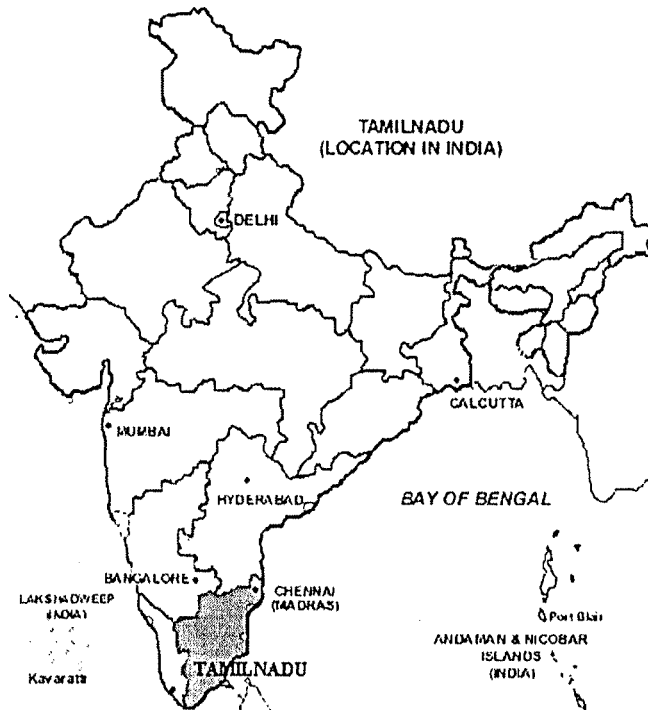


Implementation
of
Operation Blackboard Scheme
in
TAMILNADU

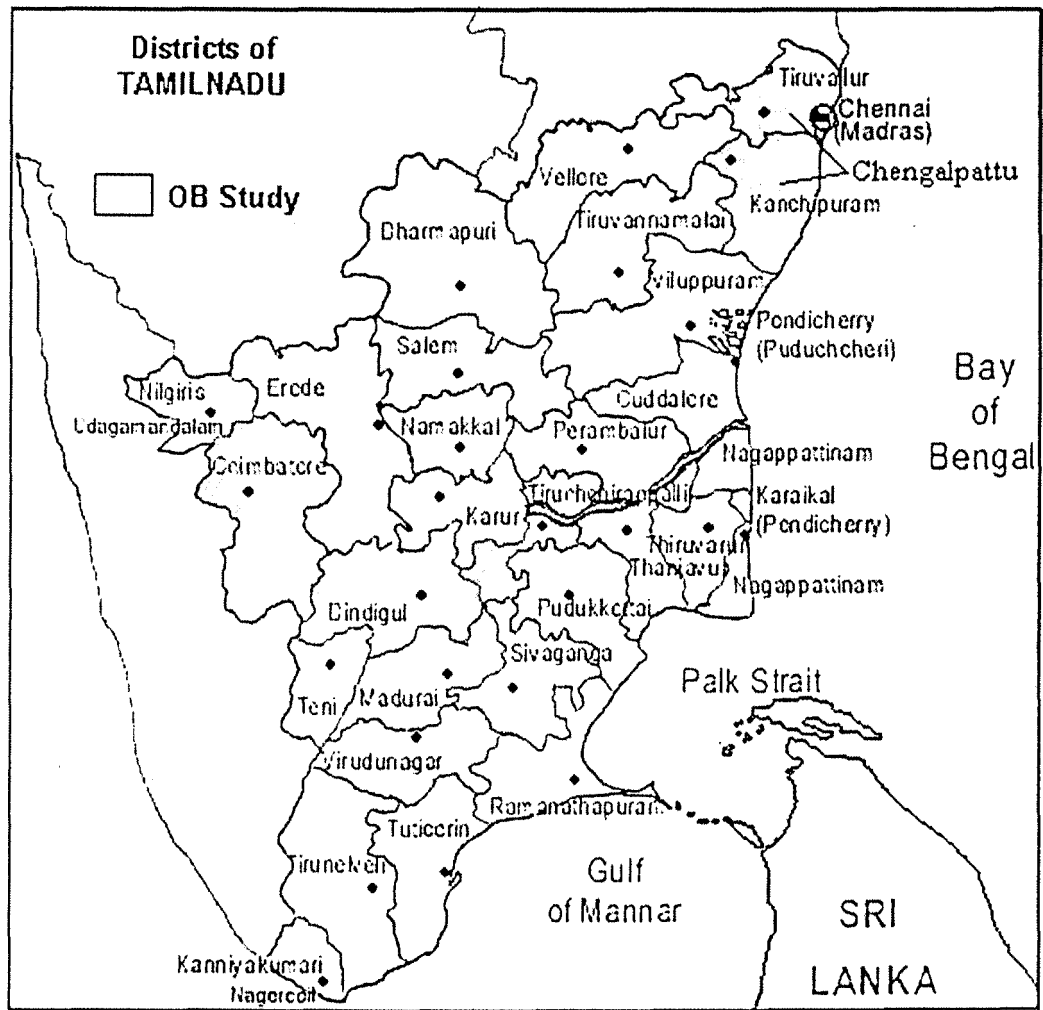


Study sponsored
by
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Conducted
by
Regional Institute of Education [NCERT]
Mysore

in collaboration with
**National Institute of Educational Planning and
Administration**

New Delhi
1999



Districts Selected for OB Scheme Survey Study

| Name of District | District Code |
|------------------|---------------|
| Chengalpattu | 02 |
| Coimbatore | 10 |
| Tiruchirapalli | 12 |
| Tirunelveli | 20 |

**Regional Institute of Education
Mysore**

Implementation of Operation Blackboard Scheme

Survey Study

in

TAMILNADU

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| | |
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Preface

This is the Report of an MHRD sponsored study undertaken by the staff of the Regional Institute of Education, Mysore [RIEM] on behalf of and in collaboration with the National Institute of Educational Planning and Administration [NIEPA], New Delhi on the Implementation of the Operation Blackboard Scheme in four districts of Tamilnadu – Chengalpattu, Coimbatore, Tirunelveli and Tiruchirapalli – during 1999. The study was funded by MHRD through NIEPA, which also had the overall responsibility for conducting the study throughout the country in collaboration with other similar institutions and agencies. Simultaneously, the study was also undertaken in the Union Territory of Pondicherry. This however forms the subject of a separate report.

The RIEM project team gratefully acknowledges the constant help and support given by Prof Kuldip Kumar, Project Consultant, and Prof R Govinda, both of NIEPA. The team is also greatly indebted to (i) Prof A K Sharma, former Director, NCERT, (ii) Prof G Ravindra, Principal, RIEM, and (iii) Prof K Dorasami, Head, Department of Education and Dean of Instruction, RIEM for their encouragement and support.

The administrative staff of RIEM and the NCERT Field Office in Chennai has extended valuable help to the project team. The assistance rendered by Smt S Imavathi (Stenographer), Smt S Rekha (Stenographer), Dr M Govindan (Project Assistant) and Shri K Ramachandra Rao (Accountant) deserves special mention.

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Summary

This report is an outcome of the Survey of Implementation of the Operation Blackboard Scheme that was carried out in Tamilnadu during 1999 in collaboration with the National Institute of Educational Planning and Administration, New Delhi. The report is in five chapters.

Chapter One provides a thematic overview of primary education in India and some of the national and state projects implemented to improve the quality of primary education, highlighting the Operation Blackboard Scheme and its important features. A brief profile of Tamilnadu state and the districts selected for the study are presented, with a focus on the status of primary education in the State. The chapter also outlines the objectives of the study and the research questions involved.

Chapter Two sketches a few of the related studies carried out in Tamilnadu, some of them pertaining directly to the scheme of Operation Blackboard.

Chapter Three discusses the procedural details of the study, instruments used to collect the data and a description of the sample chosen for the study.

Chapter Four presents the detailed analysis of the data collected having the research questions as a framework. The analysis is presented section wise, broadly covering the different aspects of the research areas pertaining to the study.

Chapter Five presents the major findings of the study that emerged out of a detailed analysis along with the specific observations made during the field visits. This is followed by the major conclusions.

The Appendices provided at the end of the report include the list of blocks and the schools selected for the study and the field schedules that were translated to Tamil and used for the conduct of the study.

Chapter 1

Introduction

1.1 Primary Education and Development

Education is a cornerstone of economic growth and social development and a principal means of improving the welfare of individuals. The central purpose of Basic education is two fold: to produce a literate and numerate population and to lay the foundation for pursuing further education. However, it is realised through many broad surveys that education systems have not met their objectives in many developing countries. Besides the cultural, social and political influences, one common characteristic found for the lag in primary education is the failure in attainment of core skills contained in the national curriculum, and lack of provision or access for all school-age children, particularly girls, to attend schools. As a result, the national efforts to build a human capital base for development were never fruitfully realised. To address these shortcomings, improving primary education in developing countries became a major concern requiring efforts on three fronts; enhancing the learning environment, improving the preparation and motivation of teachers, and strengthening educational management. Most schooling in developing countries, including India, takes place under adverse conditions; in dilapidated school buildings with few teaching resources, insufficient instructional hours, poor and inefficient teaching practices, poorly designed curricula, and classrooms of undernourished and unhealthy children. Research evidences and experiences have highlighted the areas in which resources have to be invested. They are

- a) Improvement of curriculum to present a coherent, appropriately paced and sequenced instructional programme to develop literacy, numeracy, problem-solving skills and other essential competencies required in children,
- b) Providing instructional materials in sufficient quality and quantity, so that children have access to textbooks and other reading materials,
- c) Improving the teacher's competencies through inservice training programmes, and
- d) Increasing students' learning capacity.

1.2 Primary Education in India

As mentioned in the preceding section, primary education is the necessary foundation for strengthening human resources that have been deemed central for the nation's development. Since the time of our independence, many committees and commissions persistently emphasised upon the need for free and compulsory education in our country. Article 45 of the Indian Constitution has clearly stated that free and compulsory education should be provided to all children until they complete the age of 14. Since then various measures have been adopted to expand the provision of primary formal and non-formal education to realize the goal of universalisation of elementary education (UEE). Working groups of the Planning Commission established targets for achieving UEE which were revised time and again. In 1966, the Kothari Commission proposed achieving the goal no later than

1986. This was superseded by the National Policy on Education (1986), which targeted that by 1990 all children of 11 years age would have completed 5 years of formal or nonformal education. To carry out the policy, a set of centrally sponsored schemes to assist states in attaining the goal was initiated. Measures were undertaken to realize the goal of UEE under three broad parameters, viz. (i) Access, enrolment and status, (ii) Retention and participation, and (iii) Achievement level.

The provision of primary education facility within one km distance to every eligible child in the age group 6 to 14 years is extended to 94% of the country's population. Enrolment data and age specific literacy rates show that India has made much progress in expanding access to education.

Concerned efforts were made by the Government through planned schemes to provide educational facilities on a universal basis. These efforts were further supplemented by introducing a number of incentive schemes such as mid-day meals, free uniforms, free textbooks, scholarships for regular attendance, etc. The coverage as revealed by the Fifth All India Educational Survey (1986) indicated that, of about 0.53 million primary schools, no less than about 0.15 million schools were providing mid-day meals of some sort to about 14 million children. About 0.25 million schools were providing free uniforms to 11 million children and about 20 million children were getting free textbooks in 0.35 million schools. At the upper primary level, a little over 10 million children were getting free books, 4 million were getting free uniforms and 7 million some sort of mid-day meal.

Substantial progress has been made since independence in the provision of school facilities, access to education and enrolment of children. The number of primary schools increased from 2.20 lakhs in 1950-51 to 5.72 lakhs in 1992-93. During the same period, the number of middle schools increased from 0.14 lakhs to 1.53 lakhs. As mentioned earlier, the Fifth All India Survey (1992) has revealed that primary schooling facility was available to 94.5% of the rural population within a walking distance of 1 km only. The enrolment of girls increased from 5.38 million in 1950-51 to 44.9 million in 1992-93 whereas the enrolment of boys increased from 13.7 million in 1950-51 to 60.5 million in 1992-93. The total enrolment in classes I to VIII was 22.28 million in 1950-51. This went up to 144.1 million in 1992-93. The gross enrolment ratio was raised from 43.1% in 1950-51 to 104.5% in 1993-94. Until some years ago, statistics revealed that almost 60% of the children enrolled in the first year dropped out of school by the 2nd or 3rd year. Despite the progress in enrolment, and in improving equity, about 40% of the children drop out before completing the primary education, and school attendance is found to be highly irregular. About 20% of the children enrolled do not attend schools regularly. About 32 million of 105 million children in the age group of 6 to 10 years were out of school in 1993. The average dropout rate for boys is 35.05% and for girls it is 38.57%. About 60-69% of children who are out of school are from Arunachal Pradesh, Bihar, Manipur, Sikkim and Tripura and less than 20% in Goa, Haryana, Kerala, Tamilnadu, Uttar Pradesh, Andaman and Nicobar Islands and Pondicherry. Learning achievement is also found to be very low among the primary school children. There are wide variations between and within the states with regard to the efficiency and equity of primary education.

The baseline studies conducted in the area of school achievement have demonstrated very poor achievement levels in the primary grades across the country.

Besides these, other factors like lack of physical facilities and proper infrastructure, poor teacher-pupil ratio, poor teaching learning material, incompetent teachers and poor administrative systems add to the low school quality. Reaching full enrolment in the age group 6-10 remains a major challenge in all states of the country and a very distant goal in some. It is found that low school quality represents one of the most serious and persistent problems facing many developing countries (Lockheed, Verspoor et al., 1990). However national efforts to implement reforms aimed at improving the quality and efficiency of schooling are yet to prove fruitful. In the context of the current national priority of Universalisation of Elementary Education, poor academic achievements are emerging as a major concern at the primary level.

The NPE (1986) has recommended a child centered approach at the elementary level, and proposed measures to effect improvements in the quality of education through reforms in the context and the process of primary education, improvement in school facilities, provision of additional teachers and laying down the minimum levels of learning at primary level. Strategies for expanding and improving primary education are being planned and implemented at state and national levels through various schemes. Besides this, India has joined hands with the other developing and developed countries and pledged to provide "Education for all" before the turn of the century. It has committed itself to provide good quality primary education to all children.

The national target for the 8th plan were on lines similar lines to those of NPE, 1986, with special focus on

- i) Improvement of ratio of primary school to upper primary school from existing 4:1 to 2:1 with a goal of widening girls participation at upper primary stage.
- ii) Reduction of drop out rates between classes I - V and I - VIII from 45% and 60% to 20% and 40%, respectively.
- iii) Achievement of minimum levels of learning by nearly all children at the primary level, and extending this concept to upper primary stage.
- iv) Improvement of monitoring scheme for UEE with the help of local level committees that include a fair representation of women and teachers to see the achievement of UEE goals.

The Eighth Five Year Plan (1992-97) departs from the earlier plans in that the district would be the unit of planning for UEE instead of the state. District specific plans would be developed by state governments as projects with specific activities, clearly defined responsibilities, defined time schedules and specific targets.

The District Primary Education Project (DPEP) launched in 1993 with World Bank assistance ventured to operationalise the strategy of district level planning and to ensure local participation in the management of education. It has been conceived as an intervention to reduce overall dropouts for all students at the primary stage to less than 10%; raise average achievement levels by 25% over measured base line levels; and to provide access for all children to primary education according to national norms.

1.3 Some of the State and National Projects

Assisted by international donors, some states had initiated primary education projects. For instance, Andhra Pradesh Primary Education Project (APPEP) with the assistance of United Kingdom's Overseas Development Administration (ODA); Bihar with the assistance of UNICEF; Rajasthan with the support of Swedish International Development Authority and Uttar Pradesh with the assistance of International Development Association (IDA). Although these projects vary substantial in design, they all share the objectives of national goals with respect to primary education.

Several centrally sponsored schemes like PMOST (Programme for Mass Orientation of School Teachers), OBB Scheme (Operation Blackboard), SOPT (Special Orientation of Primary Teachers) were initiated in the context of NPE 1986 to promote primary education. These programmes were implemented at state levels to train the teachers in the operational use of OB materials, MLL, child-centred approach, and activity based teaching-learning process.

The impact of PMOST, SOPT and OB over the teachers' classroom practices and learners' achievements were carried out by NCERT in some states. In order to evaluate the overall success of the implementation of Operation Blackboard with reference to its broad components, NIEPA initiated the project sponsored by MHRD titled "Implementation of Operation Blackboard Scheme" all over the country and in the union territories. The present report is concerned with the project carried out in Tamilnadu. Before venturing into the details of the present report, a brief sketch of Operation Blackboard and the status of primary education in Tamilnadu are presented in the following sections with particular reference to the four selected districts where the studies were conducted.

1.4 The Scheme of Operation Blackboard (OB)

National Policy on Education (NPE, 1986) along with its thrust on bringing about improvement in the overall system of primary education resolved that special attention must be paid to improve the school environment at primary stage with the aim of improving retention. For this purpose, the scheme of Operation Blackboard was conceived and launched in 1987-88. The scheme has the following three independent components:

- i) A building comprising of atleast two reasonably large all weather rooms with a deep verandah and separate toilet facilities for boys and girls.
- ii) Atleast two teachers in every school, as far as possible, one of them being a woman, and
- iii) Essential teaching-learning materials including blackboards, maps, charts, toys and equipment for work experience.

Under the scheme, the provision/construction of buildings was to be the responsibility of the state governments, while funds for the salary of the second teacher in single teacher schools and for the supply of essential teaching-learning materials were to be provided by the central government. The drive to supply the essential facilities to each of the primary schools was launched in 1987-88. The

scheme envisaged coverage of primary schools in the blocks/municipal areas in the country in a phased manner beginning with 20% of the blocks and municipal areas in 1987-88, 30% in 1988-89 and 50% in 1989-90. But all schools could not be covered due to constraint of resources and certain other factors. By 1992-93 the scheme had covered 4.72 lakh schools (88%) and increased to 4.91 lakhs (91%) by 1993. The detailed year wise achievements of the OB Scheme are indicated in table 1.1.

Table 1.1

Operation Blackboard Achievements

| | 87-88 | 88-89 | 89-90 | 90-91 | 91-92 | 92-93 |
|---------------------------------------|--------|--------|--------|--------|--------|--------|
| Amount spent (Rs. in crores) | 110.61 | 135.73 | 126.98 | 150.09 | 175.63 | 154.93 |
| No of blocks covered | 1703 | 1795 | 578 | 343 | 960 | 477 |
| No of schools covered (in lakhs) | 1.13 | 1.40 | 0.52 | 0.39 | 0.68 | 0.55 |
| Percentage of primary schools covered | 21.00 | 26.40 | 9.90 | 7.35 | 12.74 | 11.00 |
| Posts of primary teachers sanctioned | 36397 | 36327 | 5274 | 14379 | 26840 | 11439 |

Source: MHRD, Annual Report 1993-94, Part – 1, Government of India, Department of Education, 1994, p.32.

It was proposed to cover the remaining primary schools during 1993-94 with a provision of Rs.179 crores.

Based on the feedback received on the implementation of various schemes under NPE-86, some of the policy formulations were revised in 1992. In order to operationalise the revised policy of the government regarding school facilities, the following three sub-schemes were approved under OB scheme during the Eighth Five Year Plan:

- i) Continuation of on-going OB scheme to cover all the remaining primary schools identified in the Seventh Plan.
- ii) Expanding the scope of OB to provide three teachers and three rooms to primary schools wherever enrolment exceeds 100, and
- iii) Extending the scope of OB scheme to upper primary schools

Besides the above sub-scheme, some modifications were made in the implementation procedures, which are as follows:

- i) For supply of the teaching-learning materials, the broad categories of items such as a) teachers' equipment – syllabus, textbooks and teachers' guides, b) maps, c) educational charts, d) reference books, e) children's books, f) blackboard, g) chalk and duster, h) mats for children and furniture for teachers and i) games and play materials were mandatory to be covered. Some flexibility was allowed to the discretion of the state governments

regarding the purchase of specific items under each of the above categories based on local needs and requirements.

- ii) The procurement of equipment was decentralised, and maintenance of quality of the equipment was emphasized.
- iii) For achievement of the desired objectives of the OB scheme, teacher training was stressed upon through a new centrally sponsored programme called "Special Orientation of Primary school Teachers" (SOPT). This was to be organised by the state governments at the district level for a period of seven days each. Specially trained key resource persons were to be used to provide the requisite training to the primary school teachers. The main feature of the SOPT training programme was training the primary school teachers in the use of OB materials.
- iv) It was made mandatory that 50% of the teachers appointed should be women.

1.5 Primary Education in Tamilnadu

Tamilnadu ranks among the large states of India with 29 districts and 385 blocks. The total population of Tamilnadu according to the 1991 census is 55,858,946 among whom 28,298,975 are male and 27,559,971 are female. The rural population is 36,781,354 whereas the urban population is 19,077,592.

