by the teachers and appear to be optimally used in the classrooms. Further, a significant majority of teachers had undergone TLM training imparted mainly by BRTEs
- By and large, all schools present a positive picture as regards the quality of classroom environment be it cleanliness, seating arrangement for pupils, ventilation in classrooms, and the overall ambience though there are some exceptions. However, school infrastructure with regard to playground, compound wall needs to be strengthened.

- All the schools covered in the study utterly lacked sports equipment and musical instruments.
- The drinking water and toilet facilities in the sample schools appear to be reasonably satisfactory though in 17 schools toilets were not available.
- Our findings with regard to the academic support to teachers by SSA functionaries reveals that BRTes were the main providers who made frequent visits to the schools under their jurisdiction and provided guidance and lesson plans and teaching activities. The BRC Supervisors too appear to make frequent visits, which is a positive aspect to be noted. Other functionaries including DIET faculty, and DPO staff appear to make less frequent visits. However, the teacher respondents reported that they are generally satisfied with the inputs provided by BRTes.
- Our findings reveal that the Mid Day Meal programme, in operation in all the sample schools appear to need more support with respect to cooking facilities and other MDM related infrastructure. However, overall, the MDM administration appears to be more or less satisfactory in terms of coverage and maintenance of cleanliness and hygiene in the cooking and feeding premises. However, the school administration as well as village community at large appear to have minimal formal role in the management of MDM. However, it was noted that the in a significant majority of schools cooks and servers belonging to other than SC/ST community indicating the fact that social distancing of these castes is still prevalent and needs to be addressed.

**Recommendations:**

1. Civil works component needs to be addressed on a priority basis
2. School infrastructure with regard to playground, toilets and compound wall needs to be strengthened.
3. MDM infrastructure needs strengthening

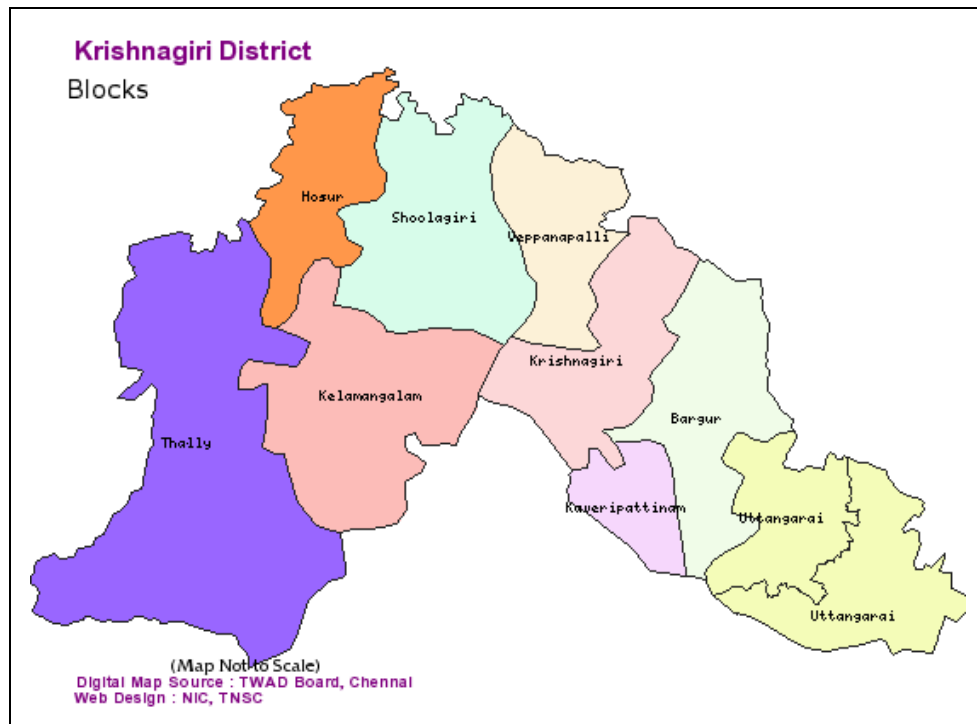
**MONITORING & SUPERVISION UNDER SSA IN TAMIL NADU  
KRISHNAGIRI DISTRICT**

**CHATER 1**

***INTRODUCTION***

**District Profile**

Krishnagiri district is bounded by Vellore and Thiruvannamalai districts in the East, Karnataka state in the west, State of Andhra Pradesh in the North Dharmapuri District in the south. Its area is 5143 Sq. Kms. This district is elevated from 300m to 1400m above the mean sea level. It is located between 11° 12'N to 12° 49'N Latitude, 77° 27'E to 78° 38'E Longitude. Three languages namely Tamil, Telugu and Kannada are predominantly



spoken in this district. Major religions are Hindu, Islam and Christianity. This district stands as an ideal exhibit of National integration and religious harmony. The society exhibits the confluence of different languages and religions. Krishnagiri District has 2 Municipalities, 10 Panchayat Unions, 7 Town Panchayats, 352 Village Panchayats and 636 Revenue Villages. The district of Krishnagiri was formed as 30th district by the Government of Tamil Nadu. Krishnagiri district was carved out of Dharmapuri district in 2004 with five taluks and ten blocks

The main rivers that flow across the district are Kaveri and South Pennar Kaveri enters the district from South West in Denkanikottai taluk and exists in South West direction. It forms a waterfall at Hokenakkal and joins Mettur Dam. South Pennar originates in Nandidurg of

Karnataka and flows through Hosur, Krishnagiri and Uthangari Taluks. Vanniyar and Markanda rivers join this South Pennar.

According to Census of India 2001, the district had a population of 1.54 million with a male-female break up of 7.9 and 7.5 lakhs. The literacy rates for the district present a picture of relative backwardness having an overall rate of 58.11 % with the male and female rates being 67.1 % and 48.6 % respectively and ranks one of the lowest districts in the state.

## **CHAPTER 2**

### **SSA IN KRISHNAGIRI DISTRICT**

The development of primary education in Krishnagiri district portrays a picture of steady growth over the years. The district registered notable progress with regard to several educational performance indicators. There are a total of 996 exclusive government primary schools and 493 composite schools covering primary, upper primary and higher levels of schooling in the district.

During the year 2006-07 23 new primary schools and 13 upper primary schools have been sanctioned which are at various stages of construction. There has been a steady increase in gross enrolment rates in primary schools from 90.4 in 2003 to a high of 101.7 in 2005-06. Further, the transition rate from primary to upper primary level has been cent percent. The percentage of single teacher schools in the district remains at 9.3 for primary schools and 6.5 in upper primary schools, a serious matter which needs to be addressed. The pupil-teacher ratio has been 33:1 for primary and 42:1 for upper primary schools. Further, the district boasts of a high female teacher strength, whose proportion is 66.4 % for primary and 63.4 % for upper primary schools. Further, 84.3% male teachers and 68.9 % of female teachers have received in service training. There are no untrained teachers in the entire district. During the year 2006-07, there were a total of 25 EGS centres, 180 bridge courses and 12 residential camps focusing on out of school children in the district with an enrolment of 711, 1500 and 399 children respectively against corresponding targets of 625, 4523 and 600 children. In addition, a total of 2944 children with special needs (CWSN) are identified of whom 2436 children have been enrolled. Till 30-09-06 a total of 237 children in this category have received aids and appliances. So far, 22 Resource Teachers drawn from one NGO cater to the needs of CWSN. Further, a total of 711 schools have been provided with ramps for the benefit of CWSN. The new initiative of National Programme for Education of Girls at Elementary Level (NPEGEL) is in operation in the district and so far a total of 110 MCSs have been reportedly made functional. Works related to providing a targeted 50 additional classrooms works related to only 6 classrooms are reportedly in progress and no information is available regarding the progress related to drinking water and toilet facilities. Another programme KGBV has been taken up recently in the district with a total enrolment of 50 girl students. Separate land has been acquired and registered for the programme and the structure is in the roofing and finishing stages. A total of 5 teachers have been sanctioned during the year 2006-07 of whom 3 have joined for duty.

### **2.1 Distribution by type of school for each block.**

The block-wise distribution of sample schools selected for monitoring is presented in Table 1. The study sample comprised of a total of 58 schools of which 30 are primary and 28 are upper primary schools covered in the blocks of Soolagiri, Krishnagiri and Uthangarai. As mentioned elsewhere, the district was recently carved out of Dharmapuri District.

**Table 1**  
**Block-wise Distribution of Sample Schools by Type of School**

Sample Blocks	TOTAL	Type of school	
		Primary	Upper Primary
Total	58	30	28
Shoolagiri	20	10	10
Krishnagiri	19	10	9
Uthangarai	19	10	9

## 2.2 No of days the School Functioned

The distribution of sample schools according to total number of days worked during 2005-06 is presented in Table 2. As the table reveals the average number of working days for primary and upper primary schools works out to 217.3 and 216.6 respectively. As can be seen from the Table, nearly one half of the sample schools (46.6 %) had worked less than the mandatory 220 days while the remaining schools had reportedly worked for 220 days or more. Interestingly, upper primary schools worked for lesser number of days than primary schools. It is a matter of concern that a significant proportion of schools have not adhered to the working norms

**Table 2**  
**No of days the School Functioned**

Days	TOTAL	Type of school	
		Primary	Upper Primary
No.	58	30	28
< 220 days	27	11	13
	46.6%	36.7%	46.4%
220 days	20	12	8
	34.4%	40.0%	28.6%
>220 days	11	7	7
	19.0	23.3%	25.0%
Mean no. of days worked	217	217.3	216.6

### 2.3 Attendance, Retention and Achievement

During the school visit the attendance was checked both in the attendance register and also by head count in each class. Table 3 gives the details. Attendance rates in the sample schools were found to be in the range of 85 to 97 percent. Further, no differences whatsoever were observed between attendance recorded in the register and the number actually present, which is a comforting feature.

**Table 3**  
**Verification of attendance at sample schools by MI**

CLASS	Attendance marked as present		Children actually present	
	Boys	Girls	Boys	Girls
1	88.57	89.29	88.57	89.29
2	92.76	92.55	92.76	92.55
3	90.80	93.21	90.80	93.21
4	91.99	92.44	91.99	92.44
5	86.48	90.08	86.48	90.08
6	91.88	97.18	91.88	97.18
7	95.05	97.52	95.05	97.52
8	95.38	97.13	95.38	97.13

Efforts were made to find out steps taken by VEC members to ensure higher attendance levels. In this regard, our findings reveal that several steps taken by VEC to promote attendance in schools. Multiple responses obtained in this respect reveal that by far, conducting village level meetings, creating awareness among villagers about importance of regular attendance of children were major strategies adopted. However, our respondents in 2 sample schools reported that, VEC members do not attend village level meetings to promote attendance in schools. Details in this regard are presented in Table 3.

**Table 3**  
**Steps taken by VEC to promote attendance**

	TOTAL	Type of school	
		Primary	Upper Primary
	58	30	28
%	100.00%	100.00%	100.00%
Conduct village meetings	13	6	7
	22.40%	20.00%	25.00%
VEC members do not attend meetings regularly	2	1	1
	3.40%	3.30%	3.60%
VEC members advise parents for higher attendance of children	25	15	10
	43.10%	50.00%	35.70%
Enrol out of school children	15	9	6
	25.90%	30.00%	21.40%
Arranging hostel facility for students	1	0	1
	1.70%	0.00%	3.60%
NA	5	1	4
	8.60%	3.30%	14.30%

Our interviews with the teachers and head teachers in the sample schools regarding the modes of assessing student performance reveal interesting results. A significant majority of schools (60.3 %) regardless of type of school mentioned that they followed the system of conducting monthly, quarterly and half-yearly tests along with annual examination as laid down by the department. Further, our findings reveal that in addition, all sample schools oral tests were conducted and in about two thirds of the schools (67.2%) everyday dictation (to improve reading and writing skills) were also employed. Table 4 below gives details of various methods of assessing performance and achievement level of students.

**Table 4**

***Existing process of assessing achievement level of pupils***

	TOTAL	Type of school	
		Primary	Upper Primary
No.	58	30	28
%	100.00%	100.00%	100.00%

Monthly, Quarterly, Half yearly tests	35	17	18
	60.30%	56.70%	64.30%
Oral tests	58	30	27
	100.00%	100.00%	96.40%
Daily dictation	39	23	16
	67.20%	76.70%	57.10%
Written tests	4	3	1
	6.90%	10.00%	3.60%
Competition programmes	2	0	2
	3.40%	0.00%	7.10%
Others	36	21	15
	62.10%	70.00%	53.60%

Further our respondents in none of the schools covered appeared to be aware of the adoption of continuous and comprehensive evaluation and grading system. Apparently, there appears to be an utter lack of awareness regarding this system.