There are a total of 30,085 primary schools, out of which 26,620 are rural and 2465 are urban. A total of 5709 upper primary schools are found among which 4349 are rural and 1360 are urban. A number of 1,20,256 primary school teachers' posts were sanctioned against which 1,19,994 posts were filled. The 1993-94 survey shows that the state enrolment is 45,38,962 at primary, 24,37,704 at upper primary, 17,00,404 at secondary and 28,73,326 at higher secondary level. The enrolment of boys from class I to V is 23,68,430 and girls from class I to V is 21,70,532. Concerning the number of primary schools, there are 1850 primary schools run by the Government (Rural - 1641, urban - 215); 23,279 schools run by local bodies (Rural - 21,297, Urban - 1982), 4849 schools run by private aided management (rural - 3630, urban - 1219) and 101 schools run by private unaided agencies (rural - 52, urban - 49). Concerning the type of building of primary schools in both rural and urban areas, it is found that there are 16,561 pucca, 6679 partly pucca, 2352 kachcha, 931 schools in thatched huts, 63 schools in tents, and 34 schools conducted in open space in the rural areas. In the urban areas, there are 2097 pucca, 878 partly pucca, 307 kachcha buildings, 174 schools in thatched huts and 9 schools conducted in tents. There are totally 104 schools without any rooms (rural - 89, urban - 15), 7987 schools (rural - 7635, urban - 352) with a single classroom, 9721 schools (rural - 9183, urban - 538) with 2 classrooms, 3153 schools (rural - 2834, urban - 319) with 3 classrooms, 2044 schools (rural - 1749, urban - 295) with 4 classrooms, 3367 schools (rural - 2872, urban - 495) with 5 classrooms, 1411 schools (rural - 1025, urban - 386) with 6 to 7 classrooms, 703 schools (rural - 453, urban - 250) with 8 to 9 rooms and 1595 schools (rural - 780, urban - 815) with 10 classrooms and above.

Regarding drinking water facilities, 18,756 schools out of the total number of 30,085 primary schools with a student population of 3,08,175 have drinking water

facilities. A total number of 3782 schools with a student population of 10,46,667 seemed to be having toilet facilities. Only 2477 schools with a girls population of 7,50,912 have separate toilet facilities for girls.

A brief district profile of Chengalpattu, Coimbatore, Trichy and Tirunelveli with special reference to the existing educational scenario follows.

1. Chengalpattu (Chengai - Anna; Chengai - MGR)

The district known as Chengalpattu till the 1981 census and Chengai-Anna at the 1991 census has been divided recently into two parts namely Chengai-MGR and Chengai-Anna.

The total population of Chengai-Anna district according to 1991 census is 34,60,509 persons consisting of 17,71,661 males and 16,88,848 females. Rural population of the district is 15,41,479 persons (7,81,237 males and 7,60,242 females) and urban population is 19,19,030 persons (9,90,424 males and 9,28,606 females). The district is at present comprised of seven taluks and 16 community development blocks with 69 towns. According to 1991 census, total literates (excluding the population in the age group of 0-6 years) in the undivided district of Chengai-Anna are 26,48,097 persons, of which, 15,70,277 are males and 10,77,820 are females.

The district of Chengai-MGR has been carved out as a separate district due to bifurcation of Chengalpattu district. According to this bifurcation Tiruvallur revenue division that included Tiruvallur, Tiruttani, Uttukkottai and Pallipattu subtaluks separated from Chengalpattu district along with Ponneri and Gummidipundi taluks of Saidapet revenue division formed this new district. At present this district is comprised of six taluks namely, Gummidipundi, Ponneri, Cittikkottai, Tiruvallur, Tiruttani and Pallipattu, and eleven community development blocks with nine towns. The total population of the district according to 1991 census is 4,93,084 persons consisting of 6,03,032 males and 5,90,052 females. Rural population of the district is 10,24,104 persons (5,17,117 males and 5,06,987 females) and urban population is 1,68,980 persons (85,915 males and 83,065 females). There are 38 primary schools and 22 middle schools in the six major towns of this district.

2. Coimbatore

Coimbatore district has a total population of 35,08,374 persons among whom 17,97,189 are males and 17,11,185 are females. Rural population of the district is 16,63,381 persons among whom 8,46,183 are males and 8,17,198 are females; the urban population is 18,44,993 persons comprising of 9,51,006 males and 8,93,987 females. The district is at present comprised of nine taluks and 21 community development blocks. It has 40 towns and 464 villages (438 inhabited villages and 26 uninhabited villages).

According to 1991 census, total literates (excluding the population in the age group of 0-6 years) are 20,75,023 persons. Of these, 12,25,782 are males and 8,49,241 are females. In the rural areas of the district 8,13,532 persons (5,03,264 males and 3,10,268 females) are literates and in urban areas 12,61,491 persons (7,22,518 males and 5,38,973 females) are literates.

For every 10,000 urban population in Coimbatore district, the ratio of higher secondary schools is 0.28, secondary schools is 0.54, middle schools is 1.41 and primary schools is 2.50. Excepting two towns in this district, all other towns have middle schools and primary schools.

3. Tirunelveli

In the year 1986, the district was divided into two parts, namely, Tirunelveli-Kattabomman and Chidambarnar. The total population of the district according to 1991 census is 25,01,832 persons, comprising of 12,29,902 males and 12,71,930 females. The rural population of the district is 17,08,656 persons (8,36,798 males and 8,71,858 females) and urban population is 7,93,176 persons (3,93,104 males and 4,00,072 females). The district is at present comprised of 9 taluks and 19 community development blocks. It has 24 towns and 553 villages (516 inhabited villages). According to 1991 census, total literates (excluding the population in the age group of 0-6 years) are 14,19,761 persons. Of these 8,19,183 are males and 6,00,578 are females. In the rural areas of the district 8,98,313 persons (5,26,093 males and 3,72,220 females) are literates, and in urban areas 5,21,448 persons (2,93,090 males and 2,28,358 females) are literates. The ratio of higher secondary schools is 0.54, secondary schools 0.65, middle schools 1.49 and primary schools 3.31 for every 10,000 urban population in this district.

4. Tiruchirappalli -Tiruchy (Perumbedugu Mutharayar)

Tiruchirappalli district assumed a new name i.e. Perumbedugu Matharayar in 1995, when it was divided into three parts. It is one of the centrally located districts in Tamilnadu state. The total population of this district according to 1991 census is 18,97,081 persons, consisting of 9,57,543 males and 9,39,538 females. Rural population of the district is 10,48,314 persons (5,25,615 males and 5,22,699 females) and urban population is 8,48,767 persons (4,31,928 males and 4,16,839 females). The district at present comprises of four taluks and 18 community development blocks with 22 towns. According to 1991 census, total literates (excluding the population in the age group of 0-6 years) are 22,07,864 persons. Of these 13,30,527 are males and 8,77,319 are females. In the rural areas of the district 14,25,999 persons (8,96,538 males and 5,29,461 females) are literates and in urban areas 7,81,847 persons (4,33,989 males and 3,47,853 females) are literates. There are 132 middle schools and 221 primary schools in the major nine towns of this district.

The present study was carried out in the afore mentioned four districts of Tamilnadu.

1.6 Objectives of the Study

The present study was carried out in the four selected districts of Tamilnadu It focused on

1. The block wise and district wise coverage of schools under Operation Blackboard
2. Block wise and district wise number of single teacher, two teacher and three or more teachers primary schools.

3. Number of additional teachers sanctioned under OB scheme, and the number of additional teachers recruited and posted in the primary schools with special reference to women teachers.
4. Number of additional classrooms and verandahs in primary schools under OB Scheme.
5. The procedures followed in the state to procure teaching-learning materials (TLMs) under OB Scheme.
6. Supply of TLMs to the primary schools under OB Scheme and their quality.
7. Number of teachers trained in the use of Teaching-Learning materials supplied under OB scheme and usage of TLMs in classroom instruction by teachers,
8. Difference in the perceptions of OB trained and non-OB trained teachers regarding the use of Teaching-Learning Materials.
9. Perceptions of educational administrators at the district and block levels regarding OB scheme.
10. Awareness of the parents and community members regarding OB scheme and their perceptions about its benefits.
11. Procedures followed by the state authorities for providing funds to concerned agencies at district and block levels to implement the OB scheme.
12. Role of community members in school functioning.
13. Inspection and supervision carried out at block and district levels.

1.7 Roles of Collaborating Agencies

This MHRD sponsored study of the Implementation of the Operation Blackboard Scheme in the state of Tamilnadu was conducted by the Regional Institute of Education, Mysore [RIEM] on behalf of and in collaboration with the National Institute of Educational Planning and Administration [NIEPA], New Delhi who also had the overall responsibility for getting the studies conducted throughout the country by various other collaborating agencies. NIEPA provided the English version of the field study schedules and support material that were translated into Tamil by one of the RIEM project staff. The translated materials were vetted by NIEPA before they were printed for field use.

Recruitment of the requisite number of investigators for the field studies in the four districts of Tamilnadu (as also for the Union Territory of Pondicherry that was taken up simultaneously and reported separately) was done at Chennai by the NCERT Field Adviser for Tamilnadu and Pondicherry with the kind help of the state Employment Exchange. A one day intensive orientation and training programme for the selected field investigators was held in two centres by the project team and Prof Kuldip Kumar, Project Consultant, NIEPA. The investigators were sent on their mission immediately after this programme and spent about two months visiting the selected schools and collecting necessary data. Four members of the project team from RIEM supervised the work of the field investigators.

1.8 Research Questions of the Study

Based on the above spelt out objectives, the following research questions have been raised under several categories.

I. Coverage

1. What is the state, district and block wise percentage of schools covered under OB?
2. What is the district and block wise percentage of single teacher, two teacher, and three or more teachers primary schools?
3. What is the district and block wise percentage of primary schools where a second teacher was actually placed?

II. Construction of school buildings/classrooms

1. How many additional classrooms in primary schools have been constructed under OB scheme?
2. In how many primary schools toilets have been constructed under the OB scheme?
3. In how many primary schools separate toilet for girls have been constructed?

III. Teaching-Learning Materials

1. Was there flexibility in the procedure followed in the state to procure teaching-learning materials (TLMs) under OB scheme?
2. Was there timely supply of TLMs to the primary schools under OB scheme?
3. Whether there was decentralization in procurement of TLMs?
4. Was there any delay in the procurement and distribution of TLMs?
5. Whether minimum of TLMs have been supplied in primary schools covered under OB?
6. Whether the TLMs were checked for quality at the district and block level?
7. Whether the TLMs supplied under OB were of good quality?
4. How many additional teachers for primary schools have been sanctioned, and how many teachers have been recruited and posted in the primary schools under OB scheme?
5. What is the percentage of women teachers out of the total number of teachers appointed under OB scheme?

IV. Training of teachers in the use of TLMs

1. What is the percentage of teachers trained in the use of TLMs (supplied under OB) through SOPT training programme?
2. What is the perception of teachers regarding the relevance and adequacy of SOPT training programme?
3. Is the teaching methods of teachers who underwent the SOPT Programme different from those of teachers who have not undergone the SOPT training programme?
4. What are the linkages perceived by the teachers between the SOPT training and use of OB materials in the classrooms?
5. What are the perceptions of teachers regarding students' improvement after the training and use of OB materials in the classroom?
6. To what extent the TLMs were used in the classroom instruction or for the purpose for which they were supplied?

7. What is the percentage of teachers who are utilizing the TLMs provided under OB scheme?

V. Awareness about OB scheme

1. To what extent the teachers are aware about OB scheme and its objectives?
2. Is there any difference in the awareness of trained teachers under OB scheme and those who are not trained?
3. To what extent the parents and members of community are aware of the OB scheme and its implementation in the village schools and what are their perceptions?
4. What are the perceptions of parents and VECs of schools provided with the OB facilities regarding relevance of facilities provided for promoting Universalisation of Primary Education (UPE).
5. To what extent the students are aware of OB materials?

VI. Funds under OB Scheme

1. What is the procedure followed to release funds to schools under OB scheme?
2. Whether the funds are utilized properly by the schools?

VII. Monitoring of implementation of the OB scheme

What are the monitoring practices followed by the state, district and block level education authorities to implement the OB scheme?

VIII. Community Participation

1. To what extent the community members participate in school functioning?
2. What aspects of school in which the VECs, SBCs, PTAs and Panchayat members play a major role?

The above projected research questions pave way for a detailed analysis of the data collected from various sources.

Chapter 2

Review of Related Literature

Very few studies appear to have been conducted in the area of implementation and effectiveness of the Operation Blackboard Scheme. However, an attempt is made to review available studies related to this subject in Tamilnadu. Also, certain studies related to the broader components of Operation Blackboard scheme, which provide a picture of the factors influencing the school functioning, are presented in the form of an annotated bibliography.

1. Punithambal, M (1999): "Community involvement in school effectiveness at primary level - A case study of Vilpatti Village at Kodaikanal (TN)" in *Researches in School Effectiveness at Primary Stage* - International.

The study aimed to find out a) the rate of wastage and stagnation, b) teaching learning strategies adopted in the school, c) growth and development of the primary school at Vilpatti village with respect to infrastructure facilities and enrolment of students, and d) the contribution of the community for the development of the school.

The findings reveal that a) improvised teaching aids and participatory learning methods are used, b) teachers constantly involve community members in school activities, c) the community is impressed with the school quality. It is concluded that through effective involvement of community UEE could be achieved successfully.

2. Jangaiah, C and G V Subitha (1999): "School effectiveness and learning styles of primary school children" - *Researches in School Effectiveness at Primary Stage*, Regional Seminar, RIE (NCERT), Mysore 1999.

The study was conducted in private and government schools to find out the relationship between the type of school and the field dependence - independence of students. The findings show that the majority of the students from private schools are found to be field independent and the majority of their counterparts studying in government schools are field dependent. It is also revealed that the teaching-learning transaction, instructional materials and physical facilities in the private schools are better than those in the government schools.

3. Rajakutty. S (1992): "The case of Operation Blackboard programme in India", in *School Effectiveness and Learning Achievement at Primary Stage - International Perspective*, NCERT, 1995.

The study was focussed primarily on assessing the awareness level of the community and reactions of teachers to suggest steps for improvement in the implementation of operation blackboard scheme in Tamilnadu, Andhra Pradesh and Madhya Pradesh. The findings reveal that a) In Andhra Pradesh the procurement of teaching-learning materials was partly decentralised, while in the other two states it was centralised at state level. The study was conducted in 370 schools (150 in Tamilnadu, 120 in Andhra Pradesh and 100 in Madhya Pradesh). The study was

carried out in 1991-92. The training of teachers in the use of OB materials seem to have not influenced the knowledge level or usage in general, except in Tamilnadu, where a positive correlation was found. The students' awareness index was also found high in Tamilnadu when compared to other states. Similarly, the roles played by teachers and the community members seem quite high in Tamilnadu when compared to the other states.

4. Satvir Singh, et al (1995): "Effect of school policies and practices on Student Achievement", in *School Effectiveness and Learning Achievement at primary stage - International Perspective*, NCERT, India, 1995.

The study was carried out to find the effect of school policies and practices and state interventions on students' achievement. The data was collected from 1,746 schools, 4,879 teachers and 23,700 students from 44 DPEP districts of the states - Assam, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa and Tamilnadu. The findings revealed are: a) The effect of teacher quality on school mean achievement is positive only in Tamilnadu and Assam, b) In Tamilnadu the high percentage of female teachers seems to be contributing to the reduction in the gap in language achievement. The meta-analysis of the eight states related to the achievement gap between OB and non-OB schools shows that the average achievement gap between OB and non-OB schools in Mathematics and Language is 0.091 and 0.095 respectively, i.e., the OB schools are performing higher. Regarding the effect of incentive schemes, mid day meals, free uniforms, free textbooks and attendance scholarship seems not to have had any impact on students' achievement in Tamilnadu, whereas states like Assam, Karnataka, Kerala and Madhya Pradesh have indicated an association of incentive schemes with the mathematics/language achievement.

5. Ambasht, N K and K B Rath (1995): "A Study of the effect of household, community and school factors on the enrolment, retention and achievement of Scheduled tribe children at primary level" in *School Effectiveness and Learning Achievement at Primary Stage - International Perspective*, NCERT, 1995.

The study was aimed to find out if the household, community and school factors had anything to do with enrolment, retention and achievement of the scheduled tribe children. The samples covered the tribal students, teachers, parents, community leaders, and village heads from Assam, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa and Tamilnadu. The tribes known as Irulars and Malayalis from Tamilnadu were chosen. Specific to Tamilnadu, it is found that (1) the enrolment of boys and girls is almost evenly divided in high enrolment schools of Dharmapuri and Tiruvannamalai districts. None of the cultivators send their children to NFE centre. (2) Dharmapuri records 10% community leader coordination within the school, while Tiruvannamalai records 20% village heads coordination with school. (3) The mean of incentive schemes indicates that in Dharmapuri, it is 4.36, 4.62 and 4.00 for high, average and local enrolment rate schools respectively. (4) Preschool facilities is not available in both the districts, (5) Most of the teachers are trained and qualified, (6) The supervision of the Block Education Officer is only 50% in both districts.

(7) Community participation and retention rates do not show conclusive relationship though some positive trend can be seen in Tiruvannamalai in contrast to Dharmapuri. (8) Retention rates do not reflect any relationship with curriculum, books, teacher qualification and training. (9) In Dharmapuri only one factor, i.e. teacher giving homework is found significant on Mathematics achievement.

6. J K Gupta, M K Gupta: "Effect of State Interventions on Pupil's achievement", NCERT, Indian Educational Review, Sp. No.1995, on DPEP District Primary Education Programme, NCERT

This paper attempted to study effects of OB and incentives scheme on pupils' achievement in mathematics and language. Data collected from 1746 schools for the baseline assessment studies of DPEP formed the basis of this study. The findings reveal that

1. OB scheme has shown a positive and significant impact in Assam, Kerala and Madhya Pradesh. Average impact among states is also positive and significant.
2. Items supplied have also contributed significantly in Haryana, Karnataka and Madhya Pradesh.
3. Supply of the textbooks and midday meals has a positive, significant impact on pupils' achievement in Madhya Pradesh, whereas scholarship for regular attendance has shown a significant impact on language achievement in Kerala.

The study conducted by Muralidharan *et al* (1994) examined the impact of OB scheme on pupils' achievement in different subjects including Maths and Language. The study was confined to Tamilnadu and Maharashtra. Findings reveal that the achievement of OB School pupils in all the subjects covered in the study was significantly higher than those studying in non-OB schools in Maharashtra, whereas Tamilnadu pupils of non-OB schools performed better than their counterparts in OB schools. The effect of size of OB scheme on Mathematics and Language achievement is found to be positive but not statistically significant in the states of Tamilnadu, Kerala, and Orissa. No significant difference is observed between the mean achievement of OB and non-OB schools in Tamilnadu.

The studies conducted till now seem to have concentrated mainly on the effect of OB scheme on the achievement of pupils. The present study is a major effort in which the implementation of the OB scheme is evaluated in terms of the provision of physical facilities and teaching-learning materials, recruitment of teachers, training of teachers in using teaching-learning materials, community involvement, procurement and distribution of teaching-learning materials, supervision procedures and provision of contingency funds under OB scheme.

The procedural details and the methods adopted to carry out the study are presented in the next chapter.

Chapter 3

Methodology

As mentioned in Chapter one, the four districts of Tamil Nadu viz. Chengalpattu, Coimbatore, Trichy and Tirunelveli were considered to conduct the evaluation survey of Operation Blackboard since its inception in the year 1987. The sampling strategy, instruments used, data collection procedures and analysis framework are discussed in the following sections:

3.1 Sampling Strategy

Four districts were selected randomly by dividing the map of Tamilnadu into roughly four equal parts and selecting one district from each of the four parts of the map. The selected districts were Chengalpattu, Coimbatore, Tirunelveli and Tiruchirapalli (Trichy).

A multi-level random sampling strategy was adopted to select the sample of schools in the rural areas of the districts. From each district all the blocks comprising the district were selected for the study if their number was less than or equal to ten. In case this number exceeded ten, only ten blocks were selected following a simple random sampling procedure. From each of the selected blocks schools were selected proportionate in number to the total number of schools in the block to get a total of 100 schools. Some additional schools were also included to serve as replacement schools in case of special need.

The number of schools selected in each of the selected blocks coming under the four districts are give in Table 3.1.

Table 3.1

Number of blocks and the schools under four districts

| Sl.No. | District | Blocks | No of Schools |
|--------|---------------------|------------------|--------------------|
| 1. | Chengalpattu | Pulal | 04 |
| | | Kanchipuram | 11 |
| | | Kunvatur | 20 |
| | | Elapuram | 20 |
| | | St Thomas Mt | 04 |
| | | Sholavaram | 10 |
| | | Kattankalathur | 10 |
| | | Lathur | 09 |
| | | Sriperumbudur | 10 |
| | | Kadambattur | 10 |
| | Total | 10 Blocks | 108 schools |

| Sl.No. | District | Blocks | No of Schools |
|--------|-----------------------|----------------|---------------|
| 2. | Coimbatore | Kinathukadavu | 8 |
| | | Pongalur | 12 |
| | | Udumalaipettai | 13 |
| | | Palladam | 12 |
| | | Annur | 9 |
| | | Gudimangalam | 9 |
| | | Madathukullam | 8 |
| | | Anamalai | 8 |
| | | Tirupur | 9 |
| | | Karamadai | 13 |
| | | Total | 10 Blocks |
| 3 | Tiruchirapalli | Andanallur | 7 |
| | | Marungapuri | 14 |
| | | Veppur | 11 |
| | | T Palur | 11 |
| | | K Paramathi | 17 |
| | | Veppanthattai | 11 |
| | | Tattayangarpet | 8 |
| | | Musiri | 11 |
| | | Vaiyampatti | 14 |
| | | Lalgudi | 12 |
| | | Total | 10 Blocks |
| 4. | Tirunelveli | Kurivikullam | 18 |
| | | Alangulam | 10 |
| | | Keelapavoor | 12 |
| | | Kalakad | 9 |
| | | Sengottah | 12 |
| | | Valiyur | 8 |
| | | Radapuram | 15 |
| | | Cheranmahadevi | 12 |
| | | Veppailongulam | 6 |
| | | Ambasamudram | 5 |
| | | Total | 10 blocks |

3.2 Instruments used in the Study

Considering the prime objective of evaluating the implementation of Operation Blackboard scheme in which the realization of the provision of physical facilities, appointment of teachers, distribution of teaching-learning materials, training of teachers in the use of materials and their effectiveness have to be studied, the following schedules were developed by NIEPA for administration nationally at various levels to collect required data relating to these aspects [See Appendix IV].

i) District/Block Schedule (Schedule 1)

This schedule was administered to Block Education Officers/Assistant Education Officers at Block level and to the District Education Officers in the selected sample of districts.

This schedule aims to collect data regarding the implementation of Operation Blackboard Scheme in different phases in the respective districts, number of schools covered under the scheme and posting of additional second and third teachers. The schedule also seeks to collect information regarding the construction of new school buildings, classrooms and playground facilities under OB scheme. It also aims at gathering details regarding the procurement and distribution of teaching-learning materials at state, district and block levels, and inspection and supervision of OB supplies carried out at district and block levels. Most of the items in the schedule require entering a predetermined code number against each item. A few are open ended items in which the investigator has were also included to write the remarks of the officials from whom the data was collected.

ii) School Information Schedule (Schedule 2)

This schedule relates to various aspects of the school as a unit with special reference to the implementation of Operation Blackboard. The items covered are: (1) General information about the school (year of establishment), (2) Type of school management, (3) Location, (4) Existence of pre-primary education facilities in the concerned village, (5) Availability of school building, (6) Playground, (7) Toilet facilities, (8) Drinking water facilities, and (9) Availability of blackboards. The schedule also includes items related to students' enrolment and attendance in order to study the improvement in enrolment and attendance as an effect of the implementation of the OB scheme. Items related to contingency fund which is an important component of OB scheme, utilization and adequacy of funds were included. Items related to availability of OB teaching-learning materials were also included.

The information required for this schedule was collected from the head teachers of the schools and included their remarks.

iii) Teacher Schedule (Schedule 3)

This schedule includes statistical information about the number of teachers, their qualifications, training obtained, specific information about OB materials supplied, training obtained for using them, quality of training, its impact on improvement of the classroom teaching-learning process, impact of teaching over students' achievement, student involvement in learning, attendance, relationship between teacher and pupils, problems faced in the teaching-learning process and practical suggestions for improvement of the learning process..

The investigators were required to collect the above information from a maximum of four teachers individually in each school.

The schedule also includes items to be answered by students relating to their awareness about OB materials which would reflect the use or non-use of the materials by teachers in the class. The investigators were instructed to pick out at random only five students from each school and ask questions in a group related to the OB materials. Besides this, the items related to inspection and supervision of the school and the major factors affecting the retention rate in the schools.

Most of the items required numbers or codes to be identified and entered, except few which required the remarks of teachers.

iv) Community Participation Schedule (Schedule 4)

This schedule is related to collecting data from the community leaders. The investigators were given guidelines to interview any three persons (office bearer in the Panchayat or VEC Committee Member or member of PTA or member of the SBC.) Besides this, any parent whose child is studying in class IV/V in the school (preferably one of them being a mother) was asked to be contacted to collect required the data.

The items in the schedule relate to the year of formation of the committees, frequency of meetings, their participation in school functioning, the awareness of the members of the community about OB, and their overall impressions.

v) Investigators' Opinion Schedule (Schedule 5)

After completing the four schedules and collecting the complete data required, the investigator was instructed to consolidate his/her opinions and fill up this schedule in the school premises itself. This schedule is designed to reflect the overall picture of a) the school and the teacher, and b) community leader's opinion on the whole in order to form a comprehensive and coherent impression of the school.

Chapter 4

Data Analysis and Findings

The data collected from the four districts, viz. Chengalpattu, Coimbatore, Trichy and Trichinapalli are analyzed and presented section wise in this chapter. Certain opinions and the suggestions collected from the respective sources are also discussed contextually under different heads.

Section 1

4.1.1 Coverage of Blocks and Schools

Under the OB scheme it was aimed to cover all primary schools run by the Government, local bodies, Panchayat Raj and private schools receiving aid from the Government. The scope was confined to primary (lower) classes, viz. classes I - IV or I - V depending on the structure adopted by different states/union territories (I - V in Tamilnadu).

Regarding the coverage of blocks under OB Scheme in each district, it is observed that all 40 blocks selected under 4 districts of Tamilnadu are covered for more than 7 years under OB Scheme.

It is observed that during phase one, 31 blocks were covered, and during phases two and three, 2 blocks from Coimbatore district (District - 10) were covered under OB Scheme. Details were not available regarding the coverage of the remaining blocks. For supply of teaching-learning materials under OB Scheme, a total number of 3394 schools were actually covered against the sanctioned number of 3413 schools. The largest number of schools (1361) is to be found in Chengalpattu district. In Coimbatore district, against the identified number of OB schools (679) for the supply of teaching-learning materials, 645 schools were sanctioned, but only 627 were actually covered.

On the whole, 3613 schools were identified from 40 blocks among which 3413 schools were sanctioned. But the teaching-learning materials seem to have been supplied under OB scheme to only 3394 schools.

Table 4.1 Districtwise Number of Selected Blocks Covered under OB scheme

| District | Blocks | Number of years of implementation | | | Total |
|----------|--------|-----------------------------------|------------------------------|------------------------------|-------|
| | | Phase 1 (More than 7 yrs) | Phase 2 (More than 7 yrs) | Phase 3 (More than 7 yrs) | |
| 02 | 10 | 07 | - | - | 07 |
| 10 | 10 | 08 | 1 | 1 | 10 |
| 12 | 10 | 08 | - | - | 08 |
| 20 | 10 | 08 | - | - | 08 |
| Total | 40 | 31 | 1 | 1 | 33 |

Table 4.2 Districtwise Number of Schools covered under OB Scheme for Supply of Teaching-Learning Material

| District | Supply of teaching-learning materials | | | | | |
|----------|---------------------------------------|---------|-------------------|---------|---------------------------|---------|
| | Identified for OB | | Sanctioned for OB | | Actually covered under OB | |
| | Blocks | Schools | Blocks | Schools | Blocks | Schools |
| 02 | 10 | 1526 | 10 | 1361 | 10 | 1361 |
| 10 | 10 | 0679 | 10 | 0645 | 10 | 0627 |
| 12 | 10 | 0634 | 10 | 0633 | 10 | 0633 |
| 20 | 10 | 0774 | 10 | 0774 | 10 | 0773 |
| Total | 40 | 3613 | 40 | 3413 | 40 | 3394 |

4.1.2 Coverage of schools for providing Additional Teachers

For the purpose of providing additional teachers, which is another important component of OB scheme, 87 single teacher schools were identified, among which 84 schools were sanctioned in all 40 blocks. But 91 single teacher schools were actually covered for providing additional second teacher. It is seen that more number of single teacher schools were actually covered for the placement of second teacher as against the identified and sanctioned number of schools under OB scheme in Coimbatore and Tirunelveli. This could be due to the posting of second teachers from other schools or blocks, besides the newly recruited ones.

Table 4.3 Districtwise number of schools covered under OB Scheme for posting of Additional Teachers (Second and third)

| Posting of Additional Teachers | | | | | | | |
|--------------------------------|--------|----------------|------------|------------------|---------------|------------|------------------|
| District | Blocks | Second Teacher | | | Third teacher | | |
| | | Identified | Sanctioned | Actually covered | Identified | Sanctioned | Actually covered |
| 02 | 10 | 19 | 19 | 19 | 138 | 134 | 133 |
| 10 | 10 | 27 | 22 | 29 | 11 | 11 | 011 |
| 12 | 10 | 34 | 34 | 34 | 22 | 22 | 025 |
| 20 | 10 | 07 | 09 | 09 | 01 | 01 | 001 |
| Total | 40 | 87 | 84 | 91 | 172 | 168 | 170 |

Regarding the posting of third teacher, it is observed that 172 two-teacher schools were identified for posting of additional third teacher under OB scheme. Among this, 168 schools were sanctioned, but 170 schools were actually covered for providing additional third teacher. It is found that Chengalpattu district was sanctioned the maximum number of additional third teacher's post. Tirunelveli district is found to have had the least coverage of schools as regards the posting of additional teacher.

4.1.3 Construction of School Buildings/Classrooms/Toilets

Under OB scheme, new classrooms and toilets were constructed in the selected blocks under various districts of the states. The reports reveal that 1.74 lakh new classrooms have been constructed under various rural development schemes by state Governments in various parts of the country. In Tamilnadu, under the districts chosen for the study, 141 schools were identified for construction of new buildings with toilets. The schools in Coimbatore district seem to have had greater need for school buildings when compared to other districts. Among 141 schools, 138 schools were sanctioned, but only 86 schools were actually covered under OB scheme for construction of new buildings with toilets under 3 districts, excepting Chengalpattu. Besides this, additional classrooms were constructed in some of the schools in 3 districts except Chengalpattu. Twenty-seven schools were identified, among which 20 schools were sanctioned but 28 schools were actually provided additional classrooms.

Certain schools were identified for construction of toilets only, and toilet facilities were provided exclusively for girls in certain other schools. 155 schools were identified for providing toilets only, among which 18 schools were sanctioned, but actually 48 schools were covered. The additional toilets constructed against the sanctioned number could be due to the fact that the Village Education Committee, School Betterment Committee and local NGOs provided contributions in 3 or 4 villages. As regards separate toilet facilities for girls, it is found that 15 schools were provided with the facility in 3 districts. As observed earlier, Chengalpattu seems to have been left out here also.

Table 4.4 Districtwise number of schools covered under OB Scheme for construction of New Buildings with Toilets and Additional Classrooms

| District | Construction of new building with toilets | | | | | | Construction of Additional Classrooms | | | | | |
|----------|---|---------|------------|---------|------------------|---------|---------------------------------------|---------|------------|---------|------------------|---------|
| | Identified | | Sanctioned | | Actually covered | | Identified | | Sanctioned | | Actually covered | |
| | Blocks | Schools | Blocks | Schools | Blocks | Schools | Blocks | Schools | Blocks | Schools | Blocks | Schools |
| 02 | 10 | 000 | 10 | 000 | 10 | 00 | 10 | 00 | 10 | 00 | 10 | 00 |
| 10 | 10 | 135 | 10 | 133 | 10 | 81 | 10 | 21 | 10 | 16 | 10 | 16 |
| 12 | 10 | 003 | 10 | 003 | 10 | 03 | 10 | 02 | 10 | 02 | 10 | 02 |
| 20 | 10 | 003 | 10 | 002 | 10 | 02 | 10 | 04 | 10 | 02 | 10 | 00 |
| Total | 40 | 141 | 40 | 138 | 40 | 86 | 40 | 27 | 40 | 20 | 40 | 18 |

Table 4.5 Districtwise number of schools covered under OB Scheme for construction of Toilets

| District | Construction of toilets only | | | | | | Construction of separate toilets for girls | | | | | |
|--------------|------------------------------|------------|------------|-----------|------------------|-----------|--|----------|------------|-----------|------------------|-----------|
| | Identified | | Sanctioned | | Actually covered | | Identified | | Sanctioned | | Actually covered | |
| | Blocks | Schools | Blocks | Schools | Blocks | Blocks | Schools | Schools | Blocks | Schools | Blocks | Schools |
| 02 | 10 | 000 | 10 | 00 | 10 | 00 | 0 | 0 | 10 | 00 | 10 | 00 |
| 10 | 10 | 093 | 10 | 15 | 10 | 45 | 10 | 6 | 10 | 15 | 10 | 15 |
| 12 | 10 | 059 | 10 | 03 | 10 | 03 | 10 | 1 | 10 | 00 | 10 | 00 |
| 20 | 10 | 003 | 10 | 00 | 10 | 00 | 10 | 0 | 10 | 00 | 10 | 00 |
| Total | 40 | 155 | 40 | 18 | 40 | 48 | 40 | 7 | 40 | 15 | 40 | 15 |

Among the four districts, new school buildings, additional classrooms and toilet facilities seem to have been provided very largely in Coimbatore district.

4.1.4 Training of Head Teachers and Teachers

The primary school Head teachers and other teachers were trained in the use of Teaching-learning materials supplied under OB Scheme. As mentioned in the earlier chapters, a special orientation programme of teachers (SOPT) to facilitate utilization of materials supplied was organized in all states to cover all primary school teachers in the country. Since the inception of OB scheme in 1987-88, it is observed that 5.23 lakhs of primary school teachers have been covered as originally planned and teaching-learning materials were provided as per norms.

In Tamilnadu, the district level analysis reveals that a total number of 12,086 teachers in Coimbatore district, 2033 teachers in Trichy, and 8407 teachers in Tirunelveli were trained under OB Scheme in the utilization of teaching-learning materials. In four districts, a total number of 2742 head teachers and 5895 teachers were identified for training. Out of this, a total number of 2691 head teachers and 5861 teachers were sanctioned, but actually 2609 head teachers and 5711 teachers were trained in the utilization of teaching-learning materials supplied under OB scheme. Among 5711 teachers it is observed that a total number of 4530 women teachers were trained.

Table 4.6 Districtwise numbers of Head Teachers and other Teachers Covered under OB Scheme for Training

| District | Training of Head Teachers | | | | | | Training of Other Teachers | | | | | | Training of Women Teachers | | | | | |
|----------|---------------------------|---------|------------|---------|------------------|---------|----------------------------|---------|------------|---------|------------------|---------|----------------------------|---------|------------|---------|------------------|---------|
| | Identified | | Sanctioned | | Actually covered | | Identified | | Sanctioned | | Actually covered | | Identified | | Sanctioned | | Actually covered | |
| | Blocks | Schools | Blocks | Schools | Blocks | Schools | Blocks | Schools | Blocks | Schools | Blocks | Schools | Blocks | Schools | Blocks | Schools | Blocks | Schools |
| 02 | 10 | 1154 | 10 | 1129 | 10 | 1129 | 10 | 1567 | 10 | 1567 | 10 | 1567 | 10 | 1797 | 10 | 1797 | 10 | 1781 |
| 10 | 10 | 0623 | 10 | 0597 | 10 | 0566 | 10 | 1268 | 10 | 1234 | 10 | 1234 | 10 | 1150 | 10 | 1124 | 10 | 1124 |
| 12 | 10 | 0571 | 10 | 0571 | 10 | 0571 | 10 | 1290 | 10 | 1290 | 10 | 1290 | 10 | 0743 | 10 | 0743 | 10 | 0743 |
| 20 | 10 | 0394 | 10 | 0394 | 10 | 0343 | 10 | 1770 | 10 | 1770 | 10 | 1650 | 10 | 990 | 10 | 0990 | 10 | 0882 |
| Total | 40 | 2742 | 40 | 2691 | 40 | 2609 | 40 | 5895 | 40 | 5861 | 40 | 5711 | 40 | 4680 | 40 | 4654 | 40 | 4530 |

It is observed that a large number of head teachers and other teachers trained in the utilization of TLM materials under OB Scheme are from Chengalpattu and Coimbatore districts.

4.1.5 Procurement and Distribution of Teaching-Learning Materials (TLM)

The implementation procedures of OB scheme followed at the state level is as follows:

- i) Regarding the purchase of OB teaching-learning materials, it was done through calling for tenders at the state level. The Director of State Elementary Education at Chennai is involved with the other committee members. The committee includes officers at district level and the Field Adviser, NCERT. The materials are directly sent to the AEOs for distribution in the schools.
- ii) Similarly, Committees exist for purchase of textbooks and furniture. Excepting the committee for furniture, the field adviser, NCERT is a member of all the committees.

Regarding the procurement of teaching-learning materials, the statewise analysis reveals that the teaching-learning materials were procured at State Headquarters from Phase I to Phase III. The materials were distributed from State to Block Headquarters directly. The procurement of materials was at the district level during phase IV from where the materials were distributed to Block Headquarters and schools.

The district level analysis also reveals that the materials were procured from the State in the initial phases. It is found that there is a delay in the distribution of materials to the blocks, especially in Chengalpattu district. The materials, which were received during 1996, had not yet reached the schools.

In the block level analysis it is found that 77.5% of the blocks under 4 districts have procured TLMs from the State Headquarters, whereas 25% of the blocks have procured them from the district Headquarters. Regarding the distribution of teaching-learning materials, during phase I, only Coimbatore district had procured teaching-learning materials from State Headquarters with a time gap of 181-365 days. Around eleven blocks had procured the materials from the State, among which a large time gap of more than 365 days is observed for 2 blocks (in Trichy and Tirunelveli). Similarly, a large time gap is observed in the case of 2 blocks belonging to Trichy and Tirunelveli, where the materials were procured from District Headquarters. The mode of distribution from Block Headquarters to schools seems to have taken a maximum of 91-180 days. Only 2 schools had directly procured materials from State Headquarters without any delay.

Similarly, during phase II the maximum number of blocks (14) seem to have procured materials from the State, among which 6 blocks have procured materials without any time delay (1 to 30 days). Only 4 blocks from Chengalpattu and Coimbatore have procured materials from District Headquarters. The time gap is found to be larger (81 - 365 days and above) in case of Chengalpattu blocks. In Phase

III and IV also, a large time gap is observed in procurement of materials from District to Block Headquarters and from Block Headquarters to Schools.

Table 4.7 Districtwise Number of selected blocks as per time gap in distribution of teaching-learning materials - Phasewise I

| | Time gap in Distribution of Teaching Learning Materials | | | | | | Total |
|--|---|-----------|------------|-------------|--------------|--------------------|-------|
| | Dates not given | 1-30 days | 31-90 days | 91-180 days | 181-365 days | More than 365 days | |
| Mode of Distribution Phase - I State to district hq District: | | | | | | | |
| 02 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Total | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| State to block hq District: | | | | | | | |
| 02 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| 10 | 2 | 1 | 0 | 0 | 0 | 0 | 3 |
| 12 | 1 | 2 | 1 | 0 | 0 | 1 | 5 |
| 20 | 0 | 1 | 0 | 0 | 0 | 1 | 2 |
| Total | 3 | 4 | 2 | 0 | 0 | 2 | 11 |
| State hq to schools: District | | | | | | | |
| 02 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| 10 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Total | 1 | 1 | 0 | 0 | 0 | 0 | 2 |
| Dist to block hq District: | | | | | | | |
| 02 | 1 | 0 | 0 | 0 | 1 | 0 | 2 |
| 10 | 1 | 0 | 0 | 0 | 0 | 1 | 2 |
| 12 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| 20 | 0 | 2 | 0 | 0 | 0 | 0 | 2 |
| Total | 3 | 2 | 0 | 0 | 1 | 1 | 7 |
| Block hq to schools: District: | | | | | | | |
| 02 | 1 | 1 | 2 | 0 | 0 | 0 | 4 |
| 10 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| 12 | 0 | 2 | 0 | 0 | 0 | 0 | 2 |
| 20 | 1 | 0 | 0 | 1 | 0 | 0 | 2 |
| Total | 2 | 3 | 3 | 1 | 0 | 0 | 9 |

Time gap is taken as zero if either of the receiving/distribution dates is not given.

Table 4.8 Districtwise Number of selected blocks as per time gap in distribution of teaching-learning materials - Phase II

| | Time gap in Distribution of Teaching Learning Materials | | | | | | Total |
|--|---|-----------|------------|-------------|--------------|--------------------|-------|
| | Dates not given | 1-30 days | 31-90 days | 91-180 days | 181-365 days | More than 365 days | |
| Mode of Distribution Phase - II State to block hq District: | | | | | | | |
| 02 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| 10 | 1 | 2 | 0 | 0 | 0 | 1 | 4 |
| 12 | 1 | 1 | 2 | 0 | 1 | 0 | 5 |
| 20 | 0 | 2 | 0 | 0 | 1 | 1 | 4 |
| Total | 2 | 6 | 2 | 0 | 2 | 2 | 14 |
| State hq to schools District | | | | | | | |
| 02 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| 10 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Total | 1 | 1 | 0 | 0 | 0 | 0 | 2 |
| Dist to block hq District: | | | | | | | |
| 02 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| 10 | 1 | 1 | 0 | 0 | 0 | 0 | 2 |
| Total | 1 | 1 | 0 | 0 | 1 | 1 | 4 |
| Block hq to schools District: | | | | | | | |
| 02 | 0 | 0 | 3 | 0 | 0 | 0 | 3 |
| 12 | 0 | 0 | 0 | 1 | 0 | 1 | 2 |
| 20 | 1 | 0 | 1 | 0 | 0 | 0 | 2 |
| Total | 1 | 0 | 4 | 1 | 0 | 1 | 7 |

Time gap is taken as zero if either of the receiving/distribution dates is not given.