Our findings further reveal that in none of the primary schools was there any child below 5 years of age. However in one upper primary school there was one child over 14 years of age.

With regard to levels of dropouts, Table 5 indicates that there is a high incidence of dropout during the last six months amongst school children in the blocks of Soolagiri and Krishnagiri and relatively less in Uthangarai. Our findings also reveal that 48 children are reportedly studying in other schools. Yet, it must be mentioned that a considerable extent of children dropping out of government school system appear to be not covered by other educational institutions. For instance, in Soolagiri only 20 children out of 81 dropped out are reportedly continuing their schooling elsewhere. The corresponding figures for Krishnagiri work out to 40 and 14 respectively. Apparently, the difference between dropped out and continuing schooling form the chunk of out-of-school children which is a sizeable group and efforts are needed to bring these children back to school.

**Table 5****Block-wise extent of dropout**

	TOTAL	Name of the Block		
		Soolagiri	Krishnagiri	Uthangara i
No.	58	20	19	19
%	100.00%	100.00%	100.00%	100.00%
No of children dropped out in the last six months	143	81	40	22
No of children continuing in other schools	48	20	14	14

The performance profile of pupils of the sample schools during the previous academic year reveals that, the proportion of children who failed was relatively high in grades 1, 2

**Table 6**  
**Performance & Retention details**

CLASS	% of children failed in exam		No of children retained	
	Boys	Girls	Boys	Girls
1	3.13	2.31	1.50	1.03
2	1.02	1.11	0.76	0.83
3	2.31	1.11	1.76	0.84
4	0.79	0.86	0.52	0.43
5	1.21	2.28	0.27	0.43
6	0.09	0.00	0.00	0.00
7	0.44	0.26	0.00	0.00
8	0.28	0.59	0.00	0.59

and 3, which is a matter of concern. Interestingly, failure rates are quite low in grades 6 and above. Further, girl students appear to fare consistently better than boys in all classes and more so in upper primary classes. The retention rates are also low but concentrate more in the first three grades indicating the need for a more focused teaching-learning activity in these grades. Again, it must be mentioned that the problem of bringing back residual pupils who failed but were not retained in the classes however small that group may be, needs to be addressed. This is

more so in higher grades of 6 and above where the retention rate is virtually nil. Details in this respect are presented in Table 6.

## 2.4 Opening of New Primary and Upper Primary Schools

During the year 2006-07, a total of 23 primary schools and 13 upper primary schools have been sanctioned. However civil works in this regard is yet to begin Out of the 7 new primary schools 1 school is at lintel level and 12 at roofing and finishing stage. With regard to upper primary schools 1 school is at lintel level and 2 at roofing and finishing stage 18 schools have been completed.

## 2.5 Progress in Civil Works

Our findings with regard to progress made in civil works reveal that as on 30-09-06, a significant majority of physical targets appear to be met. For instance, an overwhelming proportion of works related CRC, classrooms, toilets, water supply, ramps have been completed. However, out of 50 NPEGEL projects targeted for the year only 7 are completed and works related to the remaining 43 are yet to begin.

**Table 7**  
**Progress in Civil Works**

Item of Civil work	Physical target (including spill over) for 2006 - 07 (PAB approved)	Physical progress till 30.09.06			Who is designated for technical supervision for civil works	
		Work completed	Work in progress	Work not started	Dist. Level	Sub-Dist. Level
1	2	3	4	5	6	7
BRC	0	30	6	0	0	0
CRC	36	25	13	0	Engineer	Engineer
New Primary	38	18	3	0	Engineer	Engineer
Upper primary	21	150	20	0	Engineer	Engineer
Add.class romm	170	387	0	0	Engineer	Engineer
Toilet	387	387	0	0	Engineer	Engineer
Water Supply	83	83	0	0	Engineer	Engineer
Ramp	710	710	0	0	Engineer	Engineer
IED	300	300	0	0	Engineer	Engineer
NPEGEL	50	0	7	43	Engineer	Engineer

## 2.6 Distribution of Free Text Books

Table below describes the fact that, distribution of Free Text Books (FTB) in 2005-06, has been on time and for all subjects and has been given to all eligible students. A marginal percentage of students (3.40%) in upper primary classes were given free textbooks for 2005 -06 after the month of June.

**Table 8**  
**Distribution of Free Text Books In 2005-06**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	58	30	28
%	100.00%	100.00%	100.00%
% of school with FTB distributed to all classes	58	30	28
	100.00%	100.00%	100.00%
% of school with FTB distributed to all subjects	58	30	28
	100.00%	100.00%	100.00%
% of school with FTB distributed to all eligible students	58	30	28
	100.00%	100.00%	100.00%
% of schools where FTB was distributed in June 2006	56	30	26
	96.60%	100.00%	92.90%
% of schools where FTB was distributed after June 2006	2	0	2
	3.40%	0.00%	7.10%

## 2.5 School Grants

Table below reveals that, except one school, all the schools visited during monitoring of SSA, have received School Grant and by and large on time i.e. before July 2005. In 52 schools all the grant amount received has been spent for expenditures earmarked and 94.8 % of the schools have maintained accounts registers satisfactorily. Majority of schools (91.4%) have reportedly used the fund after obtaining permission from VEC.

**Table 9**  
**Utilization of School Grants**

	Total	Type of school	
		Primary	Upper Primary

No.	58	30	28
Schools receiving school grants for 2005-06	56	30	26
	96.60%	100.00%	92.90%
Schools receiving school grants for 2005-06 within time-June-July	54	30	24
	93.10%	100.00%	85.70%
Schools incurring 100 % expenditure of the school grants	52	30	22
	89.7%	100.00%	78.6%
Schools where receipt & expenditure are entered in cashbook	55	30	25
	94.80%	100.00%	89.30%
Schools where school grants was utilization after approval of VEC	53	29	24
	91.40%	96.70%	85.70%

## 2.6 Teacher and Teacher Training

Teacher training and academic support to teaching-learning process forms a crucial component of SSA. In this respect, efforts were made in our study to find out the extent and nature of teacher training activity in Erode district. Details in this regard are presented in the following paragraphs.

The recruitment of teachers is carried out according to rules laid down by the state educational administration. In this respect our findings reveal that teachers are recruited by Teacher Recruitment Board (TRB), through a written examination. All teachers recruited are regular appointees.

During the year 2006-07, a total of 13185 teachers underwent in service teacher training programme. The teacher training schedule is proposed by DTERT Chennai while the actual training is imparted to the trainers, i.e., BRC Coordinators, Block Resource Teacher Educators (BRTes) by the staff of DIET during the reference period. Monthly training programmes are conducted at the CRC level in which the teachers receive training from BRTes and CRC coordinators. Our discussions with various functionaries including DIET principals, SSA functionaries including Assistant District Programme Coordinator (ADPC), BRC Supervisors, BRTes covered in the sample blocks revealed that concerted efforts are made to ensure high quality of training through regular monitoring and supervision and through monthly review meetings. During the reference period, there were no untrained teachers in the district.

All the sample schools covered in our study had all the sanctioned teachers in position. Furthermore, 91.1 % of the teachers in the sample schools had received in service training. In 56 out of 58 schools covered no habitual absentee teachers were reported

## **2.7 Preparation and Utilization of TLM Grants**

During the reference period under report, TLM grants have been released during the month of June 2006 for 5856 teachers, in the month of August 2006. All these teachers have actually received the grants with instruction from the DPO to utilize the released grant. It was noted that by and large, release of TLM grants has been timely. More or less, similar findings were noted with respect to receipt of TLM grants and its utilization among the sample schools. Further, all the teachers except one among the sample schools reported that they had received official instruction from DPO to utilize the released grants

During the course of our visits to sample schools, efforts were made to observe the type of TLM materials and the manner in which TLM materials were displayed in order to assess the extent of use of such materials. Multiple responses obtained in this regard as well as observation in the classrooms, revealed that the teachers prepared a variety of TLM materials. The following table gives details in this respect. As many as 243 teachers (105 and 138 from primary and upper primary schools respectively) responded regarding type of TLM materials made by them. The major types of TLM prepared by the teachers comprised of both working and display models made of materials including thermocol, cardboard and similar materials. The working models comprised of such items as charts depicting seasons, solar system, abacus grid, etc., while the display models included language charts, state and national maps, basic math calculating chart, story charts toys etc. Flash cards and other TLM materials formed a minor group though their use was mentioned by relatively more number of teachers of primary schools as compared to their counterparts from upper primary schools. It was noted that by and large, TLM materials were made easily accessible for the pupils. Further, almost all the teachers interviewed regardless of the type of school, reported that the pupils are fully encouraged to handle and use the TLM materials.

## 2.8 Training in TLM

Efforts were further made to find out whether the teachers have been imparted with TLM training by the SSA functionaries. Our findings in this respect reveal that a total of teachers were reportedly trained in TLM training.

Further, the teacher respondents as well as the head masters of the sample schools were asked to mention the venue and persons imparting training in TLM. In this respect, it was revealed that training in TLM was imparted by several functionaries of SSA as well as specialist trainers either from reputed NGOs or other agencies. Further, our findings reveal that from among 228 teachers (99 from primary and 129 from upper primary schools) responding from 56 schools responding, all reported that BRTEs imparted TLM training while those from 10 schools BRC supervisor also took part in the training programme. Teachers in one primary school mentioned CRC coordinator, as trainers of TLM. As revealed by the respondents in other sample districts, our respondents in Krishnagiri district too CRC and BRC headquarters formed major venues of TLM training.

**Table 10**  
**Persons imparting TLM training**

	TOTAL	Type of School	
		Primary	Upper Primary
No.	56	30	26
%	100.00%	100.00%	100.00%
BRT	67	34	33
	119.60%	113.30%	126.90%
BRC Supervisor	10	7	3
	17.90%	23.30%	11.50%
CRC	1	1	0
	1.80%	3.30%	0.00%

### School Health Programs:

Table 11 below describes that, out of 58 schools contacted in 3 blocks of Krishangiri District, 8 schools, 4 each among primary and upper primary schools did not report any health programs.

**Table 11**  
**Health Program in school**

	Total	Type of school	
		Primary	Upper Primary
No.	58	30	28
%	100.00%	100.00%	100.00%
School Health Programme in place	50	26	24
	86.20%	86.70%	85.70%
Programme not in place	8	4	4
	13.80%	13.30%	14.30%

Our findings further reveal that nearly in three fourths of the sample schools (72.0 %) covered one health check up had been reportedly carried out while 9 schools forming 18 % of the responding schools did not have such a health check up. No significant differences are discernible as far as type of school is concerned in this respect.

**Table 12**  
**Number of Health checks done**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	50	26	24
%	100.00%	100.00%	100.00%
0	9	4	5
	18.00%	15.40%	20.80%
1	36	18	18
	72.00%	69.20%	75.00%
3	1	1	0
	2.00%	3.80%	0.00%
4	1	0	1
	2.00%	0.00%	4.20%

**Table 13**  
**Maintenance of Health Cards of Children**

	TOTAL	Type of school	
		Primary	Upper Primary

No.	50	26	24
%	100.00%	100.00%	100.00%
Health cards maintained	48	26	22
	96.00%	100.00%	91.70%
Not maintained	2	0	2
	4.00%	0.00%	8.30%

Furthermore, all sample school excepting two upper primary schools reported having health cards for the children.

As found in our study of other sample districts, sports seem to receive least priority among the sample schools covered in the present district too. Two-fifths of the schools (39.7 %) do not have any sports equipments and a further 34.5 % has insufficient sports equipment. Thus, out of 58 schools contacted 43 has no or insufficient sports equipments. Details in this regard are presented in the following Table.

**Table 14**  
**Sports Equipment in School**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	58	30	28
%	100.00%	100.00%	100.00%
Sufficient	15	7	8
	25.90%	23.30%	28.60%
Not sufficient	20	11	9
	34.50%	36.70%	32.10%
None	23	12	11
	39.70%	40.00%	39.30%

Similarly, almost all sample schools (96.6%) had no or insufficient quantity of musical instruments thereby depriving the children of cultural facility so essential for their development.