Table 4.9 Districtwise Number of selected blocks as per time gap in distribution of teaching-learning materials - Phase III

| | Time gap in Distribution of Teaching Learning Materials | | | | | | |
|---|---|-----------|------------|-------------|--------------|--------------------|-------|
| | Dates not given | 1-30 days | 31-90 days | 91-180 days | 181-365 days | More than 365 days | Total |
| Mode of Distribution Phase - III State to block hq District: | | | | | | | |
| 02 | 1 | 0 | 1 | 0 | 0 | 0 | 2 |
| 10 | 1 | 1 | 1 | 0 | 0 | 0 | 3 |
| 12 | 1 | 2 | 1 | 0 | 0 | 0 | 4 |
| 20 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| Total | 3 | 3 | 3 | 1 | 1 | 0 | 11 |
| State hq to schools District: | | | | | | | |
| 02 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Total | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Dist to block hq District: | | | | | | | |
| 02 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| 10 | 1 | 0 | 0 | 0 | 0 | 1 | 2 |
| 12 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Total | 1 | 0 | 0 | 0 | 1 | 2 | 4 |
| Block hq to schools District: | | | | | | | |
| 02 | 0 | 1 | 2 | 0 | 1 | 0 | 4 |
| 12 | 1 | 0 | 0 | 0 | 1 | 0 | 2 |
| 20 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Total | 1 | 2 | 2 | 0 | 2 | 0 | 7 |

Time gap is taken as zero if either of the receiving/distribution dates is not given.

Table 4.10 Districtwise Number of selected blocks as per time gap in distribution of teaching-learning materials - Phase IV

| | Time gap in Distribution of Teaching Learning Materials | | | | | |
|--|---|-----------|------------|-------------|--------------|-------|
| | Dates not given | 1-30 days | 31-90 days | 91-180 days | 181-365 days | Total |
| Mode of Distribution Phase - IV State to block hq District: | | | | | | |
| 02 | 0 | 0 | 1 | 0 | 0 | 1 |
| 12 | 0 | 1 | 0 | 1 | 0 | 2 |
| Total | 0 | 1 | 1 | 1 | 0 | 3 |
| Dist to block hq District: | | | | | | |
| 02 | 1 | 0 | 0 | 0 | 0 | 1 |
| 10 | 1 | 0 | 0 | 0 | 0 | 2 |
| Total | 2 | 0 | 0 | 0 | 0 | 2 |
| Block hq to schools District: | | | | | | |
| 02 | 0 | 1 | 2 | 0 | 0 | 3 |
| 12 | 0 | 0 | 0 | 0 | 1 | 1 |
| 20 | 0 | 1 | 0 | 0 | 0 | 1 |
| Total | 0 | 2 | 2 | 0 | 1 | 5 |

Time gap is taken as zero if either of the receiving/distribution dates is not given.

Table 4.11 Districtwise Number of Selected Blocks as per Time Gap in Distribution of Teaching Learning Material -Phase V

| | Time Gap in Distribution of Teaching Learning Materials | |
|---------------------------------|---|-------|
| | Time Gap: Phase V 1-30 Days | Total |
| STATE TO BLOCK HQ DISTRICT | | |
| 02 | 1 | 1 |
| 12 | 2 | 2 |
| Total | 3 | 3 |
| DIST TO BLOCK HQ DISTRICT | | |
| 10 | 1 | 1 |
| Total | 1 | 1 |
| BLOCK HQ TO SCHOOLS DISTRICT | | |
| 02 | 3 | 3 |
| 10 | 1 | 1 |
| 12 | 1 | 1 |
| 20 | 1 | 1 |
| Total | 6 | 6 |

Time gap is taken as zero if either of the receiving/distribution dates is not given.

Table 4.12 Districtwise Number of Selected Blocks as per Time Gap in Distribution of Teaching Learning Materials - Phase VI

| | Time Gap in Distribution of Teaching Learning Materials | | | | Total |
|------------------------------|---|-----------|------------|--------------------|-------|
| | Time Gap: Phase VI | | | | |
| | Dates not given | 1-30 days | 31-90 days | More than 365 days | |
| STATE TO BLOCK HQ DISTRICT | | | | | |
| 02 | 0 | 0 | 1 | 0 | 1 |
| 12 | 0 | 2 | 0 | 0 | 2 |
| Total | 0 | 2 | 1 | 0 | 3 |
| DIST TO BLOCK HQ DISTRICT | | | | | |
| 10 | 1 | 0 | 0 | 0 | 1 |
| Total | 1 | 0 | 0 | 0 | 1 |
| BLOCK HQ TO SCHOOLS DISTRICT | | | | | |
| 02 | | | | | |
| 10 | 0 | 0 | 2 | 0 | 2 |
| 12 | 0 | 0 | 0 | 1 | 1 |
| | 2 | 0 | 0 | 0 | 2 |
| Total | 2 | 0 | 2 | 1 | 5 |

Time gap is taken as zero if either of the receiving/distribution dates is not given.

Some of the blocks have not provided the dates of receiving and distribution of teaching-learning materials. However, it is found that there is flexibility in the procedures followed to procure materials and the time gap is reduced to a great extent during phase V and VI due to decentralized mode of functioning which was initiated later in the mode of procurement and distribution of teaching-learning materials.

While some of the blocks had procured materials directly from the state Headquarters through the Director of State Elementary Education, some have procured from district headquarters. It is reported in one block that the materials are purchased under the supervision of AEO, while in another block it is stated that the materials are purchased from Tamilnadu Small Scale Industries directly.

4.1.6 Quality of Teaching-Learning Materials supplied

Regarding the quality of teaching learning materials the statewise analysis reveals that the defective items were given back to the supplier before sending them to the respective headquarters at districts and blocks. At the district headquarters also, the supplies seem to have been verified with the specimen materials before distribution. It is revealed that only those items, which are in good condition, were sent to the Blocks and to the schools.

In order to ensure quality control of the teaching-learning materials, specimen materials were provided to the blocks. Out of 40 blocks, 7 blocks seem to have received the specimen materials and verified with the supply of teaching-learning materials. In spite of some of the defective items, 53% of the blocks had sent all the materials to the schools, whereas 33% of the blocks have reported that no clear

instructions were received from the authorities regarding the quality check and distribution of the materials and the remaining blocks had expressed that the materials were not checked as they had faith in the supplier.

4.1.7 Inspection and Supervision (1997-98)

The analysis of data regarding the inspection of schools monthly, quarterly and yearly, reveals that 591 schools were inspected monthly against the target number of 667 schools; 941 schools were inspected quarterly against the target number of 1075 schools; and 2673 schools were inspected yearly against the target number of 2855 schools.

Table 4.13 Districtwise number of schools covered under OB Scheme to be inspected and actually inspected

| Inspection | Blocks | District | | | | Total |
|--|--------|----------|------|------|------|-------|
| | | 02 | 10 | 12 | 20 | |
| | | 10 | 10 | 10 | 10 | 40 |
| 1. Schools to be inspected - Monthly | | 0125 | 0249 | 0200 | 0093 | 0667 |
| Schools inspected - Monthly | | 0115 | 0244 | 0163 | 0069 | 0591 |
| 2. Schools to be inspected - Quarterly | | 0223 | 0430 | 0289 | 0133 | 1075 |
| Schools inspected - Quarterly | | 0172 | 0398 | 0247 | 0124 | 0941 |
| 3. Schools to be inspected - Yearly | | 0738 | 1168 | 0407 | 0542 | 2855 |
| Schools inspected - Yearly | | 0674 | 1107 | 0338 | 0554 | 2673 |

The districtwise analysis reveals that 28 blocks are inspected yearly in Coimbatore and almost a similar number of blocks inspected in other districts also. District education authorities for inspection fixed no norms. It is observed that the criteria of monitoring are left to the discretion of the authorities.

Regarding the norms for inspection at the Block level, 40% of block education authorities indicated that it is left to the discretion of inspectors, while 38% have indicated that norms are fixed for inspection of schools.

4.1.8 Externally Assisted Projects

At the district level, it is found that no external projects are found assisting in primary education. At the block level, nine blocks (2 from Chengalpattu; 4 from Coimbatore; 2 from Trichy and 1 from Tirunelveli) seem to be having the assistance of external projects.

4.1.9 General Comments on Implementation of OB Scheme

State and some of the district level administrators in Chengalpattu, and Coimbatore express scheme a 'good' opinion regarding the overall implementation of the OB schem. Trichy district education authorities express just a 'satisfactory' opinion. The Tirunelveli district authorities seem to be totally dissatisfied with the implementation of OB Scheme.

Concerning the opinions at block level, 45% of the block level administrators expressed satisfaction, whereas 33% of the administrators seem to be dissatisfied with the implementation of OB scheme. Only 20% at Block level were highly positive about the scheme.

4.1.10 Some Observations

1. It is found that in Coimbatore during Phase - IV certain measures were adopted to distribute OB materials to upper primary schools under a special supervision and monitoring team. It is also revealed that the Assistant Education Officers have assumed the responsibilities of examining the quality of teaching-learning materials obtained under OB Scheme.
2. In Tirunelveli, it is suggested by the district education officer that a special task team should be appointed to regulate and monitor the procurement and distribution of teaching-learning materials.

Section 2

This section deals with the analysis of various factors, such as physical facilities, availability of teaching-learning materials, etc., relating to the schools selected for the OB Study survey in the four districts.

4.2.1 OB and Non-OB Schools

A total number of 432 schools were considered for the present study. Among them 384 are covered under OB scheme (OB Schools) and the remaining 48 schools are not covered under OB scheme (non-OB Schools). A comparative study of OB and non-OB schools is made based on certain variables like years of existence, type of management, building and classroom facilities, drinking water and toilet facilities, availability of teaching-learning materials, etc.

It is found that among 384 OB schools, almost 93% of the schools (358) were more than 2 years old, whereas 6% of the schools (22) were 10 to 20 years old. Among 48 non-OB schools, 69% of them (33) were found to be more than 20 years old, whereas 8.3% (4) were 10 to 20 years old, and the remaining 23% of the schools (11) were 5 to 10 years old.

Table 4.14 Districtwise number of OB/Non-OB schools

| District | OB Schools | Non-OB Schools | Total |
|----------|------------|----------------|-------|
| 02 | 097 | 12 | 109 |
| 10 | 091 | 11 | 102 |
| 12 | 097 | 18 | 115 |
| 20 | 099 | 07 | 106 |
| Total | 384 | 48 | 432 |

4.2.2 Management of OB and Non-OB Schools

Among the 384 OB Schools, it is found that 137 (35.7%) schools are government ones and 162 (42.2%) are run by local bodies. The remaining 84 (21.9%) schools are private aided ones. Among the four districts, Tirunelveli seems to be having less number of government schools (12) and schools run by local bodies (25), but more number of private aided schools (61.6%). Among the non-OB schools, 17 (35.4%) are government schools, 23 schools (47.9%) are run by local bodies; and eight (16.7%) are private aided schools.

4.2.3 Distance and Transport links to OB and Non-OB Schools

Regarding the distance of OB Schools from the main road, it is found that 333 schools (86.7%) are more than 3 kilometers away from the Block Headquarters. Among these 117 schools (30.5%) are found 2 to 3 kms away from the main road where public transport is linked not linked to certain rural areas. It is found that public transport is available for 257 schools whereas for the remaining 127 schools transport is not found available because they are in interior locations, away from the main road. One hundred and forty one schools are found to be connected by Kuchha roads, whereas pucca roads connect the remaining schools.

Among the 48 non-OB schools, 45 schools seem to be more than 3 kilometres away from the block headquarters. Around 20 schools are found to be 2 to 3 kilometres away from the main road, and 13 schools on the main road. It is found that the above 20 schools, which are away from the main road, are connected by kuchha road and the remaining schools by pucca roads. Regarding transport facilities, it is found that excepting 17 schools, the remaining schools have main public transport facilities.

4.2.4 School Building and Playground facilities of OB and Non-OB Schools

Among the OB Schools, 299 (77.90%) schools are found to be having their own school building, while 74 (19.3%) schools are found to be in rent-free buildings. The remaining schools are found to be functioning in rented buildings. When compared to the other three districts, Tirunelveli district seems to be having less number of schools with their own building (12.4%) and more number of schools run in rent-free buildings (73%). Among the non-OB schools, 38 schools are found to be having their own building and the remaining ones are found running in rent-free buildings.

Regarding playground facilities, it was alarming to note that 115 (29.9%) schools do not have playground at all, whereas 233 (60.7%) schools have playground that is less than one acre. Only 6 schools (1.6%) are found to be having playground, which is more than 3 acres. Concerning non-OB schools, 33 schools (68.8%) are found to be having playground which is less than one acre, whereas 14 schools are found without any playground facilities.

4.2.5 Classrooms, Drinking Water and Toilet facilities in schools covered under OB Scheme

Since a total of 384 schools are covered under OB scheme, the data is collected to survey about the number of classrooms, drinking water and toilet facilities existing in these schools from the Head teachers of the schools covered under OB Scheme.

It is found that 40 schools (10.4%) have only one classroom; 80 schools (20.8%) have two classrooms; 37 schools (9.6%) have three classrooms; 31 schools (8.1%) have four classrooms and 183 schools (47.7%) have more than four classrooms. The schools having more than four classrooms are the upper primary schools having also the primary classes in the same school.

Regarding drinking water facilities the data reveal that 247 (64.3%) schools have drinking water facilities, whereas the remaining 137 (35.7%) schools do not have drinking water facilities. Coimbatore district seems to be having maximum number of schools with drinking water facilities when compared to other districts. Concerning toilet facilities, a large number of schools (80.5%) under all four districts seem to be lacking the facilities. Only 19.5% of 384 schools seem to have toilet facilities, among which Coimbatore and Tirunelveli have the maximum number of 30 schools. About separate toilet facility for girls, 330 schools (85.9%) do not have separate toilet facilities, whereas the remaining 54 schools (14.1%), the maximum of which come under Coimbatore and Tirunelveli districts have separate toilet facilities for girls. This accounts for the maximum number of new construction of building with toilet facilities provided under OB scheme in Coimbatore district. Among all, Chengalpattu seems to be wanting in all facilities (number of classrooms, drinking water and toilet facilities). This seems to correlate with the data obtained at block level, where it is revealed that Chengalpattu is neglected in the provision of certain basic facilities though coming under OB Scheme. The reasons for this needs to be investigated.

Table 4.15 Districtwise OB/Non-OB Schools according to ownership of building and playground facility

| School Premises | District | | | | | | | | Total | |
|-------------------|--------------------------------|-----------------------|----------------------|----------------------|----------------------|----------------------|--------------------------------|----------------------|-------------------------------|-------------------------------|
| | 02 | | 10 | | 12 | | 20 | | | |
| | OB | Non-OB | OB | Non-OB | OB | Non-OB | OB | Non-OB | OB | Non-OB |
| School building: | 2(NR ⁺) (40.0%) | | | | | | 3(NR ⁺) (60.0%) | | 5(NR ⁺) (1.3%) | 2(NR ⁺) (4.2%) |
| Owned | 91 (30.4%) | 6 (15.8%) | 89 (29.8%) | 10 (26.3%) | 82 (27.4%) | 16 (42.1%) | 37 (12.4%) | 6 (15.8%) | 299 (77.9%) | 38 (79.2%) |
| Rented | 0 | 0 | 0 | 0 | 1 (16.7%) | 0 | 5 (83.3%) | 0 | 6 (1.6%) | 0 |
| Rent-free | 5 (5.4%) | 5 (62.5%) | 2 (2.7%) | 1 (12.5%) | 14 (18.9%) | 1 (12.5%) | 54 (73.0%) | 1 (12.5%) | 74 (19.3%) | 8 (16.7%) |
| Total | 97 (25.3%) | 11 (22.9%) | 91 (23.7%) | 11 (22.9%) | 97 (25.3%) | 17 (27.3%) | 99 (25.8%) | 17 (14.6%) | 384 (100%) | 48 (100%) |
| Playground: | | | | | | | | | | |
| Non response | 2 (18.2%) | | - | | 1 (9.1%) | | 86 (72.7%) | | 11 (2.9%) | |
| Less than 1 acre | 47 (20.2%) | 9 (27.3%) | 66 (28.3%) | 4 (12.1%) | 58 (24.9%) | 15 (45.5%) | 62 (26.6%) | 5 (15.2%) | 233 (60.7%) | 33 (68.8%) |
| 1-3 acres | 5 (26.3%) | 0 | 1 (5.3%) | 0 | 3 (15.8%) | 0 | 10 (52.6%) | 1 (100%) | 19 (4.9%) | 1 (2.1%) |
| More than 3 acres | 2 (33.3%) | 0 | 0 | 0 | 1 (16.7%) | 0 | 3 (50.0%) | 0 | 6 (1.6%) | 14 (29.2%) |
| No playground | 41 (35.7%) | 3 (21.4%) | 24 (20.9%) | 7 (50.0%) | 34 (29.6%) | 3 (21.4%) | 16 (13.9%) | 1 (7.1%) | 115 (29.9%) | |
| Total | 97 (25.3%) | 12 (25.01%) | 91 (23.7%) | 11 (22.9%) | 97 (25.3%) | 18 (37.5%) | 99 (25.8%) | 7 (14.6%) | 384 (100.0%) | 48 (100.0%) |

*NR = Non Response

Table 4.16 Districtwise OB Schools according to number of Classrooms, Drinking Water and Toilet facilities

| School Premises | District - OB Schools | | | | Total |
|--|-----------------------|-------------------|-------------------|-------------------|---------------------|
| | 02 | 10 | 12 | 20 | |
| No. of Classrooms: | | | | | |
| One | 12 (12.4%) | 12 (13.2%) | 12 (12.4%) | 04 (04.0%) | 040 (10.4%) |
| Two | 26 (26.8%) | 17 (18.7%) | 12 (12.4%) | 25 (25.3%) | 080 (20.8%) |
| Three | 10 (10.3%) | 12 (13.2%) | 09 (09.3%) | 06 (06.1%) | 037 (09.6%) |
| Four | 05 (05.2%) | 13 (14.3%) | 08 (08.2%) | 05 (05.1%) | 031 (08.1%) |
| More than four | 36 (37.1%) | 35 (38.5%) | 56 (57.7%) | 56 (56.6%) | 183 (47.7%) |
| (Non response) | 08 (08.2%) | 02 (02.2%) | - | 03 (03.0%) | 013 (03.4%) |
| Total | 97 (25.3%) | 91 (23.7%) | 97 (25.3%) | 99 (25.8%) | 384 (100%) |
| Drinking water facility: | | | | | |
| Available | 57 (23.1%) | 72 (29.1%) | 58 (23.5%) | 60 (24.3%) | 247 (64.3%) |
| Not available | 40 (29.2%) | 19 (13.9%) | 39 (28.5%) | 39 (28.5%) | 137 (35.7%) |
| Total | 97 (25.3%) | 91 (23.7%) | 97 (25.3%) | 99 (25.8%) | 384 (100.0%) |
| Toilet facilities for all: | | | | | |
| Available | 06 (08.0%) | 30 (40.0%) | 08 (10.7%) | 31 (41.3%) | 075 (19.5%) |
| Not available | 91 (29.4%) | 61 (19.7%) | 89 (28.8%) | 68 (22.01%) | 309 (80.5%) |
| Total | 97 (25.3%) | 91 (23.7%) | 97 (25.3%) | 99 (25.8%) | 384 (100.0%) |
| Toilet facility separately for girls: | | | | | |
| Available | 03 (05.6%) | 22 (40.7%) | 04 (09.3%) | 24 (44.4%) | 054 (14.1%) |
| Not Available | 94 (28.5%) | 69 (20.9%) | 92 (27.9%) | 75 (22.7%) | 330 (85.9%) |
| Total | 97 (25.3%) | 91 (23.7%) | 97 (25.3%) | 99 (25.8%) | 384 (100.0%) |

4.2.6 Availability of OB Materials

As already mentioned in the previous sections, 384 schools, which are covered under OB scheme, have been supplied with teaching-learning materials. From the data gathered, it is found that all materials are not supplied in some of the schools. The availability and non-availability of each of the teaching-learning materials in schools under OB scheme is presented in Table 4.17.

Among the teaching-learning materials (maps, plastic globe, educational charts, toys/wisdom block, birds/animals, games/equipment, science equipment, mathematics kit, tool kit, musical instruments and library books), educational charts, toys/wisdom blocks and pictures of birds/animals are supplied to a smaller number of schools.

4.2.7 Availability of Pre-primary Education facilities

In order to find out the influence of pre-primary education facilities on the improvement of enrolment at the primary level, the availability of pre-primary schools in the neighbourhood of the selected villages was studied.

It is found that 237 villages out of 384 had pre-primary education facilities. Out of these, Chengalpattu district had the maximum number of pre-primary schools (79-81.4%) when compared to other districts. Coimbatore district had the least number of pre-primary centres (41-45.1%). Considering the average number of children in pre-primary schools, it is found that Anganwadis had the maximum number of children (6717) followed by Kindergarten schools that had 980 children, when compared to Montessori (183 children) and other pre primary schools (377 children).

Considering the areas where non-OB schools were found, it is found that 23 villages out of 48 had pre-primary education facilities, among which Anganwadi schools had the maximum number of 472 children. Around 350 children were found in other preprimary schools. No Montessori or Kindergarten schools were found in these 23 villages.

Under the four districts, in 185 schools it was expressed that pre-primary education had a positive influence on the enrolment at primary level, whereas in 196 schools no such influence came to light. In 200 schools it was expressed that pre-primary education had made learning easier at primary level and it was also felt in 214 schools that pre-primary education improved social behaviour of children by the time they reached the primary stage. Some of the head teachers have expressed that pre-primary education did not have any influence on the aforementioned aspects.

Table 4.17 Districtwise OB Schools according to Availability of OB Materials

| | | DISTRICT | | | | | | | | TOTAL | |
|-------------------------|---------------|----------|-------|----|-------|----|-------|----|-------|-------|--------|
| | | 02 | | 10 | | 12 | | 20 | | No. | % |
| Schools covered: | | | | | | | | | | | |
| Maps: | Available | 80 | 24.8% | 61 | 18.9% | 92 | 28.5% | 90 | 27.9% | 323 | 84.1% |
| | Not available | 17 | 27.9% | 30 | 49.2% | 05 | 8.2% | 09 | 14.8% | 061 | 15.9% |
| Total | | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |
| Plastic Globe: | Available | 83 | 23.2% | 88 | 24.6% | 96 | 26.8% | 91 | 25.4% | 358 | 93.2% |
| | Not available | 14 | 53.8% | 03 | 11.5% | 01 | 3.8% | 08 | 30.8% | 026 | 06.8% |
| Total | | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |
| Educational Charts: | Available | 70 | 24.7% | 44 | 15.5% | 85 | 30.0% | 84 | 29.7% | 283 | 73.7% |
| | Not available | 27 | 26.7% | 47 | 46.5% | 12 | 11.9% | 15 | 14.9% | 101 | 26.3% |
| Total | | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |
| Toys/Wisdom Block: | Available | 75 | 28.3% | 34 | 12.8% | 79 | 29.8% | 77 | 29.1% | 265 | 69.0% |
| | Not available | 22 | 18.5% | 57 | 47.9% | 18 | 15.1% | 22 | 18.5% | 119 | 31.0% |
| Total | | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |
| Birds/Animals: | Available | 72 | 27.4% | 28 | 10.6% | 85 | 32.3% | 78 | 29.7% | 263 | 68.5% |
| | Not available | 25 | 20.7% | 63 | 52.1% | 12 | 9.9% | 21 | 17.4% | 121 | 31.5% |
| Total | | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |
| Games/Equipment: | Available | 78 | 23.5% | 81 | 24.4% | 94 | 28.3% | 79 | 23.8% | 332 | 86.5% |
| | Not available | 19 | 36.5% | 10 | 19.2% | 03 | 5.8% | 20 | 38.5% | 052 | 13.5% |
| Total | | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |
| Science Equipments: | Available | 77 | 22.7% | 76 | 22.4% | 95 | 28.0% | 91 | 26.8% | 339 | 88.3% |
| | Not available | 20 | 44.4% | 15 | 33.3% | 02 | 4.4% | 08 | 17.8% | 045 | 11.7% |
| Total | | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |

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| | | DISTRICT | | | | | | | | TOTAL | |
|----------------------|---------------|----------|-------|----|-------|----|-------|----|-------|-------|--------|
| | | 02 | | 10 | | 12 | | 20 | | No. | % |
| Mathematics Kit: | Available | 84 | 24.0% | 76 | 21.7% | 95 | 27.1% | 95 | 27.1% | 350 | 91.1% |
| | Not available | 13 | 38.2% | 15 | 44.1% | 02 | 5.9% | 04 | 11.8% | 034 | 08.9% |
| | Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |
| Tool Kit: | Available | 76 | 25.7% | 51 | 17.2% | 83 | 28.0% | 86 | 29.1% | 296 | 77.1% |
| | Not available | 21 | 23.9% | 40 | 45.5% | 14 | 15.9% | 13 | 14.8% | 088 | 22.9% |
| | Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |
| Musical Instruments: | Available | 76 | 24.8% | 56 | 18.3% | 95 | 31.0% | 79 | 25.8% | 306 | 79.7% |
| | Not available | 21 | 26.9% | 35 | 41.9% | 02 | 2.6% | 20 | 25.6% | 078 | 20.3% |
| | Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |
| Library Books: | Available | 87 | 23.8% | 88 | 24.1% | 94 | 25.8% | 96 | 26.3% | 365 | 95.1% |
| | Not available | 10 | 52.6% | 03 | 15.8% | 03 | 15.8% | 03 | 15.8% | 019 | 04.9% |
| | Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |

Table 4.18 Districtwise OB/Non-OB Schools according to Influence of Pre-primary Education Facility

| | District | | | | | | | | Total | |
|-----------------------------------|-----------|--------------|-----------|--------------|-----------|--------------|-----------|--------------|------------|---------------|
| | 02 | | 10 | | 12 | | 20 | | No. | % |
| Schools covered | | | | | | | | | | |
| Increase in enrolment: | | | | | | | | | | |
| Non response | 03 | 100.0% | | | | | | | 003 | 00.8% |
| Yes | 61 | 33.0% | 39 | 21.1% | 44 | 23.8% | 41 | 22.2% | 185 | 48.2% |
| No | 33 | 16.8% | 52 | 26.5% | 53 | 27.0% | 58 | 29.6% | 196 | 51.0% |
| Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |
| Makes Learning Easier: | | | | | | | | | | |
| Yes | 69 | 18.0% | 38 | 09.9% | 46 | 12.0% | 47 | 12.2% | 200 | 52.1% |
| No | 28 | 07.3% | 53 | 13.8% | 51 | 13.3% | 52 | 13.5% | 184 | 47.9% |
| Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |
| Improves social behaviour: | | | | | | | | | | |
| Yes | | | | | | | | | | |
| No | 78 | 20.3% | 39 | 10.2% | 46 | 12.0% | 51 | 13.3% | 214 | 55.7% |
| | 19 | 04.9% | 52 | 13.5% | 51 | 13.3% | 48 | 12.5% | 170 | 44.3% |
| Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |

4.2.8 Average Enrolment and Attendance of Students

In order to study the impact of OB on the enrolment, retention and attendance of students relevant data were collected for 1993, 1998 and subsequently in 1999 at the time of the visit of the field investigators to the concerned schools.

The average enrolment of students in class I is 13,649 with a mean of 35.5 in 1993. The figure for girls is less than that for boys (see table 4.19). The average enrolment in class I seems to have come down in subsequent years. The districtwise analysis shows that the average enrolment is highest in Coimbatore in 1993 but this appears to have reduced gradually over the next six years.

Comparing the figures in 1998 with those in 1993 when the students joining class I in 1993 reached class V, it is observed that 44% of the students dropped out. The districtwise analysis reveals that the dropouts are the most in Coimbatore (see table 4.20). Here the initial enrolment in class I was 5286 with a mean of 58.1, but as they reached class V in 1998, the enrolment reduced to 1586 with a mean of 17. On the whole, the average enrolment in classes I – V is 50,063 with a mean of 130.4, of which 22,872 (mean 59.6) were girls and 27,191 (mean 70.8) were boys.

In 1998, the average enrolment is found to be 10,008 in class I which is lower than in 1993. There was not much difference observed in the enrolments from class II onwards in 1993 and 1998. A significant difference was found in the enrolment of boys and girls in all the four districts. On the whole, the average enrolment from class I to V in 1998 is found to be 45,968 (mean 120) of which 22,654 (mean 59) were girls and 23,314 (mean 61) were boys.

There is a remarkable improvement in students' retention in class V when compared to 1993. For instance, in 1998, the average enrolment in class I was 10,008 which was reduced to only 9,540 (by only 5%) in class II during 1999 (see tables 4.20 and 4.21). Similarly, the enrolment of 9,100 in class II came down to just 8858 in class III. A similar trend is seen in higher classes (see tables 4.20 and 4.21).

The average attendance figures on the date of visit of the field investigator during 1999 reveal the following:

- i) There is almost 90% attendance in class I (see table 4.22)
- ii) Almost 95% attendance is observed on the whole in classes II – IV
- iii) The average attendance in classes I – V amounts to 77% of the total enrolment (see table 4.22)

These figures indicate strongly that the initiatives taken to improve the teaching-learning process through supply of materials, teacher orientation programmes and other measures under the OB scheme have yielded significant results.

The enrolment position at the primary school stage in Tamilnadu as a whole during 1998-99 shows that nearly 44 lakh students were enrolled (boys 22.7 lakhs and girls 21.3 lakhs). The dropout rate at the primary stage seems to have reduced considerably from 21.05 during 1989-90 to 14.52 during 1998-99. This could again be attributed to the successful implementation of OB and other measures.

Table 4.19(a) Districtwise OB Schools and Average Student Enrollment in 1993

| District | | Enrollment in Classes I - V | | | | | | | | | | | | | | | | | | | |
|--------------|------------|-----------------------------|-------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | Class I | | | | Class II | | | | Class III | | | | Class IV | | | | Class V | | | |
| Code | No. | B | G | T | M | B | G | T | M | B | G | T | M | B | G | T | M | B | G | T | M |
| 02 | 097 | 1428 | 1460 | 2888 | 29.8 | 1228 | 1244 | 2472 | 25.5 | 1257 | 1282 | 2539 | 26.2 | 1348 | 1282 | 2630 | 27.1 | 1201 | 1212 | 2413 | 24.9 |
| 10 | 091 | 4056 | 1230 | 5286 | 58.1 | 869 | 862 | 1731 | 19.0 | 0921 | 0858 | 1779 | 19.5 | 0933 | 0846 | 1779 | 19.5 | 836 | 0781 | 1617 | 17.8 |
| 12 | 097 | 1578 | 1352 | 2930 | 30.2 | 1335 | 1205 | 2540 | 26.2 | 1407 | 1199 | 2606 | 26.9 | 1436 | 1174 | 2610 | 26.9 | 1378 | 1092 | 2470 | 22.5 |
| 20 | 099 | 1324 | 1221 | 2545 | 25.7 | 1110 | 1148 | 2258 | 22.8 | 1132 | 1135 | 2267 | 22.9 | 1218 | 1123 | 2341 | 23.6 | 1196 | 1166 | 2362 | 23.9 |
| Total | 384 | 8386 | 5263 | 13649 | 35.5 | 4542 | 4459 | 9001 | 23.4 | 4717 | 4474 | 9191 | 23.9 | 4935 | 4425 | 9360 | 24.4 | 4611 | 4251 | 8862 | 23.1 |

B - Boys G - Girls T - Total M - Mean

Table 4.19(b) Average Student Enrollment in 1993 (Totals)

| Boys (Classes I - V) | | Girls (Classes I - V) | | Total (Classes I - V) | |
|----------------------|------|-----------------------|------|-----------------------|-------|
| Sum | Mean | Sum | Mean | Sum | Mean |
| 6462 | 66.6 | 6480 | 66.8 | 12942 | 133.4 |
| 7615 | 83.7 | 4577 | 50.3 | 12192 | 134.0 |
| 7134 | 73.5 | 6022 | 62.1 | 13156 | 135.6 |
| 5980 | 60.4 | 5793 | 58.5 | 11773 | 118.9 |
| 27191 | 70.8 | 22872 | 59.6 | 50063 | 130.4 |

Table 4.20(a) Districtwise OB Schools and Average Student Enrollment in 1998

| District | | Enrollment in Classes I - V | | | | | | | | | | | | | | | | | | | |
|--------------|------------|-----------------------------|-------------|--------------|-----------|-------------|-------------|-------------|-----------|-------------|-------------|-------------|-----------|-------------|-------------|-------------|-----------|-------------|-------------|-------------|-----------|
| | | Class I | | | | Class II | | | | Class III | | | | Class IV | | | | Class V | | | |
| Code | No. | B | G | T | M | B | G | T | M | B | G | T | M | B | G | T | M | B | G | T | M |
| 02 | 097 | 1383 | 1501 | 2884 | 30 | 1311 | 1305 | 2616 | 27 | 1321 | 1401 | 2722 | 28 | 1272 | 1317 | 2589 | 27 | 1379 | 1485 | 2864 | 30 |
| 10 | 091 | 1051 | 1033 | 2064 | 23 | 0992 | 931 | 1923 | 21 | 0894 | 0975 | 1869 | 21 | 0899 | 0848 | 1747 | 19 | 0798 | 0788 | 1586 | 17 |
| 12 | 097 | 1347 | 1262 | 2609 | 27 | 1296 | 1162 | 2458 | 25 | 1323 | 1145 | 2468 | 25 | 1259 | 1102 | 2361 | 24 | 1214 | 0984 | 2198 | 23 |
| 20 | 099 | 1265 | 1166 | 2431 | 25 | 1062 | 1041 | 2103 | 21 | 1108 | 1112 | 2220 | 22 | 1076 | 1080 | 2156 | 22 | 1064 | 1016 | 2080 | 21 |
| Total | 384 | 5046 | 4962 | 10008 | 26 | 4661 | 4439 | 9100 | 24 | 4646 | 4633 | 9279 | 24 | 4506 | 4347 | 8853 | 23 | 4455 | 4273 | 8728 | 23 |

B - Boys G - Girls T - Total M - Mean

Table 4.20(b) Average Student Enrollment in 1998 (Totals)

| Boys (Classes I - V) | | Girls (Classes I - V) | | Total (Classes I - V) | |
|----------------------|------|-----------------------|------|-----------------------|------|
| Sum | Mean | Sum | Mean | Sum | Mean |
| 6666 | 69 | 7009 | 72 | 13675 | 141 |
| 4634 | 51 | 4575 | 50 | 09209 | 101 |
| 6439 | 66 | 5655 | 58 | 12094 | 125 |
| 5575 | 56 | 5415 | 55 | 10990 | 111 |
| 23314 | 61 | 22654 | 59 | 45968 | 120 |

Table 4.21(a) Districtwise OB Schools and Average Student Enrollment on date of visit in Mar 1999

| District | | Enrollment in Classes I - V | | | | | | | | | | | | | | | | | | | |
|--------------|------------|-----------------------------|-------------|-------------|-----------|-------------|-------------|-------------|-----------|-------------|-------------|-------------|-----------|-------------|-------------|-------------|-----------|-------------|-------------|-------------|-----------|
| | | Class I | | | | Class II | | | | Class III | | | | Class IV | | | | Class V | | | |
| Code | No. | B | G | T | M | B | G | T | M | B | G | T | M | B | G | T | M | B | G | T | M |
| 02 | 097 | 1103 | 1250 | 2353 | 24 | 1167 | 1095 | 2262 | 23 | 1123 | 1183 | 2306 | 24 | 1091 | 1115 | 2206 | 23 | 0989 | 1089 | 2078 | 21 |
| 10 | 091 | 1043 | 1040 | 2083 | 23 | 0976 | 0902 | 1878 | 21 | 0920 | 0934 | 1874 | 21 | 0875 | 0854 | 1729 | 19 | 0791 | 0763 | 1554 | 17 |
| 12 | 097 | 1339 | 1227 | 2566 | 26 | 1257 | 1138 | 2415 | 25 | 1282 | 1125 | 2407 | 25 | 1244 | 1081 | 2325 | 24 | 1181 | 0966 | 2147 | 22 |
| 20 | 099 | 1307 | 1231 | 2538 | 26 | 1098 | 1092 | 2190 | 22 | 1130 | 1141 | 2271 | 23 | 1132 | 1119 | 2251 | 23 | 1088 | 1046 | 2134 | 22 |
| Total | 384 | 4792 | 4748 | 9540 | 25 | 4498 | 4247 | 8745 | 23 | 4455 | 4403 | 8858 | 23 | 4342 | 4169 | 8511 | 22 | 4049 | 3864 | 7913 | 21 |

B - Boys G - Girls T - Total M - Mean

Table 4.21(b) Average Student Enrollment on date of visit in Mar 1999 (Totals)

| Boys (Classes I - V) | | Girls (Classes I - V) | | Total (Classes I - V) | |
|----------------------|------|-----------------------|------|-----------------------|------|
| Sum | Mean | Sum | Mean | Sum | Mean |
| 5473 | 56 | 5732 | 59 | 11805 | 116 |
| 4605 | 51 | 4513 | 50 | 08118 | 100 |
| 6303 | 65 | 5557 | 57 | 11860 | 122 |
| 5755 | 58 | 5689 | 57 | 11384 | 115 |
| 22136 | 58 | 81431 | 56 | 43567 | 113 |

Table 4.22(a) Districtwise OB Schools and Average Student Attendance on date of visit in Mar 1999

| | | Attendance in Classes I - IV | | | | | | | | | | | | | | | |
|-------|-----|------------------------------|------|------|----|----------|------|------|----|-----------|------|------|----|----------|------|------|----|
| | | Class I | | | | Class II | | | | Class III | | | | Class IV | | | |
| Dist. | No. | B | G | T | M | B | G | T | M | B | G | T | M | B | G | T | M |
| 02 | 097 | 1152 | 1238 | 2390 | 25 | 1151 | 1179 | 2330 | 24 | 1140 | 1222 | 2362 | 24 | 1145 | 1161 | 2306 | 24 |
| 10 | 091 | 0923 | 0914 | 1837 | 20 | 0923 | 0840 | 1763 | 19 | 0870 | 0914 | 1784 | 20 | 0838 | 0828 | 1666 | 18 |
| 12 | 097 | 1155 | 1047 | 2202 | 23 | 1124 | 1024 | 2148 | 22 | 1174 | 1031 | 2205 | 23 | 1140 | 1009 | 2149 | 22 |
| 20 | 099 | 1142 | 1102 | 2244 | 23 | 1002 | 1002 | 2004 | 20 | 1016 | 1039 | 2055 | 21 | 1038 | 1008 | 2046 | 21 |
| Total | 384 | 4372 | 4301 | 8673 | 23 | 4200 | 4405 | 8245 | 21 | 4200 | 4206 | 8406 | 22 | 4161 | 4006 | 8167 | 21 |

B - Boys G - Girls T - Total M - Mean
 [Note: Data for Class V not available]

Table 4.22(b) Districtwise Average Student Attendance on date of visit in Mar 1999 (Totals)

| Total Attendance (Classes I - IV) | | | | | |
|-----------------------------------|----------|---------|----------|-------|------|
| B (Sum) | B (Mean) | G (Sum) | G (Mean) | Sum | Mean |
| 4588 | 47 | 4800 | 49 | 9388 | 97 |
| 3554 | 39 | 3496 | 38 | 7050 | 77 |
| 4593 | 47 | 4111 | 42 | 8704 | 90 |
| 4198 | 42 | 4151 | 42 | 8349 | 84 |
| 16933 | 44 | 16558 | 43 | 33491 | 87 |

4.2.9 Funds under OB Scheme

It is gathered that a contingency amount of Rs.500/- is released to schools from the State Headquarters through Block level officers.

Regarding the provision of funds for the schools, it is found that most of the schools (361) received below Rs.500/- as a contingency amount annually. In certain schools it is observed that the contingency amount is more than Rs.500/- annually. Since the records are not maintained separately for OB contingency funds, it is concluded that the OB funds are merged with the other state funds wherever the amount has exceeded Rs.500/-. It was expressed in most of the schools that the amount provided is not adequate. It was also expressed by many that the contingency fund was not released in time. In 264 schools it was felt that an additional amount of Rs.1000/- is required whereas in 120 schools it was expressed that an additional amount of Rs.500/- is required.

Utilization of Contingency funds

Most of the schools (276) seem to be fully utilising the contingency funds provided. A very small number of schools seem to be utilising the contingency fund towards the purchase of newspapers (51 schools), magazines (18 schools), repair of materials (93 schools) and replacement of materials (162 schools).

Problems faced in relation to Contingency Fund

1. As already mentioned, in 223 schools, it was expressed that contingency fund is not released in time.
2. No unplanned spending is reported except in 39 schools out of 384 OB schools.
3. It was felt in some of the schools (89) that contingency funds provided could not keep pace with the rise in prices.
4. Accounting procedure was considered as one of the problems related to effective utilization of contingency funds in 244 schools.