**Table 15**  
**Musical instruments in School**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	58	30	28
%	100.00%	100.00%	100.00%
Sufficient	2	2	0
	3.40%	6.70%	0.00%
Not sufficient	7	4	3
	12.10%	13.30%	10.70%
None	49	24	25
	84.50%	80.00%	89.30%

### **CHAPTER 3**

#### **SCHOOL OBSERVATION**

In each of the sample schools visited, the study team made efforts to assess the school ambience and learning climate in terms of cleanliness, adequacy of rooms, ventilation, approach to school, seating arrangement, and facility of blackboard and other teaching aids. Further physical observations were made with respect to drinking water facility, toilets, electricity, play ground, compound wall and other school infrastructure facilities. Details in this regard are summarized in the following paragraphs. As the table below indicates, in an overwhelming majority of the schools covered (89.7%) regardless of the type of school, the cleanliness of the classrooms was found to be reasonably satisfactory while in 6 schools the same was found to be very good. Interestingly slightly higher proportion of primary schools as compared to that of upper primary schools, were well maintained and cleaner.

**Table 16**  
**Classroom environment & cleanliness,**  
**Adequacy of rooms and Ventilation**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	58	30	28
%	100.00%	100.00%	100.00%

<b>Cleanliness</b>			
Very good	6	3	3
	10.30%	10.00%	10.70%
Satisfactory	52	27	25
	89.70%	90.00%	89.30%
<b>Adequacy of rooms</b>			
Very good	12	4	8
	20.70%	13.30%	28.60%
Satisfactory	45	26	19
	77.60%	86.70%	67.90%
Unsatisfactory	1	0	1
	1.70%	0.00%	3.60%
<b>Ventilation</b>			
Very good	34	18	16
	58.60%	60.00%	57.10%
Satisfactory	24	12	12
	41.40%	40.00%	42.90%

Similarly, in 77.6 % of schools covered, the rooms were reasonably adequate for carrying out classroom transactions. In this regard, primary schools appeared to be relatively well endowed though 28.6 % of upper primary schools had very good space for classroom transactions as compared to 13.3 % of primary schools in this category. Further, the ventilation in the classrooms was found to be satisfactory in all the sample schools.

The infrastructure facilities in the sample schools visited including approach to school and facility of black board and TLM Materials inside the classroom are found to be by and large satisfactory. However, seating arrangement for children was found to be unsatisfactory in about a quarter (27.6%) of the sample schools. Further, TLM and blackboard facilities were also found to be satisfactory as depicted in Table 20 below.

**Table 17**  
**Approach to school, seating arrangement, black board and TLM**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	58	30	28

%	100.00%	100.00%	100.00%
<b><i>Approach to school</i></b>			
Very good	4	2	2
	6.90%	6.70%	7.10%
Satisfactory	54	28	26
	93.10%	93.30%	92.90%
<b><i>Seating arrangement for children</i></b>			
Very good	7	6	1
	12.10%	20.00%	3.60%
Satisfactory	35	15	20
	60.30%	50.00%	71.40%
Unsatisfactory	16	9	7
	27.60%	30.00%	25.00%
<b><i>Facility of black board and TLM facilities</i></b>			
Very good	22	10	12
	37.90%	33.30%	42.90%
Satisfactory	36	20	16
	62.10%	66.70%	57.10%

Electricity was not available in one-half of lower primary schools (50.0%) while only 2 of upper primary schools did not have this facility. Further 70.0 % of primary and 46.4 % of upper primary schools did not have compound wall. Furthermore, insufficient and non-availability of playground was found in four-fifths of the primary schools (80.0%) and one-half of upper primary schools (50.0%) covered. Overall the infrastructure in the sample schools appears to be inadequate and need further improvement.

**Table 28**  
**Availability of electricity, playground and compound wall in the school**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	58	30	28
%	100.00%	100.00%	100.00%

<b><i>Availability of electricity</i></b>			
Available	40	14	26
	69.00%	46.70%	92.90%
Not available	17	15	2
	29.30%	50.00%	7.10%
NA	1	1	0
	1.70%	3.30%	0.00%
<b><i>Compound wall for the school</i></b>			
Yes	24	9	15
	41.40%	30.00%	53.60%
No	34	21	13
	58.60%	70.00%	46.40%
<b><i>Playground</i></b>			
Sufficient	19	6	13
	32.80%	20.00%	46.40%
Insufficient	30	21	9
	51.70%	70.00%	32.10%
None	8	3	5
	13.80%	10.00%	17.90%
DK/NA	1	0	1
	1.70%	0.00%	3.60%

Overall almost all the sample schools (93.1%), irrespective of type of school, maintained proper records and registers. 5 schools, both upper primary, were poor in this respect.

**Table 19**  
**Maintenance of records and registers**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	58	30	28
%	100.00%	100.00%	100.00%
Very good	2	0	2
	3.40%	0.00%	7.10%
Satisfactory	54	30	24
	93.10%	100.00%	85.70%
Poor	2	0	2
	3.40%	0.00%	7.10%

Our findings further reveal that almost all schools regardless of type of school, have drinking water facility within school premises. However in 3 sample schools access to drinking water was found to be within ½ km from the school premises while one school had water source beyond ½ km.

**Table 20**  
**Access to Drinking Water**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	58	30	28
%	100.00%	100.00%	100.00%
Within school premises	53	28	25
	91.40%	93.30%	89.30%
Within 1/2 km Radius	3	1	2
	5.20%	3.30%	7.10%
Beyond 1/2 km Radius	1	1	0
	1.70%	3.30%	0.00%
DK/NA	1	0	1
	1.70%	0.00%	3.60%

Table 21 shows that in a little over one-thirds of the sample schools (34.5%), toilets were found to be in usable condition. However, interestingly, in about 41.4% of the schools toilets were exclusively used by teachers. Further, in nearly one quarter of the schools covered (24.2%), toilets were either not available or in unusable condition. As seen in Table 25 overall 62% of schools have separate toilets for girl students while in 38.0 %, such a facility is not available. A further break up reveals that a sizeable proportion of primary schools (48.0 %) did not have separate toilets for girl children while 72.0 % of the upper primary schools had such a facility.

**Table 21**  
**Toilet condition in school**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	58	30	28
%	100.00%	100.00%	100.00%

Usable and used	20	10	10
	34.50%	33.30%	35.70%
Usable and used by teachers only	24	11	13
	41.40%	36.70%	46.40%
Usable and not used	3	2	1
	5.20%	6.70%	3.60%
Unusable and used	3	2	1
	5.20%	6.70%	3.60%
Not available	8	5	3
	13.80%	16.70%	10.70%

**Table 22**  
**Drinking Water & Sanitation**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	50	25	25
%	100.00%	100.00%	100.00%
Yes	31	13	18
	62.00%	52.00%	72.00%
No	19	12	7
	38.00%	48.00%	28.00%

The study team's personal observation of the schools further reveals that only 22.0 % of schools had proper water facility in the toilets while the remaining large proportion of schools either had insufficient water facility or totally lacked such an amenity.

**Table 23**  
**Drinking Water & Sanitation**

<b>Availability of water in toilets</b>	TOTAL	Type of school	
		Primary	Upper Primary
No.	50	25	25
%	100.00%	100.00%	100.00%
Sufficient	11	3	8
	22.00%	12.00%	32.00%
Insufficient	19	10	9
	38.00%	40.00%	36.00%
None	17	11	6
	34.00%	44.00%	24.00%

DK/NA	3	1	2
	6.00%	4.00%	8.00%

## **CHAPER 4**

### **MID DAY MEAL SCHEME**

Being an important initiative towards providing hygienically prepared meal for the school children, Mid Day Meal programme is in operation in all the schools covered in our study. As a part of the methodology, the study team endeavoured to make physical observation of the administration of MDM in the sample schools besides interviewing the concerned functionaries including the head master, the cook and server as well as children having MDM. Our findings in this respect is summarized in the following paragraphs.

As mentioned earlier, MDM is in operation in all the sample schools under study. Our findings reveal that in all the schools the menu comprised of rice and sambar, a gruel made of dal and green vegetables. In some schools it was informed that they cook a variety of meals on festival days. Our enquiries revealed that the rice supplied by the government is of poor quality. An important observation made in this regard is that in most cases the head teachers appear to distance themselves from MDM administration as the entire onus of providing MDM fell on the concerned government department. It was reported that it would be an additional responsibility

for the teacher and would impinge on his/her academic engagement. Further, the VECs too do not appear to evince interest in involving itself with MDM administration.

The school administration does not interfere in MDM, reason being the scheme is governed by separate department. Nevertheless, in almost all of sample schools (96.6%) the maintenance of MDM by school administration was found to be reasonably satisfactory.

Our findings further reveal that, a significant majority of the sample schools (87.9%) had proper kitchen facility to prepare food for MDM. In some schools food is cooked in open place. It was noted that one upper primary school did not have proper roofing and ventilation in the kitchen.

**Table 24**  
**Mid Day Meal Administration**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	58	30	28
%	100.00%	100.00%	100.00%
<b>Overall maintenance of Midday Meal Program</b>			
Very good	1	0	1
	1.70%	0.00%	3.60%
Satisfactory	56	30	26
	96.60%	100.00%	92.90%
Poor	1	0	1
	1.70%	0.00%	3.60%
<b><i>Type of kitchen</i></b>			
Pukka	51	28	23
	87.90%	93.30%	82.10%
Semi Pukka	6	2	4
	10.30%	6.70%	14.30%
DK/NA	1	0	1
	1.70%	0.00%	3.60%

Interestingly, in an overwhelming proportion of schools (75.9 %) regardless of the type of school, the cook did not belong to communities other than SC/ST indicating the extent of social

distancing suffered by the disadvantaged sections of the community. This phenomenon was also noted in our study of other sample

**Table 25**  
**Social background of Cook preparing MDM**

	Total	Type of School	
		Primary	Upper Primary
No.	58	30	28
%	100.00%	100.00%	100.00%
Belongs to SC/ST	7	3	4
	12.10%	10.00%	14.30%
Does not belong to SC/ST	44	23	21
	75.90%	76.70%	75.00%
DKNA	7	4	3
	12.10%	13.30%	10.70%

A significant majority of sample schools (91.4 %) had separate store room for storing ingredients for preparing MDM including grains, spices etc. However in 3 schools it was noted that the storing place was poor with its roofs damaged and needing repair.

**Table 26**  
**Place of storing food grains and other food items**

	Total	Type of School	
		Primary	Upper Primary
No.	58	30	28
%	100.00%	100.00%	100.00%
Safe/separate store room	53	26	27
	91.40%	86.70%	96.40%
Storage space is damaged	3	2	1
	5.20%	6.70%	3.60%
DK/NA	2	2	0
	3.40%	6.70%	0.00%

It was further observed that in an overwhelming proportion of the sample schools (87.9%), water for cooking was available within the school premises while 3 schools had this entity outside. It was noted that in 3 schools water tank needed urgent repairs.

**Table 27****Availability of water for cooking & drinking purposes**

	Total	P UP	
		Primary	Upper Primary
No.	58	30	28
%	100.00%	100.00%	100.00%
Within school premises	51	26	25
	87.90%	86.70%	89.30%
Outside school premises	3	1	2
	5.20%	3.30%	7.10%
Water tank is damaged	3	2	1
	5.20%	6.70%	3.60%
DKNA	1	1	0
	1.70%	3.30%	0.00%

Our findings further reveal that in over one-half of the sample schools (51.7%) the utensils, vessels and other equipment required for cooking was reportedly adequate while in 43.1% of schools such facilities were insufficient. This fact was vociferously reported by the cooks as well as the head teachers of the respective schools. The VEC or the village community at large do not appear to lend support in this regard.

**Table 28****Adequacy of utensils used for cooking**

	Total	Type of School	
		Primary	Upper Primary
No.	58	30	28
%	100.00%	100.00%	100.00%
Adequate	30	14	16
	51.70%	46.70%	57.10%

Inadequate cooking vessels/equipment	25	14	11
	43.10%	46.70%	39.30%
DK/NA	3	2	1
	5.20%	6.70%	3.60%

In most of the sample schools (94.8%) firewood was the only fuel used while in 3 schools LPG was used as fuel.

The general impression of the administration of MDM in the sample schools is summarized below:

- In about three-fourths of the schools (75.9%), reasonable safety precautions were made in the kitchen
- Adequate hygiene measures were taken in 72.4 % of the schools covered
- Discipline among children during having MDM was observed in almost all schools (94.8%)
- In all the sample schools it was noted that pupils washed their hands before having meals
- Similarly it was observed that the teachers in all sample schools guided their wards to conserve water
- No social discrimination whatsoever was discernible among pupils in 87.9% of the schools covered. However two schools, both primary, it was noted that there was social distancing of pupils belonging to lower castes
- In a significant majority of the sample schools (70.6%) poor participation of VEC in MDM was reported by the head teachers and others
- More than half of the sample schools (54.1%) reported that mainly BDO officials monitor and supervise MDM administration and respondents from 87.7 % of the schools reported that the BDO officials make regular monthly or bi-monthly visits to schools.