Table 4.23

Districtwise OB Schools according to Availability/Adequacy of Contingency Fund

| | | DISTRICT | | | | | | | | TOTAL | |
|------------------------------------|--------------|----------|-------|----|-------|----|-------|----|-------|-------|--------|
| | | 02 | | 10 | | 12 | | 20 | | No. | % |
| Schools covered: | | | | | | | | | | | |
| Provision of Contingency Fund (Rs) | | | | | | | | | | | |
| | Below 500 | 96 | 26.6% | 90 | 24.9% | 84 | 23.3% | 91 | 25.2% | 361 | 94.0% |
| | 501-1000 | 00 | 00.0% | 01 | 25.0% | 01 | 25.0% | 02 | 50.0% | 004 | 01.0% |
| | 1001-2000 | 00 | 00.0% | 00 | 00.0% | 02 | 40.0% | 03 | 60.0% | 005 | 01.3% |
| | Above 2000 | 01 | 07.1% | 00 | 00.0% | 10 | 71.4% | 03 | 21.4% | 014 | 03.6% |
| | Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |
| Adequacy of Funds: | | | | | | | | | | | |
| | Adequate | 11 | 19.3% | 15 | 26.3% | 10 | 17.5% | 21 | 36.8% | 057 | 14.8% |
| | Non Adequate | 86 | 26.3% | 76 | 23.2% | 87 | 26.6% | 78 | 23.9% | 327 | 85.2% |
| | Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |
| Additional Requirement of Fund: | | | | | | | | | | | |
| | Rs.500/- | 40 | 33.3% | 35 | 29.2% | 23 | 19.2% | 22 | 18.3% | 120 | 31.3% |
| | Rs.1000/- | 57 | 21.6% | 56 | 21.2% | 74 | 28.0% | 77 | 29.2% | 264 | 68.8% |
| | Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |
| Timely Release of fund: | | | | | | | | | | | |
| | Yes | 66 | 39.1% | 31 | 18.3% | 37 | 21.9% | 35 | 20.7% | 169 | 44.0% |
| | No | 31 | 14.4% | 60 | 27.9% | 60 | 27.9% | 64 | 29.8% | 215 | 56.0% |
| | Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |
| Use of Fund: | | | | | | | | | | | |
| | Non Response | 04 | 08.5% | 01 | 02.1% | 13 | 27.7% | 29 | 61.7% | 047 | 12.2% |
| | Fully | 87 | 31.5% | 67 | 24.3% | 78 | 28.3% | 44 | 15.9% | 276 | 71.9% |
| | Partially | 03 | 15.0% | 07 | 35.0% | 01 | 05.0% | 09 | 45.0% | 020 | 05.2% |
| | Rarely | 03 | 07.3% | 16 | 39.0% | 05 | 12.2% | 17 | 41.5% | 041 | 10.7% |
| | Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |

Contd.

| | | DISTRICT | | | | | | | | TOTAL | |
|--------------------------------|----------------|----------|-------|-------|-------|-------|-------|-------|-------|--------|--------|
| | | 02 | | 10 | | 12 | | 20 | | No. | % |
| Timely Release of Yearly fund: | Non response | 07 | 14.0% | 08 | 16.0% | 14 | 28.0% | 21 | 42.0% | 050 | 13.0% |
| | Always | 50 | 29.6% | 35 | 20.7% | 52 | 30.8% | 32 | 18.9% | 169 | 44.0% |
| | Sometimes | 29 | 42.6% | 15 | 22.1% | 12 | 17.6% | 12 | 17.6% | 068 | 17.7% |
| | Rarely in time | 11 | 11.3% | 33 | 34.0% | 19 | 19.6% | 34 | 35.1% | 097 | 25.3% |
| | Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |
| Newspapers: | Non response | 15 | 24.6% | 00 | 00.0% | 31 | 50.8% | 15 | 24.6% | 061 | 15.9% |
| | Yes | 12 | 23.5% | 13 | 25.5% | 13 | 25.5% | 13 | 25.5% | 051 | 13.3% |
| | No | 70 | 25.7% | 78 | 28.7% | 53 | 19.5% | 71 | 26.1% | 272 | 70.8% |
| Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% | |
| Magazines: | Non response | 17 | 20.7% | 15 | 18.3% | 34 | 41.5% | 16 | 19.5% | 082 | 21.4% |
| | Yes | 05 | 27.8% | 03 | 16.7% | 03 | 16.7% | 07 | 38.9% | 018 | 04.7% |
| | No | 75 | 26.4% | 73 | 25.7% | 60 | 21.1% | 76 | 26.8% | 284 | 74.0% |
| Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% | |
| Repairs of Materials: | Non response | 12 | 15.8% | 15 | 19.7% | 34 | 44.7% | 15 | 19.7% | 076 | 19.8% |
| | Yes | 35 | 37.6% | 20 | 21.5% | 19 | 20.4% | 19 | 20.4% | 093 | 24.2% |
| | No | 50 | 23.3% | 56 | 26.0% | 44 | 20.5% | 65 | 30.2% | 215 | 56.0% |
| Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% | |
| Replacement of Materials: | Non response | 11 | 15.7% | 14 | 20.0% | 28 | 40.0% | 17 | 24.3% | 070 | 18.2% |
| | Yes | 62 | 38.3% | 39 | 24.1% | 43 | 26.5% | 18 | 11.1% | 162 | 42.2% |
| | No | 24 | 15.8% | 38 | 25.0% | 26 | 17.1% | 64 | 42.1% | 152 | 39.6% |
| Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% | |

4.2.10 Students' Awareness about the OB Materials

In order to know whether teachers used the OB teaching-learning materials during classroom instruction, the students' awareness related to the materials was tested. It is found that the students were relatively more aware of maps (81.3%), plastic globes (86.5%), mathematics kit (78.9%) and games and equipment (74.5%). These findings indicate the utilization of these materials by teachers during the classroom instruction.

4.2.11 Inspection and Supervision by Educational Authorities

Regarding the inspection of OB schools, it is found that usually the Block Education Officers inspect the schools once a year. This corresponds with the facts collected regarding the duration and number of schools inspected at block level. Around 59% of the schools have reported that the inspection is carried out intensively whereas 39.8% of the schools have felt that inspection is carried out in a routine manner. It is noted from 358 schools that the BEOs give specific subject-wise suggestions. Around 31% of the schools have reported that inspection does not take place regularly as is expected.

Similarly, the inspection day was considered as a 'happy day' in 359 (93.5%) schools as the directions and suggestions given by education authorities would help in the improvement and progress of the school. A very small number of schools (22) felt that it was a tension-filled day whenever the inspection is carried out in the school.

Table 4.24 Districtwise OB Schools according to Students' Awareness about equipment/aids

| | | DISTRICT | | | | | | | | TOTAL | |
|---------------------|--------------|----------|-------|----|-------|----|-------|----|-------|-------|--------|
| | | 02 | | 10 | | 12 | | 20 | | No. | % |
| Schools covered: | | | | | | | | | | | |
| Maps: | Non-response | 02 | 40.0% | 00 | 00.0% | 00 | 00.0% | 03 | 60.0% | 005 | 01.3% |
| | Yes | 72 | 23.1% | 69 | 22.1% | 84 | 26.9% | 87 | 27.9% | 312 | 81.3% |
| | No | 23 | 34.3% | 22 | 32.8% | 13 | 19.4% | 09 | 13.4% | 067 | 17.4% |
| | Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |
| Plastic Globe: | Non-response | 09 | 50.0% | 00 | 00.0% | 09 | 50.0% | 00 | 00.0% | 018 | 04.7% |
| | Yes | 76 | 22.9% | 89 | 26.8% | 82 | 24.7% | 85 | 25.6% | 332 | 86.5% |
| | No | 12 | 35.3% | 02 | 05.9% | 06 | 17.6% | 14 | 41.2% | 034 | 08.9% |
| | Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |
| Educational Charts: | Non-response | 23 | 35.9% | 02 | 03.1% | 19 | 29.7% | 20 | 31.3% | 064 | 16.7% |
| | Yes | 59 | 25.5% | 57 | 24.7% | 63 | 27.3% | 52 | 22.5% | 231 | 60.2% |
| | No | 15 | 16.9% | 32 | 36.0% | 15 | 16.9% | 27 | 30.3% | 089 | 23.2% |
| | Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |
| Toys/Wisdom Block: | Non-response | 22 | 30.6% | 06 | 08.3% | 21 | 29.2% | 23 | 31.9% | 072 | 18.8% |
| | Yes | 58 | 28.4% | 31 | 15.2% | 65 | 31.9% | 50 | 24.5% | 204 | 53.1% |
| | No | 17 | 15.7% | 54 | 50.0% | 11 | 10.2% | 26 | 24.1% | 108 | 28.1% |
| | Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |
| Birds/Animals: | Non-response | 21 | 35.0% | 05 | 08.3% | 15 | 25.0% | 19 | 31.7% | 060 | 15.6% |
| | Yes | 62 | 27.1% | 34 | 14.8% | 71 | 31.0% | 62 | 27.1% | 229 | 59.6% |
| | No | 14 | 14.7% | 52 | 54.7% | 11 | 11.6% | 18 | 18.9% | 095 | 24.7% |
| | Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |

Contd.

| | | DISTRICT | | | | | | | | TOTAL | |
|----------------------|--------------|----------|-------|----|-------|-----|-------|----|-------|-------|--------|
| | | 02 | | 10 | | 12 | | 20 | | No. | % |
| Games/Equipment: | Non-response | 17 | 35.4% | 03 | 06.3% | 15 | 31.3% | 13 | 27.1% | 048 | 12.5% |
| | Yes | 67 | 23.4% | 77 | 26.9% | 70 | 24.5% | 72 | 25.2% | 286 | 74.5% |
| | No | 13 | 26.0% | 11 | 22.0% | 12 | 24.0% | 14 | 28.0% | 050 | 13.0% |
| | Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |
| Science Kit: | Non-response | 19 | 35.8% | 04 | 07.5% | 09 | 17.0% | 21 | 39.6% | 053 | 13.8% |
| | Yes | 61 | 26.5% | 55 | 23.9% | 69 | 30.0% | 45 | 19.6% | 230 | 59.9% |
| | No | 17 | 16.8% | 32 | 31.7% | 19 | 18.8% | 33 | 32.7% | 101 | 26.3% |
| | Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |
| Mathematics Kit: | Non-response | 07 | 26.9% | 03 | 11.5% | 08 | 30.8% | 08 | 30.8% | 026 | 06.8% |
| | Yes | 87 | 28.7% | 67 | 22.1% | 81 | 26.7% | 68 | 22.4% | 303 | 78.9% |
| | No | 03 | 05.5% | 21 | 38.2% | 08 | 14.5% | 23 | 41.8% | 055 | 14.3% |
| | Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |
| Tool Kit: | Non-response | 22 | 30.1% | 06 | 08.2% | 22 | 30.1% | 23 | 31.5% | 073 | 19.0% |
| | Yes | 49 | 30.1% | 31 | 19.0% | 55 | 33.7% | 28 | 17.2% | 163 | 42.4% |
| | No | 26 | 17.6% | 54 | 36.5% | 20 | 13.5% | 48 | 32.4% | 148 | 38.5% |
| | Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |
| Musical Instruments: | Non-response | 22 | 29.7% | 06 | 08.1% | 216 | 28.4% | 25 | 33.8% | 074 | 19.3% |
| | Yes | 39 | 24.5% | 32 | 20.1% | 0 | 37.7% | 28 | 17.6% | 159 | 41.4% |
| | No | 36 | 23.8% | 53 | 35.1% | 16 | 10.6% | 46 | 30.5% | 151 | 39.3% |
| | Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |
| Library Books: | Non-response | 13 | 23.6% | 07 | 12.7% | 16 | 29.1% | 19 | 34.5% | 055 | 14.3% |
| | Yes | 81 | 28.0% | 77 | 26.6% | 71 | 24.6% | 60 | 20.8% | 289 | 75.3% |
| | No | 03 | 07.5% | 07 | 17.5% | 10 | 25.0% | 20 | 50.0% | 040 | 10.4% |
| | Total | 97 | 25.3% | 91 | 23.7% | 97 | 25.3% | 99 | 25.8% | 384 | 100.0% |

Section 3

This section deals with the analysis of data obtained regarding the number of teachers trained under OB scheme, their awareness and use of OB materials and their perception about the benefits of OB materials supplied, their quality and suggestions based upon their perceptions, etc.

4.3.1 Teachers and their Qualifications

In order to study about the teachers' involvement in the use of OB materials and their perception about the OB materials, the data was collected from 1026 teachers from 432 schools. Among 1026 teachers, 511 are male and 515 are female teachers. Among the 1026 respondents, 413 were Head teachers and 613 were other teachers who worked in the respective schools. Regarding academic qualifications, 571 teachers had high school qualifications; 185 teachers had higher secondary and 123 teachers had graduate qualifications. Only 44 teachers had studied below class X, while the remaining 103 teachers had post graduate qualifications. Around 84.0% of the teachers had primary teacher training, while 10.1% of the teachers had B.Ed. qualification. Only 13 teachers (1.3%) seem not to have had any professional qualifications.

Table 4.25 Districtwise number of Head Teachers and Other Teachers in Schools

| District | Respondents | | |
|----------|--------------|----------------|-------|
| | Head Teacher | Other teachers | Total |
| 02 | 085 | 172 | 0255 |
| 10 | 095 | 142 | 0237 |
| 12 | 143 | 127 | 0270 |
| 20 | 090 | 172 | 0262 |
| Total | 413 | 613 | 1026 |

Regarding sanctioned and vacant posts in schools, it is found that a total of 1429 posts were sanctioned, but only 1339 teachers were recruited. The remaining 95 teachers' posts are found vacant.

4.3.2 Training of Teachers

Among 1026 teachers, 613 (59.7%) were trained in using OB materials, while the remaining did not have any training. Similarly 733 (71.4%) teachers have mentioned that they had undergone multigrade training. Most of the teachers (80.7%) seem to have undergone inservice training organised by DIETs.

Table 4.26 Number of Teachers in Schools according to types of training and academic qualification

| | GENERAL ACADEMIC QUALIFICATIONS | | | | | | | | | | | | | | | Total | |
|----------------------|---------------------------------|--------|------|-------------|--------|-------|------------------|--------|-------|----------|--------|-------|---------------|--------|-------|-------|--------|
| | Below Class X | | | High School | | | Higher Secondary | | | Graduate | | | Post graduate | | | No. | % |
| OB Training: | | | | | | | | | | | | | | | | | |
| Trained | 25 | 56.8% | 4.1% | 368 | 64.4% | 60.0% | 084 | 45.4% | 13.7% | 68 | 55.3% | 11.1% | 68 | 66.0% | 11.1% | 613 | 59.7% |
| Not Trained | 19 | 43.2% | 4.6% | 203 | 35.6% | 49.2% | 101 | 54.6% | 24.5% | 55 | 44.7% | 13.3% | 35 | 34.0% | 08.5% | 413 | 40.3% |
| Total | 44 | 100.0% | 4.3% | 571 | 100.0% | 55.7% | 185 | 100.0% | 18.0% | 123 | 100.0% | 12.0% | 103 | 100.0% | 10.0% | 1026 | 100.0% |
| Multigrade Training: | | | | | | | | | | | | | | | | | |
| Trained | 26 | 59.1% | 3.5% | 430 | 75.3% | 58.7% | 112 | 60.5% | 15.3% | 79 | 64.2% | 10.8% | 86 | 83.5% | 11.7% | 733 | 71.4% |
| Not Trained | 18 | 40.9% | 6.1% | 141 | 24.7% | 48.1% | 073 | 39.5% | 24.9% | 44 | 35.8% | 15.0% | 17 | 16.5% | 05.8% | 293 | 28.6% |
| Total | 44 | 100.0% | 4.3% | 571 | 100.0% | 55.7% | 185 | 100.0% | 18.0% | 123 | 100.0% | 12.0% | 103 | 100.0% | 10.0% | 1026 | 100.0% |
| Inservice Training: | | | | | | | | | | | | | | | | | |
| Trained | 33 | 75.0% | 3.2% | 486 | 85.2% | 47.4% | 141 | 76.2% | 13.7% | 89 | 72.4% | 8.7% | 79 | 76.7% | 7.7% | 828 | 80.7% |
| Not Trained | 11 | 25.0% | 1.1% | 084 | 14.8% | 08.2% | 044 | 23.8% | 04.3% | 34 | 27.6% | 3.3% | 24 | 23.3% | 2.3% | 197 | 19.3% |
| Total | 44 | 100.0% | 4.3% | 570 | 100.0% | 55.6% | 185 | 100.0% | 18.0% | 123 | 100.0% | 12.0% | 103 | 100.0% | 10.0% | 1025 | 100.0% |

Most of the teachers seem to have attended a training programme which was 4 to 7 days (54%) and more than 7 days of duration (40%). Only a small percentage of teachers (male = 18.2%; female = 8.4%) had undergone the OB training in the beginning of the year of implementation of OB scheme. Majority of teachers (Male = 80.9%; female = 91.2%) seem to have undergone OB training only in the later years under special orientation for primary teachers (SOPT) initiated at the national level and carried over by state bodies.

Regarding the display of OB items during training, 51% of the teachers said that only some materials were displayed, while 43% of the teachers said that all items were displayed.

Regarding the use and demonstration of OB items, 40% of the teachers expressed that all items were demonstrated, while 54.3% of teachers said that only some materials were used and demonstrated.

Table 4.27 Districtwise number of teachers on the various aspects OB training

| Training Aspects | District | | | | |
|--------------------------------------|---------------|---------------|---------------|---------------|----------------|
| | 02 | 10 | 12 | 20 | Total |
| Display of OB items during training: | | | | | |
| All (M) | 27 (35.1%) | 43 (41.3%) | 55 (65.5%) | 24 (37.5%) | 149 (45.3%) |
| (F) | 21 (24.4%) | 12 (18.8%) | 60 (76.9%) | 20 (42.6%) | 113 (41.1%) |
| Some (M) | 46 (59.7%) | 56 (53.8%) | 26 (31%) | 38 (59.4%) | 166 (50.5%) |
| (F) | 55 (64%) | 49 (76.6%) | 16 (20.5%) | 22 (46.8%) | 142 (51.6%) |
| None (M) | 04 (05.2%) | 03 (02.9%) | 03 (03.6%) | 02 (03.1%) | 012 (03.6%) |
| (F) | 10 (11.6%) | 02 (3.1%) | 02 (2.6%) | 05 (10.6%) | 019 (6.9%) |
| Total (M) | 77 | 104 | 84 | 64 | 329 |
| (F) | 86 | 064 | 78 | 47 | 274 |

Contd.

| Training Aspects | District | | | | |
|---------------------------------|---------------|---------------|---------------|---------------|----------------|
| | 02 | 10 | 12 | 20 | Total |
| OB items used and demonstrated: | | | | | |
| All (M) | 23 (29.9%) | 33 (31.7%) | 55 (65.5%) | 23 (35.9%) | 134 (40.7%) |
| (F) | 16 (18.6%) | 9 (14.1%) | 56 (71.8%) | 19 (40.4%) | 100 (36.4%) |
| Some (M) | 51 (66.2%) | 57 (54.8%) | 25 (29.8%) | 39 (60.9%) | 172 (52.5%) |
| (F) | 62 (72.1%) | 48 (75.0%) | 21 (26.9%) | 23 (48.9%) | 154 (56%) |
| None (M) | 03 (03.9%) | 12 (11.5%) | 04 (04.8%) | 02 (03.1%) | 21 (06.4%) |
| (F) | 08 (09.3%) | 06 (09.4%) | 01 (01.3%) | 05 (10.6%) | 20 (07.3%) |
| Total (M) | 77 | 104 | 84 | 64 | 329 |
| (F) | 86 | 064 | 78 | 47 | 275 |
| Adequacy of OB training: | | | | | |
| Yes (M) | 35 (45.5%) | 53 (51.0%) | 41 (48.2%) | 38 (60.3%) | 167 (50.8%) |
| (F) | 40 (46%) | 26 (40.6%) | 42 (53.8%) | 30 (63.8%) | 138 (50%) |
| No (M) | 42 (54.5%) | 49 (47.1%) | 43 (50.6%) | 25 (39.7%) | 159 (48.3%) |
| (F) | 46 (52.9%) | 37 (58.7%) | 36 (46.2%) | 17 (36.2%) | 136 (49.3%) |
| Total (M) | 77 | 104 | 85 | 63 | 329 |
| (F) | 87 | 64 | 78 | 47 | 276 |

It was felt by 50.8% of the teachers that the training was adequate while 49% of teachers felt that the training was inadequate. Around 93% of the teachers who underwent the training seemed to have shared their knowledge about OB with other teachers.

4.3.3 Use of OB Materials in Classrooms and its Impact

- i. It is expressed by 95.4% of the OB trained teachers that they use the materials during their classroom instruction.
- ii. It is felt by a overwhelming majority of teachers in all 4 districts (male 98.5%; female - 98.9%) that OB training has improved their teaching.
- iii. The teachers' use of OB materials not only seems to have improved their teaching, but also seems to have an impact on students. For instance, it is expressed by a vast majority of the teachers (male - 97.9%; female - 98.6%) that students are more attentive in the class after the teachers underwent OB training and began to use the materials.
- iv. It is also felt that the students' achievement has improved considerably (Male teachers - 97.9%; female teachers - 98.5%) after the teachers' OB training and use of OB materials in the classroom.
- v. Most of the teachers (male - 47%; female - 53.1%) have felt that students' achievement was improved considerably in Mathematics when compared to

other subjects. A small percentage of teachers (Male - 24.6%) have expressed that the students' achievement improvement in General Science. The districtwise perceptions of teachers on improvement of students' achievement after OB training are presented in the table.