## **CHAPER 5**

### **ACADEMIC SUPPORT**

During the course of the study, discussions were held with a cross section of the teachers of the sample schools regarding the level of academic support received from the SSA functionaries as also to elicit their suggestions regarding ways and means of enhancing such support. Further, interviews were also carried out with the BRC supervisors of the sample blocks, in order to assess the nature and extent of academic support provided to the teachers.

Our interviews with the teachers reveal that the BRC supervisors make rare visits to the schools. Given the task of covering the entire block, it is obvious that the BRC supervisor may find it difficult to visit each and every schools of the block on a regular basis. Nearly one half of the schools (48.1%) reported that BRC Supervisor made no visits during the last six months while 37 % of the schools reported that the said official had made one visit during this period. The overall mean number of visits made by BRC supervisor works out to 0.6 with 0.7 visits for primary schools and 0.4 visits for upper primary schools. The Block Resource Trainer Educators, who are expected to make more frequent visits to schools, appear to do so with 60.7 % of schools reporting that they made 1-3 visits during the last six months. In this regard our

findings reveal the average number of visits made by these functionaries work out to 2.2 visits with 2.5 and 1.9 visits to primary and upper primary schools respectively. Visits made by other functionaries including staff from DPO, DIET and other agencies were found to be less frequent.

Multiple responses obtained with respect to the purpose of visits made by BRTEs and others reveal that the major purposes of visits included conducting subject tests to students (60.0 %), and providing academic guidance to teachers (54.0 %) and focus on CWSN (14.0%). All the teachers interviewed reported that they are generally satisfied with the academic support provided by BRTEs. However, it was noted that academic support from DPO functionaries, DIET staff and others appear to be wanting. The DPO staff, it was reported, visit schools to make administrative review and provided lesser academic support.

**Table 29**  
**Type of support given by BRTEs**

	TOTAL	Type of School	
		Primary	Upper Primary
No.	50	26	24
%	100.00%	100.00%	100.00%
No Support.	4	2	2
	8.00%	7.70%	8.30%
Check records and registers.	2	0	2
	4.00%	0.00%	8.30%
Conduct subject test to the students.	30	15	15
	60.00%	57.70%	62.50%
Guide teachers academically.	27	12	15
	54.00%	46.20%	62.50%
Handicapped Children.	7	4	3
	14.00%	15.40%	12.50%
Others	5	5	0
	10.00%	19.20%	0.00%
Dk/ Na	2	0	2
	4.00%	0.00%	8.30%

*Note: Multiple Responses, Non responses excluded from analysis*

## **CHAPTER 6**

### **CONCLUSIONS**

The findings of our study of schools in Krishnagiri district lead us to the following major conclusions:

- Three blocks in the district namely Soolagiri, Krishnagiri, and Uthangarai were covered in the study where a total of 58 schools were visited by the study team and requisite data gathered.
- The attendance, retention and achievement rates in the sample schools present a positive picture. Both girl and boy students have achieved higher rates of attendance and relatively lesser failure rates.
- From the administrative point of view, the district appears to have satisfactorily adhered to schedules in terms of distribution of text books, release of TLM grants and School Grants, and opening of new schools. Similarly, progress in civil works also appears to be satisfactory except that of NPEGEL.
- By and large, the records and registers including cash registers, and pass books have been maintained satisfactorily in a majority of the sample schools

- Further, our findings reveal that the teacher recruitment and their posting to schools have been made satisfactorily as there are fewer schools with shortage of teachers.
- With respect to teacher training, our study reveals that an overwhelming proportion of teachers (93.8%) have received in service training from DIET faculty. There are no untrained teachers in the district.
- All the teachers belonging to the sample schools have reportedly received the TLM grants. Our findings reveal that a variety of TLM materials including models, charts etc., are prepared by the teachers and appear to be optimally used in the classrooms. Further, a significant proportion of teachers in primary schools had undergone TLM training imparted mainly by BRTEs
- By and large, all schools present a positive picture as regards the quality of classroom environment be it cleanliness, seating arrangement for pupils, ventilation in classrooms, and the overall ambience though there are some exceptions. However, school infrastructure with regard to playground, compound wall needs to be strengthened.
- All the schools covered in the study utterly lacked sports equipment and musical instruments.
- The drinking water and toilet facilities in the sample schools appear to be reasonably satisfactory though in some schools use of toilets was restricted to teachers. Further 24.2 % of the schools lacked toilet facilities.
- Our findings with regard to the academic support to teachers by SSA functionaries reveal that BRTEs were the main providers who made frequent visits to the schools under their jurisdiction and provided guidance and lesson plans and teaching activities. The BRC Supervisors appeared to make less frequent visits. Other functionaries including DIET faculty and DPO staff appear to make less frequent visits. However, the teacher respondents reported that they are generally satisfied with the inputs provided by BRTEs.
- Our findings reveal that the Mid Day Meal programme, in operation in all the sample schools appear to need more support with respect to cooking facilities and other MDM related infrastructure. However, overall, the MDM administration appears to be more or less satisfactory in terms of coverage and maintenance of cleanliness and hygiene in the cooking and feeding premises. However, as found in other sample districts, the school administration as well as village community at large appears to have minimal formal role

in the management of MDM in Krishnagiri too. In some schools it was evident that there was social distancing by children of upper/forward caste with those belonging to lower caste groups such as SC/ST etc., which needs to be addressed strategically.

## **MONITORING & SUPERVISION UNDER SSA IN TAMIL NADU SALEM DISTRICT**

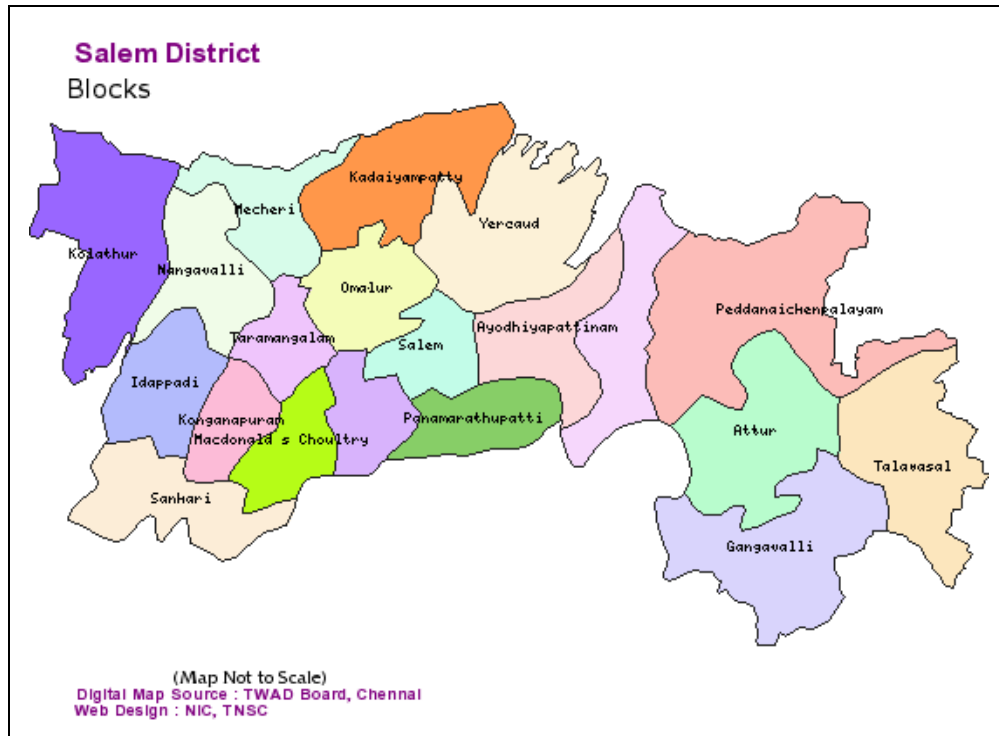
### **CHAPTER 1**

#### ***INTRODUCTION***

##### **District Profile**

Salem district is one of the biggest districts in Tamil Nadu. It is divided into Nine Taluks consisting of 385 villages spread over 4 revenue divisions of Salem, Attur, Mettur and Sankari. There are a total of 20 blocks in the district. According to Census of India 2001 figures, the district had a population of 3.01 million with male female break up of 1.56 million and 1.45 million respectively. The district has a relatively low literacy rate 65.09 % with males registering 74.4 % and females at 55.2 % indicating a profile of relative backwardness and ranks among one of the low performing districts of the state in this regard.

##### **Figure 1 Salem District Map**



The mighty river Cauvery is harnessed in this district by Mettur Dam irrigating the paddy fields in the eight districts of Salem, Erode, Namakkal, Karur, Tiruchirapalli, Thanjavur, Thiruvarur and Nagapattinam.

## CHAPTER 2

### SSA IN SALEM DISTRICT

The educational scene of Salem district has been quite impressive. The district registered notable progress with regard to several educational performance indicators. There are a total of 1124 exclusive government primary schools and 449 composite schools covering primary, upper primary and higher levels of schooling in the district. During the year 2006-07, 17 new primary schools and 23 upper primary schools have been sanctioned all of which are in roofing and finishing stage of construction. There has been a steady increase in gross enrolment rates in primary schools from 110.2 in 2003 to a high of 122.1 in 2005-06. Further, transition rate from primary to upper primary level was 97.4 %. The percentage of single teacher schools in the district is pegged at 4.8% for primary schools and 2.1% in upper primary schools, a fact that needs to be addressed. The pupil-teacher ratio has been 32:1 for primary and 24:1 for upper

primary schools. Further, the district boasts of a dominant female teacher strength, whose proportion is 75.8 % for primary and 67.5 % for combined primary-upper primary schools. Further, 67.7% male teachers and 49.1 % of female teachers have received in-service training, which also is a matter of concern. There are no untrained teachers in the entire district. During the year 2006-07, there were a total of 30 EGS centres, 154 Back-to-School centres, 25 residential camps, 3 Special Residential Bridge Courses and 10 NCLP schools in the district a total enrolment of 7701 children. In addition, a total of 4789 children with special needs (CWSN) are identified of whom 378 children have received aids and appliances. So far, 42 Resource Teachers drawn from two NGOs cater to the needs of CWSN. Further, 1766 schools have been provided with ramps for the benefit of CWSN. Under the initiative of NPEGEL, all the civil works related to a target of 28 MCS have been completed. Out of works related to a target of 129 MCS for the year 2006-07, works related to 6 MCS are in progress. The programme of KGBV was started in the district during 2006 with 20 full time teachers in place besides 8 part time staff. At present 200 girls have been enrolled in this programme.

## 2.1 Distribution by type of school for each block

The block-wise distribution of sample schools selected for monitoring is presented in Table 1. The study sample comprised of a total of 98 schools of which 48 are primary and 50 are upper primary schools. The sample blocks covered included Ayothiapatthinam, Kadayampatti, Panamarathupakki, Omalur and Kolathur.

**Table 1**  
**Distribution of Sample schools by Blocks**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	98	48	50
Ayothiyapatthinam	20	10	10
Kadayam Patty	19	9	10
Panamarathupakki	19	9	10
Omalur	20	10	10
Kolathur	20	10	10

## 2.2 No of days the School Functioned

The distribution of sample schools according to total number of days worked during 2005-06 is presented in Table 2. As the table reveals the average number of working days for primary and upper primary schools works out to 215.9 and 216.4 respectively. Interestingly, one-half of the sample schools regardless of type of school reportedly worked less than 220 days while a little over two-fifths (42.9%) had adhered to the mandatory 220 days of work while 6 schools of whom 5 were primary schools had worked more than 220 days.

**Table 2**  
**Distribution of Sample schools according to**  
**Number of days worked**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	98	48	50
%	100.00%	100.00%	100.00%
< 220 days	50	24	26
	51.0	50.0%	52.0%
220 days	42	19	23
	42.90%	39.60%	46.00%
>220 days	6	5	1
	6.1%	10.4	2.0%
Mean no. of days	216.1	215.9	216.4

### 2.3 Attendance, Retention and Achievement

During the school visit the attendance was checked both in the attendance register and also by head count in each class. Table 3 gives the details. Attendance rates in the sample schools were found to be in the range of 80 to 88 percent. Further, marginal differences were observed between attendance recorded in the register and the number actually present, which is a comforting feature.

**Table 3**  
**Verification of attendance at sample schools by MI**

Classes	Marked as present	Actually present Boys	Marked as present Girls	Actually present Girls

	<b>Boys</b>			
1	79.97	79.32	79.66	79.66
2	84.29	84.29	83.86	83.47
3	87.01	87.01	88.73	88.73
4	87.91	87.87	87.64	87.64
5	88.01	87.87	88.56	88.56
6	84.03	84.03	85.05	85.05
7	83.48	83.48	86.15	86.11
8	85.21	85.17	85.43	85.43

The table below reveals that, local festivals (21.4%) and health reasons (6.1%) reportedly contribute to low attendance in schools. Further, our respondents from 6 schools of which 5 were upper primary schools reported that the remote location of school rendered difficult

**Table 4**  
**Reasons for low attendance**

	<b>TOTAL</b>	<b>Type of school</b>	
		<b>Primary</b>	<b>Upper Primary</b>
No.	98	48	50
%	100.00%	100.00%	100.00%
School located in remote area	6	1	5
	6.10%	2.10%	10.00%
Due to festival	21	10	11
	21.40%	20.80%	22.00%
Health reasons	6	4	2
	6.10%	8.30%	4.00%
NA	69	34	35
	70.40%	70.80%	70.00%

access resulting in lower attendance of children. It is an accepted fact that girl students tend to absent themselves in rural schools with difficult access as they are often prevented by their parents to walk longer distances. This is especially so in upper primary schools which have relatively aged girl students. Nevertheless given the fact that the sample schools in general have registered high attendance rates, pupils with low attendance form a minor group.

Efforts were made to find out steps taken by VEC members to ensure higher attendance levels. Multiple responses obtained in this respect reveal that by far, conducting village level meetings (35.7%), talking to parents and creating awareness among villagers about importance of children attending schools (32.7%) and personally help in enrolling children (15.3%) were major strategies adopted.

**Table 5**  
**Steps taken by VEC to promote attendance**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	98	48	50
%	100.00%	100.00%	100.00%
Conduct village meetings	35	18	17
	35.70%	37.50%	34.00%
VEC members meet the parents and advise	32	19	13
	32.70%	39.60%	26.00%
Enrol the children those who not come	15	10	5
	15.30%	20.80%	10.00%
Giving response to collect the donation to give the prize	1	0	1
	1.00%	0.00%	2.00%
Others	1	0	1
	1.00%	0.00%	2.00%
NA	14	1	13
	14.30%	2.10%	26.00%

Our interviews with the teachers and head teachers in the sample schools regarding the modes of assessing student performance yielded interesting results. A significant majority of schools (71.4 %) regardless of type of school mentioned that they followed the system of conducting monthly, quarterly and half-yearly tests along with annual examination as laid down by the department. In addition, periodic written tests, oral tests and everyday dictation (to improve reading and writing skills) were also employed. Table 6 below describes various methods of assessing performance and achievement level of students.

**Table 6**  
**Assessing achievement level of students**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	98	48	50
%	100.00%	100.00%	100.00%
Monthly, Quartely, Half yearly tests	70	33	37
	71.40%	68.80%	74.00%
Oral tests	101	54	47
	103.10%	112.50%	94.00%
Daily dictation	55	32	23
	56.10%	66.70%	46.00%
Written tests	10	6	4
	10.20%	12.50%	8.00%
Competition programme	4	1	3
	4.10%	2.10%	6.00%
Others	65	25	40
	66.30%	52.10%	80.00%
NA	53	20	33
	54.10%	41.70%	66.00%

Our further enquiries regarding adoption of continuous and comprehensive evaluation and grading system revealed that almost all respondents were either unaware or had very little knowledge about the SSA's initiative of continuous and comprehensive evaluation and grading of pupils.

It is heartening to note that there were no under-age and those aged over 14 years in the sample schools covered.

With regard to levels of dropouts, it is a matter of concern that a total of 485 children were reported to be dropped out from among the sample schools covered. Table 5 below indicates that there is a high incidence of drop out amongst school children in the blocks of Ayothiyapathinam and Panamarathupakki and to some extent in Kodayampatti. Interestingly, our findings further reveal that as many as 249 children were reported as studying elsewhere amounting to a retention rate of 51.8 % of the attrition provided of course that the data in this respect is fully reliable.

**Table 5**

**Block-wise extent of dropout**

	TOTAL	Name of the Block				
		Ayothiyapatthinam	Kadayam Patty	Panamarathupakki	Omalur	Kolathur
No.	98	20	19	19	20	20
%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
No of children dropped out in the last six months	485	179	96	181	0	29
No of children continuing studies in other schools	249	128	21	94	0	6

The performance profile of pupils of the sample schools during the previous academic year reveals that by and large the achievement levels are quite high with none of the students appeared for annual exams in classes 1 to 5 have failed. However, a marginal proportion (1.2%) of girls who failed in 6<sup>th</sup> standard have been retained in that class.

**Table 6**  
**Performance Profile & Retention of failed students**

Class	Children appeared for final exam- Boys	Children appeared for final exam- Girls	Children failed in exam- Boys	Children failed in exam- Girls	Children continuing in the same class- Boys	Children continuing in the same class- Girls
1	1977	1842	0	0	0	0
2	2023	1817	0	0	0	0

3	2179	2062	0	0	0	0
4	2436	2092	0	0	0	0
5	2307	2026	0	0	0	0
6	2389	2452	0	30	0	30
7	2266	2187	0	0	0	0
8	2233	2084	0	9	0	9

## 2.4 Opening of New Primary and Upper Primary Schools

As mentioned elsewhere, during the year 2006-07, a total of 17 primary schools and 23 upper primary schools have been sanctioned and all these schools are in roofing and finishing stages. Further, teachers for the new sanctioned schools have been appointed.

## 2.5 Progress in Civil Works

Our findings with regard to progress made in civil works reveal that a majority of physical targets appear to be met with many works still in progress except electrification of schools. None of the 25 CRC buildings targeted is completed as all these works are in reportedly in progress. Further, only 6 out of 383 targeted works related to additional classrooms are completed while the remaining works are in progress. However, works related to electrification have seen good progress with 382 works completed against a physical target of 402.

**Table 10**  
**Progress in Civil Works**

Item of Civil work	Physical target (including spill over) for 2006-07	Physical progress till 30.09.06			Who is designated for technical supervision for civil works	
		<i>Work completed</i>	Work in progress	Work not started	Dist. level	Sub-Dist. Level
1	2	3	4	5	6	7
CRC BUILDING	25		25		AEE for technical supervision	10 civil engineers
PRIMARY BUILDING	17		17			

UPPER PRIMARY BUILDING	46		46			
ADDL.CLASS ROOMS	383	6	377			
BaLA PROJECT	41		41			
ELECTRIFICATION	402	382	20			

Our findings reveal that at the district level a Senior Engineering consultant is entrusted with the supervision of civil works while at the sub-district level, 10 civil contractors are hired for the purpose.

## 2.6 Distribution of Free Text Books

At the district level, Free Text Books have been received and distributed to 82221 SC students, 20733 ST students and 216294 girl students in the month of May during the year 2006-07. Our findings in this respect among the sample schools covered reveals that, distribution of FREE TEXT BOOKS (FTB) has been on time and for all subjects and has been given to all eligible students. A marginal percentage of students (3.20%) mainly in upper primary classes were given Free Text Books after the month of June.

**Table 11**  
**Distribution of Free Text Books (FTB)**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	98	48	50
%	100.00%	100.00%	100.00%
% of schools with FTB distributed to all classes	98	48	50
	100.00%	100.00%	100.00%
% of schools with FTB distributed in all subjects	98	48	50
	100.00%	100.00%	100.00%
% of school with FTB distributed to all eligible students	98	48	50
	100.00%	100.00%	100.00%
% of schools where FTB was distributed June 2006	95	47	48
	96.90%	97.90%	96.00%
% of schools where FTB was not distributed June 2006	3	1	2
	3.00%	2.10%	4.00%

## 2.7 School Grants

At the district level our findings reveal that a total of 1993 schools have received school grant for the year 2006-07 during the month of August. The receipt of school grants from the state and its release to schools has been prompt. This is also reflected in the findings of our school visits. Table below reveals that, except 1 all the schools visited have received School Grant and on time. The entire grant amount received by school has been spent for expenditures earmarked by 96.9 % of the schools. Further, almost all schools have also maintained proper accounts registers. Majority of schools (89.9%) have utilized the grant after obtaining approval from VEC, only 13% of Upper Primary Schools have utilized the grant without obtaining permission from VEC. No significant differences are discernible in these aspects according to type of school except that the proportion of schools utilizing grants with the approval of VEC is slightly less. However these differences appear to be marginal.

**Table 12**  
**School Grants**

	Total	Type of school	
		Primary	Upper Primary
No.	98	48	50
Schools receiving school grants for 2005-06	97	48	49
	99.00%	100.00%	98.00%
Schools receiving school grants for 2005-06 within time	95	47	48
	96.90%	97.90%	96.00%
Schools spending 100 % of school grants	95	47	48
	96.90%	97.90%	96.00%
Schools where receipt & expenditure are entered in cashbook	96	47	49
	98.00%	97.90%	98.00%
Schools where school grants was utilization after approval of VEC	88	47	41
	89.80%	97.90%	82.00%

## 2.8 Teacher and Teacher Training

Teacher training and academic support to teaching-learning process forms a crucial component of SSA. In this respect, efforts were made in our study to find out the extent and nature of teacher

training activity in Salem district. Details in this regard are presented in the following paragraphs.

The recruitment of teachers is carried out according to rules laid down by the state educational administration. In this respect our findings reveal that teachers are recruited by Teacher Recruitment Board (TRB), through a written examination. All teachers recruited are regular appointees.

During the year 2006-07, a total of 8215 teachers underwent in service teacher training programme. The teacher training schedule is proposed by DTERT Chennai while the actual training is imparted to the trainers, i.e., BRC Coordinators, Block Resource Teacher Educators (BRTEs) by the staff of DIET during the reference period. Monthly training programmes are conducted at the CRC level in which the teachers receive training from BRTEs and CRC coordinators. Our discussions with various functionaries including DIET principals, SSA functionaries including Assistant District Programme Coordinator (ADPC), BRC Supervisors, BRTEs covered in the sample blocks revealed that concerted efforts are made to ensure high quality of training through regular monitoring and supervision and through monthly review meetings. During the reference period, there were no untrained teachers in the district.

All the sample schools covered in our study except one had all the sanctioned teachers in position. Furthermore, 75.0 % of the teachers in the sample schools had received in service training. A further break up reveals that while 80.0 % of the teachers of primary schools had received in service training, 72 % of those in the upper primary schools had done so.

## **2.9 Preparation and Utilization of TLM Grants**

During the reference period under report, TLM grants has been released during the month of June 2006 for all 8758 out of a target of 8994 teachers all of whom have actually received the grants during the month of August with instruction from the DPO to utilize the released grant. It was noted that by and large, release of TLM grants has been timely. More or less, similar findings were noted with respect to receipt of TLM grants and its utilization among the sample

schools. Further, all the teachers among the sample schools reported that they had received official instruction from DPO to utilize the released grants.

During the course of our visits to sample schools, efforts were made to observe the type of TLM materials and the manner in which TLM materials were displayed in order to assess the extent of use of such materials. Multiple responses obtained in this regard as well as observation in the classrooms, revealed that the teachers prepared a variety of TLM materials. The following table gives details in this respect. Out of a total of 627 teachers in position among the responding 96 sample schools, as many as 587 teachers (250 and 387 from primary and upper primary schools respectively) responded regarding type of TLM materials made by them.

By far, models, both working and display models formed major types of TLM materials prepared by the teachers. The working models comprised of such items as rolling charts depicting seasons, abacus grid, rotating disks, projector model etc., while the display models included language charts, state and national maps, basic math calculating chart, story charts etc. Flash cards and other TLM materials formed a minor group though their use was mentioned by relatively more number of teachers of primary schools as compared to their counterparts from upper primary schools. It was noted that while display charts and TLM which have frequent use such as calculating charts, abacus etc were easily accessible for the pupils, intricate models such as projector, and the like were by and large, neatly displayed separately in a corner of the classroom. Further, an overwhelming majority of teachers interviewed (94.9 %) regardless of the type of school, reported that the pupils are fully encouraged to handle and use the TLM materials.

## **2.10 Training in TLM**

Efforts were further made to find out whether the teachers have been imparted with TLM training by the SSA functionaries. Our findings in this respect reveal that out of a total of 627 teachers, (264 from primary and 363 from upper primary schools) 587 teachers (250 from primary and 337 from upper primary schools) were reportedly trained in TLM training covering an impressive 93.6%.