Table 4.28 Districtwise Number of Teachers on Improvement of Students' Achievement after OB training

| | District | | | | Total |
|----------------------|----------|---------|---------|---------|---------|
| | 02 | 10 | 12 | 20 | |
| Sex: Male | | | | | |
| Achievement improved | | | | | |
| In the subjects: | | | | | |
| Mathematics | 37 | 41 | 43 | 30 | 151 |
| Social Science | (49.3%) | (40.6%) | (51.2%) | (49.2%) | (47.0%) |
| Environment | 11 | 21 | 11 | 06 | 049 |
| General Science | (14.7%) | (20.8%) | (13.1%) | (9.8%) | (15.3%) |
| | 11 | 14 | 09 | 08 | 042 |
| | (14.7%) | (13.9%) | (10.7%) | (13.1%) | (13.1%) |
| | 16 | 25 | 21 | 17 | 079 |
| | (21.3%) | (24.8%) | (25.0%) | (27.9%) | (24.6%) |
| Total | 75 | 101 | 84 | 61 | 321 |
| Sex: Female | | | | | |
| Achievement improved | | | | | |
| In the subjects: | | | | | |
| Mathematics | 47 | 27 | 44 | 26 | 144 |
| Social Science | (54.0%) | (43.5%) | (57.9%) | (56.5%) | (53.1%) |
| Environment | 12 | 14 | 14 | 04 | 044 |
| General Science | (13.8%) | (22.6%) | (18.4%) | (8.7%) | (16.2%) |
| | 12 | 11 | 11 | 10 | 044 |
| | (13.8%) | (17.7%) | (14.5%) | (21.7%) | (16.2%) |
| | 15 | 10 | 07 | 06 | 038 |
| | (17.2%) | (16.1%) | (9.2%) | (13.0%) | (14.0%) |
| Total | 87 | 62 | 76 | 46 | 271 |

- vi. Similarly, it was felt that more seriousness has developed in students towards learning (male teachers - 95.5%; female teachers - 98.9%).
- vii. Regarding the improvement in attendance, it is expressed by 69% of male teachers and 72% of female teachers that students' attendance has increased since the OB training and usage of materials by teachers in the class.
- viii. The OB training received and usage of materials, which improved classroom teaching, also seems to have improved teacher-pupil relationship to a great extent (male teachers - 96.7%; female teachers - 98.9%).

Table 4.29 Use of OB materials by teachers and their effect

| | District | | | | |
|----------------------------------|----------------|----------------|----------------|---------------|----------------|
| | 02 | 10 | 12 | 20 | Total |
| Use of OB items: | | | | | |
| Yes (F) | 87 (100.0%) | 61 (95.3%) | 78 (98.7%) | 45 (95.7%) | 271 (97.8%) |
| (M) | 73 (94.8%) | 99 (95.2%) | 83 (98.8%) | 59 (92.2%) | 314 (95.4%) |
| No (F) | 00 (00.0%) | 01 (01.6%) | 01 (01.3%) | 02 (04.3%) | 004 (01.4%) |
| (M) | 04 (05.2%) | 02 (01.9%) | 01 (01.2%) | 05 (07.8%) | 012 (03.6%) |
| Total (F) | 87 | 062 | 79 | 47 | 275 |
| (M) | 77 | 101 | 84 | 64 | 326 |
| Improved teaching: | | | | | |
| Yes (F) | 87 (100.0%) | 62 (96.9%) | 77 (98.7%) | 47 (100%) | 273 (98.9%) |
| (M) | 77 (100.0%) | 102 (98%) | 85 (100.0%) | 61 (95.3%) | 325 (98.5%) |
| No (F) | 00 (00.0%) | 01 (01.6%) | 01 (01.3%) | 00 (00.0%) | 02 (00.7%) |
| (M) | 00 (00.0%) | 00 (00.0%) | 00 (00.0%) | 03 (04.7%) | 03 (04.7%) |
| Total (F) | 87 | 063 | 78 | 47 | 275 |
| (M) | 77 | 102 | 85 | 64 | 328 |
| More attention after OB training | | | | | |
| Yes (F) | 86 (98.9%) | 62 (96.9%) | 77 (98.7%) | 47 (100%) | 272 (98.6%) |
| (M) | 77 (100.0%) | 102 (98.1%) | 85 (100.0%) | 59 (92.2%) | 323 (97.9%) |
| No (F) | 01 (04.1%) | 01 (01.6%) | 01 (01.3%) | 00 (00.0%) | 03 (01.1%) |
| (M) | 00 (00.0%) | 00 (00.0%) | 00 (00.0%) | 05 (07.8%) | 05 (02.1%) |
| Total (F) | 87 | 063 | 78 | 47 | 275 |
| (M) | 77 | 102 | 85 | 64 | 328 |

Contd.

| | District | | | | |
|------------------------------------|----------------|----------------|----------------|---------------|----------------|
| | 02 | 10 | 12 | 20 | Total |
| Achievement improved OB training: | | | | | |
| Yes (F) | 87 (100%) | 62 (96.9%) | 76 (97.4%) | 46 (100%) | 271 (98.5%) |
| (M) | 76 (98.7%) | 102 (98.1%) | 84 (98.8%) | 61 (95.3%) | 323 (97.9%) |
| No (F) | 00 (00.0%) | 01 (1.6%) | 02 (2.6%) | 00 (00.0%) | 03 (01.5%) |
| (M) | 1 (01.3%) | 00 (00.0%) | 01 (01.2%) | 03 (04.7%) | 05 (02.1%) |
| Total (F) | 87 | 64 | 78 | 46 | 275 |
| (M) | 77 | 104 | 85 | 64 | 330 |
| Attendance increased: | | | | | |
| Yes (M) | 56 (72.7%) | 72 (69.9%) | 69 (81.2%) | 31 (48.4%) | 228 (69.3%) |
| (F) | 62 (71.3%) | 51 (79.7%) | 65 (83.3%) | 21 (44.7%) | 199 (72.1%) |
| No (M) | 20 (26.6%) | 28 (27.2%) | 16 (18.8%) | 33 (51.6%) | 97 (29.5%) |
| (F) | 25 (28.7%) | 12 (18.8%) | 13 (16.7%) | 26 (55.3%) | 76 (27.5%) |
| Total (M) | 77 | 103 | 85 | 64 | 329 |
| (F) | 87 | 064 | 78 | 47 | 276 |
| Seriousness in learning increased: | | | | | |
| Yes (M) | 76 (98.7%) | 99 (95.2%) | 85 (100.0%) | 55 (85.9%) | 315 (95.5%) |
| (F) | 87 (100.0%) | 61 (95.3%) | 79 (100.0%) | 47 (100%) | 274 (98.9%) |
| No (M) | 00 (00.0%) | 03 (02.9%) | 00 (00.0%) | 09 (14.1%) | 12 (03.6%) |
| (F) | 00 (00.0%) | 02 (03.1%) | 00 (00.0%) | 00 (00.0%) | 02 (00.7%) |
| Total (M) | 77 | 102 | 85 | 64 | 327 |
| (F) | 87 | 063 | 79 | 47 | 276 |

Contd.

| | District | | | | |
|--------------------------------------|---------------|---------------|---------------|---------------|----------------|
| | 02 | 10 | 12 | 20 | Total |
| Teacher Pupil relationship improved: | | | | | |
| Yes (M) | 76 (98.7%) | 98 (94.2%) | 85 (100%) | 60 (93.8%) | 319 (96.7%) |
| (F) | 87 (100%) | 62 (96.9%) | 79 (100%) | 46 (97.9%) | 274 (98.9%) |
| No (M) | 00 (00.0%) | 04 (03.8%) | 00 (00.0%) | 04 (06.3%) | 008 (12.4%) |
| (F) | 00 (00.0%) | 01 (01.6%) | 00 (00.0%) | 01 (02.1%) | 002 (00.7%) |
| Total (M) | 77 | 104 | 85 | 64 | 330 |
| (F) | 87 | 64 | 79 | 47 | 277 |

4.3.4 Perceptions of OB trained teachers about usefulness of OB Materials.

It is observed that some of the materials supplied under OB scheme are quite useful and some are not. Most teachers feel that the materials like maps, plastic globe, educational charts, science equipment and maths kit are the most useful materials.

Some of the items like tool kit, library books and musical instrument were considered to be least useful by many teachers. The percentage wise analysis of teachers' perception regarding the usage of OB materials and the classwise average use of OB aids are given in the accompanying tables.

Among the OB aids, it is found that educational charts are used to the maximum extent by most of the teachers from class I to class V, whereas science kit was used only from class III to class V. Maps and plastic globes were found to be used more from class III onwards. At the lower classes like class I and II, the birds/animals aids and toys/wisdom block were found to be used to the maximum. When compared to all other aids, maths kit and games/equipments seem to be the aids which were used maximally from class I to class V. The tool kit and musical instruments seem to be the least used OB aids while library books were found to be used from class III onwards.

Table 4.30 Classwise average use of OB aids

| OB aids | Class I | Class II | Class III | Class IV | Class V |
|---------------------|---------|----------|-----------|----------|---------|
| Maps | 0.4 | 0.5 | 1.1 | 1.2 | 1.2 |
| Plastic Globe | 0.6 | 0.7 | 1.2 | 1.3 | 1.2 |
| Educational Charts | 1.2 | 1.3 | 1.3 | 1.2 | 1.1 |
| Toys/wisdom block | 1.1 | 1.1 | 0.9 | 0.8 | 0.8 |
| Birds/animals | 1.2 | 1.2 | 1.1 | 0.9 | 0.8 |
| Games / Equipments | 1.2 | 1.3 | 1.3 | 1.3 | 1.2 |
| Science Kit | 0.5 | 0.5 | 1.0 | 1.0 | 1.1 |
| Maths Kit | 1.0 | 1.1 | 1.3 | 1.4 | 1.2 |
| Tool Kit | 0.4 | 0.4 | 0.4 | 0.7 | 0.7 |
| Musical Instruments | 0.4 | 0.6 | 0.5 | 0.5 | 0.5 |
| Library books | 0.7 | 0.4 | 1.1 | 1.2 | 1.2 |

Table 4.31 Perception of OB trained teachers about most useful and least useful OB aids

| OB-Aids | Most Useful | | Least useful | |
|----------------------|----------------|----------------|----------------|----------------|
| | Male | Female | Male | Female |
| Maps | 49 (15.3%) | 29 (10.7%) | 04 (1.3%) | 04 (1.5%) |
| Plastic globes | 42 (13.1%) | 20 (7.4%) | 03 (0.9%) | 02 (0.7%) |
| Educational Charts | 34 (10.6%) | 31 (11.4%) | 02 (0.6%) | 01 (0.4%) |
| Toys/Wisdom Blocks | 08 (2.5%) | 11 (4%) | 06 (1.9%) | 03 (1.1%) |
| Birds/Animals | 14 (4.4%) | 11 (4%) | 04 (1.3%) | 02 (.7%) |
| Games and equipments | 08 (2.5%) | 06 (2.2%) | 01 (1.3%) | 05 (1.8%) |
| Science Equipments | 35 (10.9%) | 26 (9.6%) | 14 (14.4%) | 08 (3.0%) |
| Maths Kit | 119 (37.2%) | 118 (43.4%) | 07 (2.2%) | 03 (1.1%) |
| Tool kit | 01 (1.3%) | 01 (1.4%) | 33 (10.4%) | 34 (12.5%) |
| Library Books | 3 (1.9%) | 2 (1.7%) | 3 (1.9%) | 4 (1.5%) |
| Musical Instruments | - | - | 231 (73.1%) | 185 (68.3%) |
| Total | 320 | 272 | 316 | 271 |

4.3.5 Teachers' Awareness of OB Scheme

The teachers' awareness of OB scheme was tested by asking them to (i) expand the term OB; (ii) name the components of OB; (iii) source of knowledge of OB, and (iv) reasons for naming OB.

It is found that 52.5% of the male and 44% of the female teachers could expand the OB term correctly, while 35.2% of the male and 39% of the female teachers could expand to some extent. Most of the teachers (male - 62.7%; female - 52.2%) seemed to have known about OB from circulars sent to schools. Some teachers (Male - 27.1%; Female - 34.3%) seemed to have known about OB scheme from their colleagues. Only some teachers (Male - 53.5%; Female - 54.9%) could name some components of OB, while 36% of the male teachers and 29.4% of the female teachers could name all the components of OB. Around 43.6% of the male teachers and 35.6% of the female teachers could provide reasons correctly for naming the OB components, while 43.2% of male and 46.8% of female teachers could provide partly correct reasons for naming OB components.

Table 4.32 Districtwise number of teachers with knowledge of OB Scheme

| | District | | | | Total |
|-----------------------|----------------|---------------|---------------|---------------|----------------|
| | 02 | 10 | 12 | 20 | |
| Expansion of OB Term: | | | | | |
| Fully correct (M) | 71 (57.7%) | 74 (56.1%) | 72 (52.9%) | 48 (42.1%) | 265 52.5% |
| (F) | 67 (50.0%) | 42 (40.4%) | 65 (48.5%) | 51 (36.7%) | 225 (44%) |
| Partially correct (M) | 42 (34.1%) | 46 (34.8%) | 46 (33.8%) | 44 (38.6%) | 178 (35.2%) |
| (F) | 150 (37.3%) | 53 (51%) | 56 (41.8%) | 41 (29.5%) | 200 (39.1%) |
| Could not expand (M) | 09 (07.3%) | 09 (06.8%) | 16 (11.8%) | 20 (17.5%) | 54 (10.7%) |
| (F) | 13 (09.7%) | 06 (05.8%) | 13 (09.7%) | 35 (25.2%) | 67 (13.1%) |
| Total | | | | | |
| (M) | 123 | 132 | 136 | 114 | 505 |
| (F) | 134 | 104 | 134 | 139 | 511 |

Contd.

| | District | | | | Total |
|---------------------------------|---------------|---------------|---------------|---------------|----------------|
| | 02 | 10 | 12 | 20 | |
| Source of Knowledge: | | | | | |
| From colleague (M) | 42 (34.4%) | 49 (37.1%) | 35 (25.9%) | 10 (8.9%) | 136 (27.1%) |
| (F) | 55 (41.0%) | 41 (39.8%) | 53 (40.2%) | 25 (18.0%) | 174 (34.3%) |
| From circular (M) | 75 (61.5%) | 75 (56.8%) | 78 (57.8%) | 86 (76.8%) | 314 (62.7%) |
| (F) | 67 (50.0%) | 49 (47.6%) | 61 (46.2%) | 88 (63.3%) | 265 (52.2%) |
| Other Sources (M) | 04 (03.3%) | 06 (4.5%) | 20 (14.8%) | 15 (13.4%) | 45 (9.0%) |
| (F) | 10 (07.5%) | 11 (10.7%) | 17 (12.9%) | 13 (9.4%) | 51 (10.0%) |
| Total (M) | 122 | 132 | 135 | 112 | 501 |
| (F) | 134 | 103 | 132 | 139 | 508 |
| Naming Components of OB: | | | | | |
| Named All (M) | 39 (32.2%) | 37 (28.0%) | 63 (46.3%) | 42 (36.8%) | 181 (36.0%) |
| (F) | 34 (25.6%) | 16 (15.4%) | 56 (41.8%) | 44 (31.7%) | 150 (29.4%) |
| Named some (M) | 72 (59.5%) | 84 (63.6%) | 53 (39.0%) | 60 (52.6%) | 269 (53.5%) |
| (F) | 78 (58.6%) | 80 (76.9%) | 54 (40.3%) | 68 (48.9%) | 280 (54.9%) |
| Not named any (M) | 9 (7.4%) | 9 (6.8%) | 18 (13.2%) | 9 (7.9%) | 45 (8.9%) |
| (F) | 15 (11.3%) | 4 (3.8%) | 24 (17.9%) | 15 (10.8%) | 58 (11.4%) |
| Total (M) | 121 | 132 | 136 | 114 | 503 |
| (F) | 133 | 104 | 134 | 139 | 510 |

Contd.

| | District | | | | Total |
|------------------------|---------------|---------------|---------------|---------------|----------------|
| | 02 | 10 | 12 | 20 | |
| Reasons for naming OB: | | | | | |
| Fully correct (M) | 59 (48.8%) | 53 (40.2%) | 64 (47.4%) | 43 (37.7%) | 219 (43.6%) |
| (F) | 57 (42.5%) | 33 (31.7%) | 51 (38.1%) | 41 (29.5%) | 182 (35.6%) |
| Partly correct (M) | 54 (44.6%) | 65 (48.5%) | 47 (34.8%) | 52 (45.6%) | 217 (43.2%) |
| (F) | 65 (48.5%) | 60 (57.7%) | 52 (38.8%) | 62 (44.6%) | 239 (46.8%) |
| Not correct (M) | 07 (05.8%) | 13 (9.8%) | 22 (16.3%) | 16 (14.0%) | 58 (11.6%) |
| (F) | 06 (04.5%) | 17 (6.7%) | 37 (23.1%) | 23 (16.5%) | 502 (51.1%) |
| Total (M) | 121 | 132 | 135 | 114 | 502 |
| (F) | 134 | 104 | 134 | 139 | 511 |

M - Male; F - Female

It is observed that there is not much of a difference in awareness about OB scheme between OB trained (48.9%) and non-OB trained (47.2%) teachers who expanded the OB term correctly. Similarly, 39.6% of OB trained teachers and 33.6% of non-OB trained teachers could expand OB scheme to some extent. It is found that some OB trained (28.1%) and non-OB trained teachers (34.7%) became aware of OB scheme through colleagues. But the majority of the teachers (OB - 64.0%; non-OB - 47.4%) seem to have known OB scheme through official circulars. While 35.5% of OB and 28.4% of non-OB teachers could name all the components of OB, 54.3% of OB and 54.1% of non-OB could name only some of the components. The reasons provided for naming OB components were found correct for 45.1% of OB teachers and 31.4% of non-OB teachers and partly correct for 43.9% of OB teachers and 46.7% of non-OB teachers.

Table 4.33 Districtwise number of teachers for concept of OB Scheme

| | District | | | | Total |
|------------------------|----------|---------|---------|---------|---------|
| | 02 | 10 | 12 | 20 | |
| Concept of OB Scheme | | | | | |
| Expansion of OB Term: | | | | | |
| Fully correct (OB) | 80 | 85 | 76 | 58 | 299 |
| (Non-OB) | (48.8%) | (50.6%) | (45.2%) | (52.3%) | (48.9%) |
| Partially correct (OB) | 58 | 31 | 61 | 41 | 191 |
| (Non-OB) | (62.4%) | (45.6%) | (59.8%) | (28.9%) | (47.2%) |
| Could not expand (OB) | 67 | 69 | 71 | 35 | 242 |
| (Non-OB) | (40.9%) | (41.1%) | (42.3%) | (31.5%) | (39.6%) |
| Total (OB) | 25 | 30 | 31 | 50 | 136 |
| (Non-OB) | (26.9%) | (44.1%) | (30.4%) | (35.2%) | (33.6%) |
| Total | 15 | 10 | 21 | 18 | 64 |
| (Non-OB) | (09.1%) | (06.0%) | (12.5%) | (16.2%) | (10.5%) |
| Total | 07 | 05 | 08 | 37 | 57 |
| (Non-OB) | (07.5%) | (07.4%) | (07.8%) | (26.1%) | (14.1%) |
| Total (OB) | 164 | 168 | 168 | 111 | 611 |
| Total (Non-OB) | 093 | 068 | 102 | 142 | 405 |
| Source of Knowledge | | | | | |
| From colleague: (OB) | 53 | 58 | 44 | 16 | 171 |
| (Non-OB) | (32.3%) | (34.5%) | (26.7%) | (14.4%) | (28.1%) |
| From circular: (OB) | 44 | 32 | 44 | 19 | 139 |
| (Non-OB) | (47.8%) | (47.8%) | (43.1%) | (13.6%) | (34.7%) |
| Other Sources: (OB) | 100 | 100 | 104 | 85 | 389 |
| (Non-OB) | (61.0%) | (59.5%) | (63.0%) | (76.6%) | (64.0%) |
| Total (OB) | 42 | 24 | 35 | 89 | 190 |
| (Non-OB) | (45.7%) | (35.8%) | (34.3%) | (63.6%) | (47.4%) |
| Total | 11 | 07 | 16 | 10 | 44 |
| (Non-OB) | (06.7%) | (04.2%) | (09.7%) | (09.0%) | (07.2%) |
| Total | 03 | 10 | 21 | 18 | 52 |
| (Non-OB) | (03.3%) | (14.9%) | (20.6%) | (12.9%) | (13%) |
| Total (OB) | 164 | 168 | 165 | 111 | 608 |
| Total (Non-OB) | 092 | 067 | 102 | 140 | 401 |

Contd.

| | District | | | | Total |
|---------------------------------|---------------|----------------|---------------|---------------|----------------|
| | 02 | 10 | 12 | 20 | |
| Naming Components of OB: | | | | | |
| Named All (OB) | 46 (28.6%) | 38 (22.6%) | 79 (47.0%) | 53 (47.7%) | 216 (35.5%) |
| (Non-OB) | 27 (29%) | 15 (22.1%) | 40 (39.2%) | 33 (23.2%) | 115 (28.4%) |
| Named some (OB) | 96 (59.6%) | 121 (72.0%) | 66 (39.3%) | 47 (42.3%) | 330 (54.3%) |
| (Non-OB) | 54 (58.1%) | 43 (63.2%) | 41 (40.2%) | 81 (57%) | 219 (54.1%) |
| Not named any (OB) | 16 (09.9%) | 06 (03.6%) | 23 (13.7%) | 10 (09.0%) | 055 (09.0%) |
| (Non-OB) | 08 (08.6%) | 07 (10.3%) | 19 (18.6%) | 14 (09.9%) | 048 (11.9%) |
| Total (OB) | 161 | 168 | 165 | 111 | 608 |
| (Non-OB) | 093 | 068 | 102 | 142 | 405 |
| Reasons for naming OB: | | | | | |
| Fully correct (OB) | 77 (47.5%) | 70 (41.7%) | 71 (42.5%) | 56 (50.5%) | 274 (45.1%) |
| (Non-OB) | 39 (41.9%) | 16 (23.5%) | 44 (43.1%) | 28 (19.7%) | 127 (31.4%) |
| Partly correct (OB) | 74 (45.7%) | 83 (49.4%) | 65 (40.7%) | 42 (37.8%) | 267 (43.9%) |
| (Non-OB) | 45 (48.4%) | 41 (60.3%) | 31 (30.4%) | 72 (50.7%) | 189 (46.7%) |
| Not correct (OB) | 08 (04.9%) | 12 (07.1%) | 28 (16.8%) | 12 (10.8%) | 060 (09.9%) |
| (Non-OB) | 05 (05.4%) | 08 (11.8%) | 25 (24.5%) | 27 (19.0%) | 065 (16.0%) |
| Total (OB) | 162 | 168 | 167 | 111 | 608 |
| (Non-OB) | 093 | 068 | 102 | 142 | 405 |

OB - OB trained teachers

Non-OB - Non-OB trained teachers

4.3.6 Teachers' Perception about OB Scheme

Teachers' perception about the supply of OB aids, the quality of these aids, and their effectiveness were analysed. Also, the impact of OB training on classroom teaching was also analysed.