Further, the teacher respondents as well as the head masters of the sample schools were asked to mention the venue and persons imparting training in TLM. In this respect, it was revealed that training in TLM was imparted by several functionaries of SSA as well as specialist trainers either from reputed NGOs or other agencies Further, our findings reveal that from among teachers from 92 schools responding, an overwhelming majority reported that BRTes imparted TLM training while in 12 schools it was reported that BRC supervisor himself took part in the training. CRC coordinator, as trainers of TLM was mentioned by teachers in 9 schools. It was reported that by and large CRC and BRC headquarters formed major venues of TLM training.

### 2.11 School Health Programs:

Table 11 below describes that, out of 98 schools contacted in 5 blocks of Salem District, 12 schools do not have any health programs. Of these 3 are upper primary schools.

The children of these 11 schools did not report having any health programme in place while the remaining schools had such a programme.

**Table 14**  
**Health Program in school**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	98	48	50
%	100.00%	100.00%	100.00%
School Health in place	87	43	44
	88.80%	89.60%	88.00%
Not in place	11	5	6
	11.20%	10.40%	12.00%

From among those having health check up programmes a significant majority (63.2%) of schools reportedly had one health check up while 39.0 % had more than one health check up done in their schools.

**Table 15**  
**Number of Health Checkups done**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	87	43	44
%	100.00%	100.00%	100.00%
0	3	1	2
	3.40%	2.30%	4.50%
1	55	29	26
	63.20%	67.40%	59.10%
2	14	6	8
	16.10%	14.00%	18.20%
3	8	4	4
	9.20%	9.30%	9.10%
4	1	1	0
	1.10%	2.30%	0.00%
6	2	1	1
	2.30%	2.30%	2.30%
DK/NA	4	1	3
	4.60%	2.30%	6.80%

Further an overwhelming majority (92.0%) of schools regardless of type of school had maintained health cards for children.

**Table 15**  
**Issuance of Health Cards to children**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	87	43	44
%	100.00%	100.00%	100.00%
Health Card issued	80	40	40
	92.00%	93.00%	90.90%
Not issued	7	3	4
	8.00%	7.00%	9.10%

Sports do not seem to be a part of school infrastructure. More than one-half of sample primary schools (52.1%) and 16.0% of upper primary schools did not have any sports equipment and a further 37,8% reported insufficient sports equipments indicating the dire need for adequate sport equipment in these schools. Details in this regard are presented in the following Table.

**Table 17**  
**Sports Equipment in School**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	98	48	50
%	100.00%	100.00%	100.00%
Sufficient	28	6	22
	28.60%	12.50%	44.00%
Not sufficient	37	17	20
	37.80%	35.40%	40.00%
None	33	25	8
	33.70%	52.10%	16.00%

Similarly there is an urgent need for providing adequate musical instruments to most of the sample schools covered. Nearly four-fifths of the schools (79.6%) had no such equipment whatsoever.

**Table 18**  
**Musical instruments in School**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	98	48	50
%	100.00%	100.00%	100.00%
Sufficient	2	0	2
	2.00%	0.00%	4.00%
Not sufficient	18	7	11
	18.40%	14.60%	22.00%
None	78	41	37
	79.60%	85.40%	74.00%

## CHAPTER 3

### SCHOOL OBSERVATION

In each of the sample schools visited, the study team made efforts to assess the school ambience and learning climate in terms of cleanliness, adequacy of rooms, ventilation, approach to school, seating arrangement, and facility of blackboard and other teaching aids. Further physical observations were made with respect to drinking water facility, toilets, electricity, play ground, compound wall and other school infrastructure facilities. Details in this regard are summarized in the following paragraphs.

As the table below indicates, a significant majority of the schools covered (84.7%) the cleanliness of the classrooms was found to be satisfactory while in 13 schools the same was found to be very good. Interestingly slightly higher proportion of primary schools as compared to that of upper primary schools, were well maintained and cleaner though these differences appear to be marginal.

**Table 19**  
**Classroom environment & cleanliness, adequacy and ventilation**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	98	48	50
%	100.00%	100.00%	100.00%
<b>Cleanliness</b>			
Very good	13	5	8
	13.30%	10.40%	16.00%
Satisfactory	83	42	41
	84.70%	87.50%	82.00%
Unsatisfactory	2	1	1
	2.00%	2.10%	2.00%
<b>Adequacy of rooms</b>			
Very good	28	13	15
	28.60%	27.10%	30.00%
Satisfactory	61	31	30
	62.20%	64.60%	60.00%
Unsatisfactory	8	3	5
	8.20%	6.30%	10.00%

	TOTAL	Type of school	
		Primary	Upper Primary
No.	98	48	50
DK/NA	1	1	0
	1.00%	2.10%	0.00%
<b>Ventilation</b>			
Very good	53	26	27
	54.10%	54.20%	54.00%
Satisfactory	43	21	22
	43.90%	43.80%	44.00%
Unsatisfactory	1	0	1
	1.00%	0.00%	2.00%
DK/NA	1	1	0
	1.00%	2.10%	0.00%

Similarly, in a total of 90.8 % of schools covered, the rooms were reasonably adequate for carrying out classroom transactions. In this regard, upper primary schools appeared to be relatively well endowed. Further, the ventilation in the classrooms was found to be satisfactory in almost all the sample schools.

The infrastructure facilities in the 98 schools visited including approach to school and facility of black board and TLM Materials inside the classroom are found to be satisfactory, whereas seating arrangement was found to be unsatisfactory in nearly one-thirds (31.6%) of the sample schools as depicted in Table 20 below.

**Table 20**  
**Approach to school, seating arrangement,**  
**black board and TLM Materials**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	98	48	50
%	100.00%	100.00%	100.00%
<b>Approach to School</b>			
Very good	11	4	7
	11.20%	8.30%	14.00%

	TOTAL	Type of school	
		Primary	Upper Primary
No.	98	48	50
Satisfactory	83	43	40
	84.70%	89.60%	80.00%
Unsatisfactory	3	0	3
	3.10%	0.00%	6.00%
DK/NA	1	1	0
	1.00%	2.10%	0.00%
<b>Seating arrangement for children</b>			
Very good	2	0	2
	2.00%	0.00%	4.00%
Satisfactory	65	33	32
	66.30%	68.80%	64.00%
Unsatisfactory	31	15	16
	31.60%	31.30%	32.00%
<b>Facility of black board and TLM facilities</b>			
Very good	30	17	13
	30.60%	35.40%	26.00%
Satisfactory	57	30	27
	58.20%	62.50%	54.00%
Unsatisfactory	9	0	9
	9.20%	0.00%	18.00%
DK/NA	2	1	1
	2.00%	2.10%	2.00%

Electricity is not available in 22.9% of lower primary and 8.0% of upper primary schools. Further 52.0 % of the schools irrespective of type of school did not have compound wall. Furthermore, insufficient and non-availability of playground was found in nearly three-fourths (73.5%) of the sample schools covered. Overall the infrastructure in the sample schools appears to be inadequate.

**Table 21**  
**Availability of electricity, play ground and compound wall in the school.**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	98	48	50
%	100.00%	100.00%	100.00%
<b>Availability of Electricity</b>			
Yes	82	36	46
	83.70%	75.00%	92.00%
No	15	11	4
	15.30%	22.90%	8.00%
NA	1	1	0
	1.00%	2.10%	0.00%
<b>Compound wall for the school</b>			
Yes	46	23	23
	46.90%	47.90%	46.00%
No	51	25	26
	52.00%	52.10%	52.00%
NA	1	0	1
	1.00%	0.00%	2.00%
<b>Adequacy of Play ground</b>			
Sufficient	25	9	16
	25.50%	18.80%	32.00%
Insufficient	59	30	29
	60.20%	62.50%	58.00%
None	13	8	5
	13.30%	16.70%	10.00%
DK/NA	1	1	0
	1.00%	2.10%	0.00%

Overall a significant majority (93.9%) of the sample schools, irrespective of type of school, maintained proper records and registers. 4 schools were poor in this respect of which 3 were upper primary schools.

**Table 22**  
**Maintenance of records and registers**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	98	48	50
%	100.00%	100.00%	100.00%
Very good	1	1	0
	1.00%	2.10%	0.00%
Satisfactory	92	45	47
	93.90%	93.80%	94.00%
Poor	4	1	3
	4.10%	2.10%	6.00%
DK/NA	1	1	0
	1.00%	2.10%	0.00%

Our findings further reveal that 93.9 % of schools regardless of type of school, have drinking water facility within school premises. However in 4 sample schools access to drinking water was found to be beyond ½ km from the school premises.

**Table 23**  
**Access to Drinking Water**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	98	48	50
%	100.00%	100.00%	100.00%
Within school premises	92	45	47
	93.90%	93.80%	94.00%
Within 1/2 km Radius	2	0	2
	2.00%	0.00%	4.00%
Beyond 1/2 km Radius	4	3	1
	4.10%	6.30%	2.00%

Table 24 shows that in 41.8% of the sample schools, toilets were found to be in usable condition. However, in about 33.7% of the schools toilets were exclusively used by teachers only. There are 20 schools without proper toilet facilities for children, of which 15 schools do not have toilet at all. As seen in Table 25 overall 72.6% of schools have separate toilets for girl students while in 27.4 %, such a facility is not available. A further break up reveals that slightly a higher proportion of upper primary schools did not have separate toilets for girl children.

**Table 24**  
**Toilet condition in school**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	98	48	50
%	100.00%	100.00%	100.00%
Usable and used	41	21	20
	41.80%	43.80%	40.00%
Usable and used by teachers only	33	17	16
	33.70%	35.40%	32.00%
Usable and not used	1	1	0
	1.00%	2.10%	0.00%
Unusable and used	1	0	1
	1.00%	0.00%	2.00%
Unusable and not used	3	0	3
	3.10%	0.00%	6.00%
Not available	15	7	8
	15.30%	14.60%	16.00%
DK/NA	4	2	2
	4.10%	4.20%	4.00%

**Table 25**  
**Availability of Separate Toilets for Girls**

Separate Toilets for girls	TOTAL	Type of school	
		Primary	Upper Primary
No.	84	41	43
%	100.00%	100.00%	100.00%
Available	61	31	30
	72.60%	75.60%	69.80%
Not available	23	10	13
	27.40%	24.40%	30.20%

Table 26 illustrates that 53.6% of schools do not have proper water facility in the toilets rendering the facility either unusable or totally defunct.

**Table 26**  
**Water in toilets**

	TOTAL	Type of school	
		Primary	Upper Primary
No.	84	41	43
%	100.00%	100.00%	100.00%
Sufficient	31	12	19
	36.90%	29.30%	44.20%
Insufficient	30	15	15
	35.70%	36.60%	34.90%
None	15	9	6
	17.90%	22.00%	14.00%
DK/NA	8	5	3
	9.50%	12.20%	7.00%

## **CHAPER 4**

### **MID DAY MEAL SCHEME**

Being an important initiative towards providing hygienically prepared meal for the school children, Mid Day Meal programme is in operation in all the schools covered in our study. As a part of the methodology, the study team endeavoured to make physical observation of the administration of MDM in the sample schools besides interviewing the concerned functionaries including the head master, the cook and server as well as children having MDM. Our findings in this respect is summarized in the following paragraphs.

As mentioned earlier, MDM is in operation in all the sample schools under study. Our findings reveal that in all the schools the standard menu comprised of rice and sambar, a gruel made of dal and green vegetables. Our enquiries revealed that the rice supplied by the government is of poor quality despite making several requests for supply of good rice. An important observation made in this regard is that in most cases the head teachers appear to distance themselves from MDM administration as the entire onus of providing MDM fell on the concerned government department. It was reported that it would be an additional responsibility for the teacher and would impinge on his/her academic engagement. Further, the VECs too do not appear to evince interest in involving itself with MDM administration. Nevertheless, the children with whom informal talks were held appeared to be satisfied with the quantity and quality of food served in almost all schools. Overall in an overwhelming majority of sample schools (95.9%) the maintenance of MDM by school administration is found to be satisfactory.

Our findings further reveal that, roughly one-half of the sample schools (47%) have proper kitchen facility to prepare food for MDM. In some schools food is cooked in open place.

Interestingly, in a significant proportion of schools (67.3 %), the cook belonged to communities other than SC/ST indicating the extent of social distancing suffered by the disadvantaged sections of the community. Further, relatively a higher proportion of primary schools fell in this category.

**Table 27**  
**Type of kitchen**

Description of cooking place	Total	Type of school	
		Primary	Upper Primary
N.	98	66	32
Pukka	46	34	12
	46.90%	51.50%	37.50%
Semi Pukka	37	23	14
	37.80%	34.80%	43.80%
Kutchra	2	0	2
	2.00%	0.00%	6.30%
DK/NA	13	9	4
	13.30%	13.60%	12.50%

**Table 28**  
**Social background of Cook preparing MDM**

	Total	Type of School	
		Primary	Upper Primary
No.	98	48	50
%	100.00%	100.00%	100.00%
Cook belongs to SC/ST	9	4	5
	9.20%	8.30%	10.00%
Does not belong to SC/ST	66	35	31
	67.30%	72.90%	62.00%
DKNA	23	9	14
	23.50%	18.80%	28.00%

All the sample schools except one had separate store room for storing ingredients for preparing MDM including grains, spices etc., which is a comforting finding.

**Table 29**  
**Place of storing food grains and other food items**

	Total	P UP	
		Primary	Upper Primary

No.	98	48	50
%	100.00%	100.00%	100.00%
Safe/separate store room	96	47	49
	98.00%	97.90%	98.00%
IT is damaged	2	1	1
	2.00%	2.10%	2.00%

It was further observed that in almost all the sample schools (92.9%) water for cooking was available within the school premises while 5 schools had this entity outside. It was noted that in 2 schools water tank needed urgent repairs.

**Table 30**

***Availability of water for cooking and drinking purposes***

	Total	P UP	
		Primary	Upper Primary
No.	98	48	50
%	100.00%	100.00%	100.00%
Within school premises	91	45	46
	92.90%	93.80%	92.00%
Outside school premises	5	2	3
	5.10%	4.20%	6.00%
Water tank is damaged	2	1	1
	2.00%	2.10%	2.00%

Our findings further reveal that in nearly one half of the sample schools (38.8 %) the utensils, vessels and other equipment required for cooking was inadequate. The cooks as well as the head teachers of the respective schools reported this fact. Again, the VEC or the village community at large do not appear to lend support in this regard.

**Table 31**

***Adequacy of utensils used for cooking***

	Total	Type of School	
		Primary	Upper Primary
No.	98	48	50
%	100.00%	100.00%	100.00%
Adequate	60	25	35
	61.20%	52.10%	70.00%
Inadequate cooking vessels	38	23	15
	38.80%	47.90%	30.00%

In all the sample schools except one, firewood was the fuel used while in LPG was reportedly use in one school.

The general impression of the administration of MDM in the sample schools is summarized below:

- In almost all schools (93.7%) safety precautions were taken while preparing MDM
- In about two-thirds (58.2%) of the schools, reasonable cleanliness and hygiene was maintained
- In almost all schools (90.8%) discipline of the pupils having MDM was found to be satisfactory
- In all schools it was noticed that pupils washed their hands before having meals
- Generally the teachers in all sample schools insisted their wards to conserve water
- No social discrimination whatsoever was discernible among pupils except in 2 schools where such a practice, though followed in a subtle manner
- A sizeable proportion of the sample schools (69.4 %) reported poor participation of VEC in MDM
- Almost all of the sample schools (93.6%) reported that mainly BDO officials monitor and supervise MDM administration and generally make monthly visits to schools.

## CHAPTER 5 ACADEMIC SUPPORT

During the course of the study, discussions were held with a cross section of the teachers of the sample schools regarding the level of academic support received from the SSA functionaries as also to elicit their suggestions regarding ways and means of enhancing such support. Further, interviews were also carried out with the BRC supervisors of the sample blocks, in order to assess the nature and extent of academic support provided to the teachers.

Our interviews with the teachers reveal that the BRC supervisors make frequent visits to the schools. Despite the task of covering a wide area in the blocks covered, it is heartening that BRC Supervisors undertake such visits to schools. Only in 13 of the 98 sample schools covered, no visits were reportedly made by the BRC supervisor during the last six months. The overall mean number of visits made by BRC supervisor works out to 2.1 regardless of the type of school. The Block Resource Trainer Educators, who are expected to make more frequent visits to schools, reportedly make more frequent visits to schools compared to that of BRC Supervisors. In this regard our findings reveal the average number of visits made by these functionaries work out to 4.8 visits regardless of the type of school. Visits made by other functionaries including staff from DPO, DIET and other agencies were found to be relatively less frequent.

Multiple responses obtained with respect to the purpose of visits made by BRTEs and others reveal that the major purposes of visits included conducting subject tests to

**Table 32**  
**Type of support given by BRTEs**

	TOTAL	Type of School	
		Primary	Upper Primary
No.	97	48	49
%	100.00%	100.00%	100.00%
No Support.	4	1	3
	4.10%	2.10%	6.10%
Conduct subject test to the students.	47	22	25
	48.50%	45.80%	51.00%
Motivate community/ VEC.	3	2	1
	3.10%	4.20%	2.00%

	TOTAL	Type of School	
		Primary	Upper Primary
No.	97	48	49
Guide teachers academically.	69	37	32
	71.10%	77.10%	65.30%
Handicapped Children.	10	7	3
	10.30%	14.60%	6.10%
Others	10	3	7
	10.30%	6.30%	14.30%

*Note: Multiple Responses, Non responses excluded from analysis*

students (48.5 %), providing academic guidance to teachers (71.1 %), guidance regarding CWSN (10.3%). All the teachers interviewed reported that they are generally satisfied with the academic support provided by BRTEs. However, it was noted that academic support from DPO functionaries, DIET staff and others appear to be wanting as these functionaries made fewer visits. The DPO functionaries, it was reported, visit schools to carry out mainly administrative review and hear grievances.

## **CHAPTER 6**

### **CONCLUSIONS**

The findings of our study of schools in Salem district lead us to the following major conclusions:

- The study sample comprised of a total of 98 schools of which 48 are primary and 50 are upper primary schools. The sample blocks covered included Ayothiapatthinam, Kadayampatti, Panamarathupakki, Omalur and Kolathur.
- The attendance, retention and achievement rates in the sample schools present a positive picture with higher rates of attendance and relatively lesser failure rates irrespective of gender.
- From the administrative point of view, the district appears to have fairly adhered to schedules in terms of distribution of free textbooks, release of TLM grants and School Grants, and opening of new schools. Similarly, progress in civil works also appears to be satisfactory.
- By and large, the records and registers including cash registers, and pass books have been maintained satisfactorily in a majority of the sample schools
- Further, our findings reveal that the teacher recruitment and their posting to schools have been made satisfactorily as there are fewer schools with shortage of teachers.

- With respect to teacher training, our study reveals that an overwhelming proportion of primary school teachers and all of upper primary schools have received in service training. There are no untrained teachers in the district.
- All the teachers belonging to the sample schools have reportedly received the TLM grants. Our findings reveal that a variety of TLM materials including models, charts etc., are prepared by the teachers and appear to be optimally used in the classrooms. Further, 93.6 % of teachers in position had undergone TLM training imparted mainly by BRTEs
- By and large, all schools present a positive picture as regards the quality of classroom environment be it cleanliness, adequacy of rooms, ventilation in classrooms, and the overall ambience though there are exceptions. However, school infrastructure with regard to playground, compound wall needs to be strengthened.
- All the schools covered in the study utterly lacked sports equipment and musical instruments.
- The drinking water and toilet facilities in the sample schools appear to be reasonably satisfactory though in some schools use of toilets was restricted to teachers especially in primary schools
- Our findings with regard to the academic support to teachers by SSA functionaries reveals that BRTEs were the main providers who made frequent visits to the schools under their jurisdiction and provided guidance and lesson plans and teaching activities. The BRC Supervisors too appear to make more frequent visits, which is a positive aspect to be noted. Other functionaries including DIET faculty, and DPO staff appear to make less frequent visits. However, the teacher respondents reported that they are generally satisfied with the inputs provided by BRTEs.
- Our findings reveal that the Mid Day Meal programme, in operation in all the sample schools appear to need more support with respect to cooking facilities and other MDM related infrastructure. However, overall, the MDM administration appears to be more or less satisfactory in terms of coverage and maintenance of cleanliness and hygiene in the cooking and feeding premises. However, the school administration as well as village community at large appear to have minimal role in the management of MDM. Further, it was noted that in a significant majority of schools, the cooks and servers belonged to communities other than SC/ST indicating that predominance of the social codes

governing the socially stratified village community reflected in the school administration. In some schools social distancing of children belonging to SC/ST and other lower communities was evident.

**Recommendations:**

4. Civil works component needs to be addressed on a priority basis
5. School infrastructure with regard to playground, toilets and compound wall needs to be strengthened.
6. MDM infrastructure needs strengthening

## Status of EGS Schools In Sample Districts

During the course of our study of sample schools in four districts, efforts were made to cover EGS schools. In this regard, following EGS centres were personally visited by the study team and requisite data gathered. A total of 7 EGS centres were covered in this regard.

**Table 1**  
**District-wise Distribution of sample EGS centres**

District	Block	EGS Centre
Coimbatore	Tirupur P N Palayam	Vennugamedu Manguzhi
Dharmapuri	Harur	Katpadi
Erode	Anthiyur	Bargur
Krishnagiri	Krishnagiri Uthangarai	London Pet Singarapettai
Salem	Omalur	Chinnavedampatti

The student strength in the EGS centres covered ranged from as low as 16 in Manguzhi to a high of 74 children in Vennugamedu, both in Coimbatore district. Our findings reveal that the attendance profile during our visit to these centres were reasonably satisfactory with the rates ranging between 60 to 80 percent.

**Table 2**  
**Attendance Status in sample EGS centres**

EGS centres	No. Enrolled		No. Actually present	
	Boys	Girls	Boys	Girls
1	8	8	7	5
2	14	10	10	10
3	15	15	22	13
4	13	13	12	6
5	17	16	13	14
6	11	14	10	13
7	12	8	11	8

However, none of the children in these sample centres have been mainstreamed so far. It was revealed that high rate of dropout was a major reason for their inability to mainstream the children.

The facilities available in the EGS centres visited were quite inadequate. For instance none of the centres had durries and 3 centres did not have blackboards. Books and TLM materials too were found to be inadequate in all these centres. Further, there are no exclusive drinking water facility in these centres and the children had to approach public hand posts or pumps built by local Panchayats.

Our findings reveal that MDM facility is not formally extended to the children of 6 of the centres covered. In one centre MDM (in Dharmapuri District) was started about a fortnight back.

Out of 7 teachers interviewed three teachers had studied up to matriculation while the remaining had studied up to PUC level with one having passed D.Ed. course. All the teachers are paid a monthly honorarium of Rs.1000 usually during the first week of every month. Further all the teachers and animators manning these centres had reportedly undergone training in the area of Activity Based Learning (ABL) for 6 days. It was reported by the teachers that faculty members from DIET as well as BRTEs imparted this training. Further, all the teachers reported that the training imparted was quite helpful in their activities. However, our respondents added that the frequency of training and refresher courses were needed to be increased as most of them had received training only once during the entire year.

During our visits to the EGS centres efforts were made to assess the learning levels of the pupils enrolled. In this respect, simple arithmetic tests including subtraction, addition etc were carried out by the members of the study team. It was revealed that the pupils were indeed reasonably capable of answering the questions. In this regard, the achievement rate was found to be 80 to 90 %, which is a heartening finding. By and large, the rapport of the teacher/ animator with the students was found to be good as many pupils mentioned that their teachers were nice to them and took a good amount of interest in teaching them.

The learning materials used in these centres included the prescribed EGS text book besides work books (four-line and two-line), sheets from FTB. TLM materials used comprised mainly of charts and learning sticks. It was further revealed that each child is provided with note books, pencils, erasers, slates, a pair of footwear, and a rexine bag to keep these items all provided free of charge. However, it was reported in three centres that there was some delay in the supply of these items by the administration.

The major problems in running these EGS centres as reported by the teachers of these centres is summarized below:

- Need for extending MDM programme to all EGS centres without delay
- Poor infrastructure. Centres lacked good rooms. Many centres are run in rented or abandoned structures
- Lack of drinking water and toilet facility
- Delayed disbursement of salary leading to hardships on the part of teachers
- Need more TLMs, especially working models

Overall, the EGS centres covered in the study appear to need more support in terms of infrastructure and learning facilities. However, the pupils with whom informal talks were held appear to be quite enthusiastic in learning activities. Inclusion of MDM would go a long way in attracting more number of children.

**List of District-wise and Block-wise Villages Covered in the Study**

	Type of school		
	Primary	Upper Primary	Total
<b>District: Coimbatore</b>			

Tirupur	Velliankadu	1		1	
	Pandian Nagar	1	1	2	
	Noyal Street		1	1	
	Periyathottam	1		1	
	Poyampalayam		1	1	
	Shakthi Nagar	1		1	
	Aranganathapuram		1	1	
	Devangapuram		1	1	
	Thirukumaran Nagar		1	1	
	Anuppar Palayam		1	1	
	Athuppalayam		1	1	
	Ponvizha Nagar	1		1	
	Rackaya Goundan Pudur	1		1	
	Varanavasipalayam	1		1	
	Porasapalayam	1		1	
	Vattakathupudur		1	1	
	Kulathu pudur	1		1	
	Mangalam	1		1	
	P.N.Palya	Chinnathadagam		1	1
		Veerapandi	1	1	2
Samy chettiplayam			1	1	
Kurudanpalayam		1		1	
Nanjundapuram		1		1	
NSN Palayam			1	1	
Pongaliyur		1		1	
Ajjanoor		1		1	
Veerakeralam			1	1	
Thirumalainakken palayam		1		1	
Sundapalayam			1	1	
Palayapudur		1		1	
Onnipalayam		1		1	
Kashuripalayam		1		1	
Pudhupalayam		1		1	
Subramaniampalayam			1	1	
Govanur		1		1	
Periyanaickenpalayam			1	1	

Pongalur	Kallakinar	1		1
	Valayapalayam		1	1
	Kaluveri Palayam	1		1
	Vavipalayam		1	1
	Thevanampalayam	1		1
	Ugayanoor	1		1
	Kullampalayam	1		1
	T.Andipalayam	1		1
	Kandian Koil	1		1
	Singanoor	1		1
	N.N.Pudur	1		1
	P.Andipalayam	1		1
	Muthur	1		1
	Koduvai		2	2
	Manasipalayam	1		1
	Elavanthi	1		1
	Ramampalayam	1		1
	Nallakallipalayam	1		1
	Ketaanur	1		1
	Gudimangalam	Illuppanagaram	1	
Ramachandrapuram		1		1
Kongal Nagaram		1	1	2
Lingamanakkenpudur		1		1
Sonuppapatti		1		1
Vadugapalayam		1		1
Kozhikuttai		1		1
Vellaicheetipalayam		1		1
Muthusamuthiram		1		1
Vasavanaicken patty		1		1
Poolavadi		1		1
Ponneri			1	1
Thottampatti		1		1
Ayyampalayam		1		1
Pedappampatti			1	1
Pootiyampalayam		1		1
Sangamanayakkampalayam		1		1
Kovai			1	1
Udumali			1	1

Pollachi North	Devampadipalayam		1	1
	Ponmalaiyur	1		1
	Kollupalayam	1		1
	Mannur		1	1
	D.Kalipalayam	1		1
	Thavalam	1		1
	Narasingapuram	1		1
	Thippampatti		1	1
	Ramanathapuram	1		1
	Kullakkapalayam	1		1
	Gollapatti		1	1
	Achipatti		1	1
	Sinneripalayam	1		1
	N.Chandrapuram	1		1
	Rasichettipalayam	1		1
	Jothampatti	1		1
	Jalathur		1	1
	Poosaripatti	1		1
	K.Kaliapuram	1		1
	<b>Total</b>	<b>66</b>	<b>32</b>	<b>98</b>
<b>District: Erode</b>				
Kangayam	Veerakeralam	1		1
	T.Andipalayam	1		1
	Kandian Koil	1		1
	Singanoor		1	1
	Ramampalayam		1	1
	Nallakallipalayam	1		1
	Ketaanur	1		1
	Illuppanagaram	1		1
	Ramachandrapuram	1		1
	Kongal Nagaram		1	1
	Lingamanakkenpudur		1	1
	Sonuppapatti	1		1
	Vadugapalayam	1		1
	Kozhikuttai	1		1
	Vellaicheetipalayam		1	1
	Muthusamuthiram	1		1
	Vasavanaicken patty	1		1
	Poolavadi	1		1
	Ponneri	1		1
	Thottampatti		1	1

Bhavani Saker	Devampadipalayam	1	1	2
	Ponmalaiyur		1	1
	Kollupalayam	2		2
	Mannur	1		1
	D.Kalipalayam	1	1	2
	Thavalam	1	1	2
	Narasingapuram	1		1
	Thippampatti	2		2
	Ramanathapuram	1		1
	Kullakkapalayam	1		1
	Gollapatti	1		1
	Achipatti	1		1
	Sinneripalayam	1		1
	N.Chandrapuram	1		1
	Pedappampatti		1	1
	Kodumudi	Kulathu pudur	1	
Mangalam		1		1
Chinnathadagam		1		1
Veerapandi		1		1
Samy chettiplayam		1		1
Kurudanpalayam			1	1
Nanjundapuram			1	1
NSN Palayam		1		1
Pongaliyur		1		1
Ajjanoor		1		1
Veerakeralam		1		1
Thirumalainakken palayam			1	1
Sundaplayam		1		1
Palayapudur		1		1
Onnipalayam		1		1
Kashuripalayam		1		1
Pudhupalayam			1	1
Subramaniampalayam		1		1
Govanur		1		1
Periyanaickenpalayam		1		1

Dharapuram	Veerakeralam		1	1	
	Rasichettipalayam		1	1	
	Jothampatti	1		1	
	Jalathur	1		1	
	Poosaripatti	1		1	
	K.Kaliapuram	1		1	
	Kallakinar	1		1	
	Valayapalayam	2	1	3	
	Kaluveri Palayam	1		1	
	Vavipalayam	1		1	
	Thevanampalayam		1	1	
	Ugayanoor	1		1	
	Kullampalayam	1		1	
	N.N.Pudur		1	1	
	P.Andipalayam	1		1	
	Muthur	1		1	
	Koduvai		1	1	
	Manasipalayam	1		1	
	Anthiyur	Velliankadu	1		1
		Pandian Nagar	1		1
Noyal Street		1		1	
Periyathottam		1		1	
Poyampalayam		1		1	
Shakthi Nagar		1		1	
Aranganathapuram		1		1	
Devangapuram		1		1	
Thirukumaran Nagar			1	1	
Anuppar Palayam		2	1	3	
Athuppalayam			1	1	
Ponvizha Nagar			1	1	
Rackaya Goundan Pudur		1		1	
Varanavasipalayam		1		1	
Porasapalayam			1	1	
Vattakathupudur		1		1	
Elavanthi		1		1	
Total		73	26	99	
<b>District: Salem</b>					

Ayothiyapatthinam	Velliankadu	1	1	2
	Pandian Nagar	1	1	2
	Noyal Street		1	1
	Periyathottam	2	2	4
	Poyampalayam	1		1
	Shakthi Nagar		1	1
	Aranganathapuram	1		1
	Devangapuram	1		1
	Thirukumaran Nagar	1		1
	Anuppar Palayam	1		1
	Athuppalayam		1	1
	Ponvizha Nagar		1	1
	Rackaya Goundan Pudur		1	1
	Varanavasipalayam		1	1
	Porasapalayam	1		1
Kadayam Patty	Velliankadu	1		1
	Kashuripalayam	1	1	2
	Pudhupalayam		1	1
	Subramaniampalayam	1		1
	Govanur	1		1
	Periyanaickenpalayam	1		1
	Devampadipalayam		1	1
	Ponmalaiyur		1	1
	Kollupalayam	1	1	2
	Mannur		1	1
	D.Kalipalayam	1	1	2
	Thavalam		1	1
	Narasingapuram	2		2
	Thippampatti		1	1
	Ramanathapuram		1	1

Panamarathupakki	Vattakathupudur		1	1	
	Kulathu pudur		1	1	
	Mangalam	1		1	
	Chinnathadagam	1		1	
	Veerapandi	1		1	
	Samy chettiplayam	1		1	
	Kurudanpalayam		1	1	
	Nanjundapuram		1	1	
	NSN Palayam		1	1	
	Pongaliyur	1		1	
	Ajjanoor	1		1	
	Veerakeralam	1		1	
	Thirumalainakken palayam		1	1	
	Sundaplayam		1	1	
	Palayapudur		1	1	
	Onnipalayam	1	1	2	
	Kullakkapalayam		1	1	
	Gollapatti	1		1	
	Omalur	Achipatti		1	1
		Sinneripalayam	1		1
N.Chandrapuram		1		1	
Rasichettipalayam			1	1	
Jothampatti		1		1	
Jalathur			1	1	
Poosaripatti		1	1	2	
K.Kaliapuram			1	1	
Kallakinar		1	1	2	
Valayapalayam		1	1	2	
Kaluveri Palayam			1	1	
Vavipalayam		1	1	2	
Thevanampalayam		1		1	
Ugayanoor		1		1	
Kullampalayam		1		1	
Ramachandrapuram			1	1	

Kolathur	T.Andipalayam	1	1	2
	Kandian Koil		1	1
	Singanoor	2	1	3
	N.N.Pudur		1	1
	P.Andipalayam		1	1
	Muthur	1		1
	Koduvai	1		1
	Manasipalayam		1	1
	Elavanthi	1		1
	Ramampalayam		1	1
	Nallakallipalayam	1		1
	Ketaanur	1		1
	Illuppanagaram		1	1
	Kongal Nagaram	1		1
	Lingamanakkenpudur	1	1	2
	Sonuppapatti		1	1
<b>Total</b>		<b>48</b>	<b>50</b>	<b>98</b>
<b>District: Dharmapuri</b>				
Dharmapuri	Rackaya Goundan Pudur	1		1
	Vattakathupudur	1		1
	Kulathu pudur	1		1
	Mangalam	2		2
	Chinnathadagam	1		1
	Veerapandi	1	1	2
	Samy chettiplayam	1		1
	Kurudanpalayam		2	2
	Nanjundapuram		2	2
	NSN Palayam	1		1
	Pongaliyur	1		1
	Ajjanoor	1		1
	Onnipalayam	1	1	2
	Kashuripalayam	1		1

Harur	Velliankadu	1		1
	Pandian Nagar	1		1
	Noyal Street		1	1
	Periyathottam	1		1
	Poyampalayam	1		1
	Shakthi Nagar	1		1
	Aranganathapuram	1		1
	Devangapuram	1		1
	Thirukumaran Nagar	1		1
	Anuppar Palayam	1		1
	Athuppalayam	1		1
	Ponvizha Nagar	1	1	2
	Varanavasipalayam		1	1
	Porasapalayam		1	1
	Veerakeralam		1	1
	Thirumalainakken palayam	2		2
	Sundapalayam		1	1
	Palayapudur		1	1
<b>Total</b>		<b>26</b>	<b>13</b>	<b>40</b>
<b>District: Krishnagiri</b>				
Soolagiri	Rackaya Goundan Pudur	1		1
	Vattakathupudur	1	1	2
	Kulathu pudur	1		1
	Mangalam	1		1
	Chinnathadagam		1	1
	Veerapandi	1		1
	Samy chettiplayam	1	1	2
	Kurudanpalayam	1		1
	Nanjundapuram		1	1
	NSN Palayam	2	3	5
	Pongaliyur	1		1
	Ajjanoor		1	1
	Veerakeralam		1	1
	Thirumalainakken palayam		1	1

Krishnagiri	Velliankadu		1	1
	Pandian Nagar	1		1
	Periyathottam	1		1
	Poyampalayam		3	3
	Shakthi Nagar		1	1
	Aranganathapuram	1		1
	Devangapuram		1	1
	Thirukumaran Nagar	1	1	2
	Anuppar Palayam		1	1
	Athuppalayam	1		1
	Ponvizha Nagar	1	1	2
	Rackaya Goundan Pudur	1		1
	Varanavasipalayam	1		1
	Porasapalayam	1		1
	Nanjundapuram	1		1
Uthangarai	Sundapalayam		1	1
	Palayapudur	1	1	2
	Onnipalayam	1		1
	Kashuripalayam	1		1
	Pudhupalayam		1	1
	Subramaniampalayam	1	1	2
	Govanur	1		1
	Periyanaickenpalayam	1		1
	Devampadipalayam	1		1
	Ponmalaiyur	1		1
	Kollupalayam		1	1
	Mannur		1	1
	D.Kalipalayam	1	1	2
	Thavalam	1	1	2
	Narasingapuram		1	1
Total	30	28	59	

***Dates of Data Collection According to Districts covered***

<b>Sl. No.</b>	<b>District</b>	<b>From</b>	<b>To</b>
1	Coimbatore	14-Feb-07	20-Apr-07
2	Erode	5-Mar-07	20-Apr-07
3	Salem	23-Mar-07	18-Apr-07
4	Dharmapuri	19-Mar-07	31-Mar-07
5	Krishnagiri	2-Apr-07	18-Apr-07