(i) Supply of OB aids

Most of the teachers have felt that there is timely supply of OB aids. There was no difference in the opinions of OB trained and non-OB trained teachers regarding this. But concerning the quality of OB aids supplied, it is felt by a majority that they were not in good condition. Most of them have expressed that the OB aids were damaged and found in a bad condition. It was suggested by many that the OB aids must be replaced periodically, and the authorities while checking for quality of the aids during supply/verification should take enough care. Regarding the supply of materials, around 65.4% of OB and non-OB teachers have expressed that all items were supplied. Some teachers have remarked that only some materials were supplied to the schools, that too in a poor condition.

(ii) Training in use of OB aids

It is found that 87.9% of the teachers from OB schools under study are trained in the use of OB aids, while 29.6% of the teachers from non-OB schools are trained; around 67% of the teachers are found to be untrained. Regarding their awareness about OB aids, there was no difference between OB trained and non-OB trained as 85.4% of the OB trained and 74.9% of the non-OB trained teachers have responded correctly to the questions related to OB aids. It is also found that a majority of non-OB teachers (82.8%) were using OB aids in their classroom instruction even in the absence of training. It is found that 94.7% of the OB trained teachers were using OB aids in the classroom.

Some teachers have expressed that OB aids were not put into use because (a) they are in a poor and non-usable conditions, (b) lack of time, (c) over crowded classes, especially where it is managed by a single or two teachers, and (d) the OB aids are kept under 'safe' custody of head teachers of the schools.

(iii) Impact of OB aids

Around 94.6% of the OB trained teachers and 85% of the non-OB trained teachers have expressed that OB aids had made their teaching more effective. As regards the effect of OB aids on children, 63.8% of OB trained and 62.2% of non-OB trained teachers have expressed that OB aids benefit children only partially. The reasons attributed to this are (a) damaged OB aids which are not in condition to be demonstrated, (b) limited supply of OB aids which do not cater to the large number of students, (c) no timely supply of OB aids in certain schools, and (d) the OB aids supplied being not related to the curriculum and textbooks.

Table 4.34 Districtwise Distribution Number of Teachers involved with OB Aids/Equipment

| | | District | | | | Total |
|----------------------------------|--------|----------------|----------------|----------------|----------------|----------------|
| | | 02 | 10 | 12 | 20 | |
| Training in Use of OB Materials: | | | | | | |
| Yes | OB | 139 (84.8%) | 151 (90.4%) | 160 (95.2%) | 86 (77.5%) | 536 (87.9%) |
| | Non-OB | 027 (29.3%) | 016 (23.5) | 049 (49.0%) | 028 (19.2%) | 120 (29.6%) |
| No | OB | 024 (14.6%) | 012 (7.2%) | 007 (4.2%) | 025 (22.5%) | 068 (11.1%) |
| | Non-OB | 061 (66.3%) | 048 (70.6%) | 048 (48%) | 115 (78.8%) | 272 (67.0%) |
| Total | OB | 164 | 167 | 168 | 111 | 610 |
| | Non-OB | 092 | 068 | 100 | 146 | 406 |
| Timely supply of OB aids: | | | | | | |
| Yes | OB | 139 (85.8%) | 080 (47.6%) | 144 (85.7%) | 093 (83.8%) | 456 (74.9%) |
| | Non-OB | 055 (59.8%) | 026 (38.8%) | 073 (74.5%) | 108 (74%) | 262 (65.0%) |
| No | OB | 020 (12.3%) | 083 (49.4%) | 024 (14.3%) | 018 (16.2%) | 145 (23.8%) |
| | Non-OB | 033 (35.9%) | 035 (52.2%) | 023 (23.5%) | 034 (23.3%) | 125 (31.0%) |
| Total | OB | 162 | 168 | 168 | 111 | 609 |
| | Non-OB | 092 | 067 | 098 | 146 | 403 |
| Supply of Items | | | | | | |
| All | OB | 127 (78.4%) | 064 (38.1%) | 136 (81.0%) | 095 (85.6%) | 422 (69.3%) |
| | Non-OB | 040 (43.5%) | 024 (35.8%) | 075 (78.9%) | 107 (73.3%) | 246 (61.5%) |
| Some | OB | 031 (19.1%) | 100 (59.9%) | 032 (19.0%) | 016 (14.4%) | 179 (29.4%) |
| | Non-OB | 048 (52.2%) | 039 (58.2%) | 017 (17.9%) | 035 (24.0%) | 139 (34.8%) |
| Total | OB | 162 | 168 | 168 | 111 | 609 |
| | Non-OB | 092 | 067 | 095 | 146 | 400 |

Contd.

| | District | | | | Total |
|-----------------------------|----------------|----------------|----------------|----------------|----------------|
| | 02 | 10 | 12 | 20 | |
| Knowledge of OB aids: | | | | | |
| Fully correct: OB | 123 (82.0%) | 112 (76.2%) | 157 (94.0%) | 098 (89.1%) | 490 (85.4%) |
| Non-OB | 055 (60.4%) | 036 (53.7%) | 077 (84.6%) | 128 (87.7%) | 296 (74.9%) |
| Partially Correct: OB | 008 (05.3%) | 013 (08.8%) | 002 (01.2%) | 004 (03.6%) | 027 (04.7%) |
| Non-OB | 019 (20.9%) | 015 (22.4%) | 004 (04.4%) | 014 (09.6%) | 052 (13.2%) |
| Total OB | 150 | 147 | 167 | 110 | 574 |
| Non-OB | 091 | 067 | 091 | 146 | 395 |
| Good condition of OB aids: | | | | | |
| All OB | 048 (30.2%) | 028 (16.9%) | 029 (17.3%) | 057 (51.8%) | 162 (26.9%) |
| Non-OB | 022 (23.9%) | 012 (17.6%) | 020 (22.3%) | 058 (40.0%) | 112 (28.4%) |
| Some OB | 100 (62.9%) | 132 (79.5%) | 139 (82.7%) | 052 (47.3%) | 423 (70.1%) |
| Non-OB | 065 (70.7%) | 053 (77.9%) | 062 (68.9%) | 082 (56.6%) | 262 (66.3%) |
| Total OB | 159 | 166 | 168 | 110 | 603 |
| Non-OB | 092 | 068 | 090 | 145 | 305 |
| Use of OB aids by teachers: | | | | | |
| Yes OB | 153 (93.9%) | 156 (94.0%) | 163 (97.0%) | 104 (93.7%) | 576 (94.7%) |
| Non-OB | 068 (73.9%) | 052 (76.5%) | 080 (88.9%) | 128 (87.7%) | 328 (82.8%) |
| No OB | 008 (04.9%) | 003 (01.8%) | 005 (03.0%) | 006 (05.4%) | 022 (03.6%) |
| Non-OB | 020 (21.7%) | 013 (19.1%) | 002 (02.2%) | 014 (09.6%) | 049 (12.4%) |
| Total OB | 163 | 166 | 168 | 111 | 608 |
| Non-OB | 092 | 068 | 090 | 146 | 396 |

Contd.

| | District | | | | Total |
|---|----------|---------|---------|---------|---------|
| | 02 | 10 | 12 | 20 | |
| OB - aids make teaching more effective: | | | | | |
| Yes | | | | | |
| OB | 154 | 153 | 164 | 106 | 577 |
| Non-OB | (93.3%) | (92.2%) | (97.6%) | (95.5%) | (94.6%) |
| No | 072 | 053 | 080 | 131 | 336 |
| OB | (79.1%) | (77.9%) | (88.9%) | (89.7%) | (85.1%) |
| Non-OB | 009 | 007 | 004 | 005 | 025 |
| | (05.5%) | (04.2%) | (02.4%) | (04.5%) | (04.1%) |
| | 013 | 012 | 002 | 011 | 038 |
| | (14.3%) | (17.6%) | (02.2%) | (07.5%) | (08.5%) |
| Total | | | | | |
| OB | 165 | 166 | 168 | 111 | 610 |
| Non-OB | 091 | 068 | 090 | 146 | 395 |
| OB -Aids Benefit children: | | | | | |
| Fully | | | | | |
| OB | 062 | 037 | 068 | 034 | 201 |
| Non-OB | (38.3%) | (22.3%) | (40.5%) | (30.6%) | (33.1%) |
| Non-OB | 038 | 015 | 034 | 031 | 118 |
| | (41.8%) | (22.4%) | (37.8%) | (21.2%) | (29.9%) |
| Partially | 097 | 116 | 100 | 074 | 387 |
| OB | (59.9%) | (69.9%) | (59.5%) | (66.7%) | (63.8%) |
| Non-OB | 045 | 047 | 048 | 105 | 245 |
| | (49.5%) | (70.1%) | (53.3%) | (71.9%) | (62.2%) |
| Not at all | 002 | 006 | 000 | 003 | 011 |
| OB | (01.2%) | (03.6%) | (00.0%) | (02.7%) | (01.8%) |
| Non-OB | 002 | 001 | 000 | 006 | 009 |
| | (02.7%) | (01.5%) | (00.0%) | (04.1%) | (02.3%) |
| Total | | | | | |
| OB | 162 | 166 | 169 | 111 | 607 |
| Non-OB | 091 | 067 | 090 | 146 | 394 |

Reasons provided for not using the OB aids/equipment

Those teachers who had responded that they were not using OB aids were asked to provide reasons. Around 64% of the teachers have expressed that they are not aware of some of the materials, while 65.3% of the teachers expressed that they do not know how to use some of the materials. This is also substantiated with the evidence obtained through teachers' remarks about the training, where only some of the aids were shown and demonstrated during the training. Around 73.2% of the teachers had expressed that they could not use the OB materials, as some of them were broken. Some teachers (68.0%) had not used them because they were afraid of breaking the materials. While some of them (62%) felt that the aids were not worth using in the class. Some (61.7%) expressed that they can teach well without using the OB materials.

Considering the opinions expressed by OB trained and non-OB trained teachers respectively, it is found that 60.8% of the OB trained and 65% of the non-OB-trained teachers were not aware of some of the OB materials. Similarly, 62.7% of the OB trained and 68% of the non-OB-trained teachers were found to be not aware of the usage of the materials.

Table 4.35 Districtwise distribution of Number of Teachers not using OB Aids/Equipments

| | | | District | | | | Total |
|-------------------------------|---|--|----------------|----------------|----------------|----------------|-----------------|
| | | | 02 | 10 | 12 | 20 | |
| Not Aware: | | | | | | | |
| Any | M | | 007 (07.5%) | 001 (00.9%) | 004 (04.4%) | 007 (07.9%) | 019 (04.9%) |
| | F | | 014 (11.8%) | 016 (10%) | 005 (04.5%) | 013 (10.2%) | 0042 (09.2%) |
| Some | M | | 058 (62.4%) | 091 (77.8%) | 053 (58.9%) | 064 (71.9%) | 266 (68.4%) |
| | F | | 072 (60.5%) | 065 (65.0%) | 049 (43.8%) | 079 (61.7%) | 265 (57.7%) |
| Total | M | | 093 | 117 | 090 | 089 | 359 |
| | F | | 119 | 100 | 112 | 128 | 459 |
| Not Aware of use of material: | | | | | | | |
| Any | M | | 006 (06.3%) | 000 (00.0%) | 001 (01.1%) | 008 (08.9%) | 015 (03.3%) |
| | F | | 014 (11.8%) | 004 (04.0%) | 000 (00.0%) | 007 (05.5%) | 025 (05.5%) |
| Some | M | | 061 (63.5%) | 091 (78.4%) | 060 (65.9%) | 064 (71.1%) | 276 (70.2%) |
| | F | | 066 (55.5%) | 069 (69%) | 060 (53.6%) | 082 (64.6%) | 277 (60.5%) |
| Total | M | | 006 | 116 | 091 | 090 | 393 |
| | F | | 119 | 110 | 112 | 127 | 455 |
| Broken - Cannot be used: | | | | | | | |
| Any | M | | 010 (08.8%) | 020 (16.3%) | 009 (07.9%) | 004 (04.5%) | 043 (09.8%) |
| | F | | 010 (07.9%) | 022 (21.6%) | 004 (03.4%) | 001 (00.8%) | 037 (07.7%) |
| Some | M | | 092 (80.7%) | 092 (74.8%) | 085 (74.6%) | 068 (76.4%) | 337 (76.6%) |
| | F | | 101 (79.5%) | 065 (63.7%) | 077 (65.3%) | 092 (69.7%) | 335 (69.9%) |
| Total | M | | 114 | 123 | 114 | 89 | 440 |
| | F | | 127 | 102 | 118 | 132 | 479 |

Contd.

| | | District | | | | Total |
|-----------------------------------|---|----------------|----------------|----------------|----------------|----------------|
| | | 02 | 10 | 12 | 20 | |
| Afraid of breaking: | | | | | | |
| Any | M | 001 (01.2%) | 002 (01.7%) | 001 (01.0%) | 006 (07.4%) | 010 (02.6%) |
| | F | 007 (05.8%) | 007 (07.0%) | 000 (00.0%) | 002 (01.6%) | 016 (03.5%) |
| Some | M | 053 (63.1%) | 092 (78.6%) | 062 (64.6%) | 050 (61.7%) | 257 (68.0%) |
| | F | 114 | 093 | 110 | 124 | 440 |
| Total | M | 084 | 117 | 096 | 081 | 378 |
| | F | 120 | 100 | 110 | 126 | 456 |
| Not worth using: | | | | | | |
| Any | M | 004 (04.5%) | 001 (00.9%) | 002 (02.2%) | 005 (06.3%) | 012 (03.2%) |
| | F | 015 (12.3%) | 005 (05.0%) | 000 (00.0%) | 005 (04.0%) | 025 (05.4%) |
| Some | M | 057 (64.0%) | 092 (78.6%) | 054 (58.7%) | 052 (65.8%) | 255 (67.6%) |
| | F | 072 (59.0%) | 067 (67.0%) | 050 (45.0%) | 071 (56.3%) | 260 (56.6%) |
| Total | M | 089 | 117 | 092 | 079 | 377 |
| | F | 122 | 100 | 111 | 126 | 459 |
| Teaching well without aid: | | | | | | |
| Any | M | 009 (09.7%) | 006 (05.3%) | 004 (04.3%) | 005 (06.2%) | 024 (06.3%) |
| | F | 018 (14.6%) | 006 (06.0%) | 000 (00.0%) | 003 (02.4%) | 027 (05.9%) |
| Some | M | 059 (63.4%) | 082 (72.6%) | 057 (60.6%) | 054 (66.7%) | 252 (66.1%) |
| | F | 074 (60.2%) | 067 (67.0%) | 049 (44.1%) | 074 (58.3%) | 264 (57.3%) |
| Total | M | 093 | 113 | 094 | 081 | 381 |
| | F | 123 | 100 | 111 | 127 | 461 |

Table 4.36 Districtwise Distribution of Number of Teachers not using OB Aids/Equipments

| | District | | | | Total |
|-------------------------------|----------------|----------------|----------------|----------------|----------------|
| | 02 | 10 | 12 | 20 | |
| OB-trained/non trained: | | | | | |
| Not Aware: | | | | | |
| Any OB | 016 (12.6%) | 005 (03.3%) | 003 (02.5%) | 007 (08.4%) | 031 (06.4%) |
| Non-OB | 005 (05.9%) | 006 (09.0%) | 006 (07.5%) | 013 (09.7%) | 030 (08.2%) |
| Some OB | 070 (55.1%) | 114 (76.0%) | 053 (43.4%) | 056 (67.5%) | 293 (60.8%) |
| Non-OB | 060 (70.6%) | 042 (62.7%) | 049 (61.3%) | 087 (64.9%) | 238 (65.0%) |
| Total OB | 127 | 150 | 122 | 083 | 482 |
| Non-OB | 085 | 067 | 080 | 134 | 366 |
| Not Aware of use of material: | | | | | |
| Any OB | 016 (12.3%) | 000 (00.0%) | 000 (00.0%) | 004 (04.8%) | 020 (04.1%) |
| Non-OB | 004 (04.7%) | 004 (06.0%) | 001 (01.3%) | 011 (08.2%) | 020 (05.5%) |
| Some OB | 065 (50.0%) | 118 (79.2%) | 064 (52.0%) | 057 (68.7%) | 304 (62.7%) |
| Non-OB | 062 (72.9%) | 042 (62.7%) | 056 (70.0%) | 089 (66.0%) | 249 (68.0%) |
| Total OB | 130 | 149 | 123 | 083 | 485 |
| Non-OB | 085 | 067 | 080 | 134 | 366 |
| Broken - Cannot be used: | | | | | |
| Any OB | 016 (10.3%) | 029 (18.5%) | 008 (05.5%) | 002 (02.3%) | 055 (10.1%) |
| Non-OB | 004 (04.7%) | 013 (19.1%) | 005 (05.7%) | 003 (02.2%) | 025 (06.6%) |
| Some OB | 124 (80.0%) | 115 (73.2%) | 095 (65.5%) | 062 (72.1%) | 396 (72.9%) |
| Non-OB | 069 (80.2%) | 042 (61.8%) | 067 (77%) | 098 (72.6%) | 276 (73.4%) |
| Total OB | 155 | 157 | 145 | 086 | 543 |
| Non-OB | 086 | 068 | 087 | 135 | 376 |

Contd.

| | District | | | | Total |
|----------------------------|----------------|----------------|----------------|----------------|----------------|
| | 02 | 10 | 12 | 20 | |
| Afraid of breaking: | | | | | |
| Any OB | 008 (06.3%) | 005 (03.3%) | 001 (00.8%) | 002 (02.5%) | 016 (03.3%) |
| Non-OB | 000 (00.0%) | 004 (06.0%) | 000 (00.0%) | 006 (04.7%) | 010 (02.8%) |
| Some OB | 078 (61.4%) | 115 (76.7%) | 059 (47.2%) | 045 (57.0%) | 297 (61.7%) |
| Non-OB | 046 (59.7%) | 041 (61.2%) | 055 (67.9%) | 071 (55.5%) | 213 (60.3%) |
| Total OB | 127 | 150 | 125 | 079 | 481 |
| Non-OB | 077 | 067 | 081 | 128 | 353 |
| Not worth to use: | | | | | |
| Any OB | 018 (13.5%) | 000 (00.0%) | 001 (00.8%) | 004 (05.0%) | 023 (04.7%) |
| Non-OB | 001 (01.3%) | 006 (9.0%) | 001 (01.3%) | 006 (04.8%) | 014 (04.0%) |
| Some OB | 081 (60.9%) | 120 (80%) | 053 (42.7%) | 050 (62.5%) | 304 (62.4%) |
| Non-OB | 048 (61.5%) | 039 (58.2%) | 051 (64.6%) | 073 (58.4%) | 211 (60.5%) |
| Total OB | 133 | 150 | 124 | 080 | 487 |
| Non-OB | 078 | 067 | 079 | 125 | 349 |
| Teaching well without aid: | | | | | |
| Any OB | 020 (14.8%) | 007 (04.8%) | 003 (02.4%) | 005 (06.1%) | 035 (07.2%) |
| Non-OB | 007 (08.6%) | 005 (07.5%) | 001 (01.2%) | 003 (02.4%) | 016 (04.5%) |
| Some OB | 83 (61.5%) | 108 (74.0%) | 052 (41.9%) | 055 (67.1%) | 298 (61.2%) |
| Non-OB | 050 (61.7%) | 041 (61.2%) | 054 (66.7%) | 073 (57.9%) | 218 (61.4%) |
| Total OB | 135 | 146 | 124 | 082 | 487 |
| Non-OB | 081 | 067 | 081 | 126 | 355 |

72.9% of the OB trained and 73.4% of the non-OB trained teachers had expressed that some of the OB materials were broken and not in a condition to be used, while 61.7% of OB and 60.3% of non-OB trained teachers had expressed that they did not use them out of fear of breaking the materials. Almost the same number of OB and non-OB trained teachers had expressed that the materials are not worth using, and they could as well teach without using the aids supplied.

4.3.7 Problems faced in use of OB Materials

Teachers have a positive attitude about using the OB aids despite the problems that they face. As mentioned above they may not have used them because of the poor condition of the materials. Besides this, some of the problems stated are: (i) no

timely supply of OB aids, (ii) some aids were not demonstrated for their use during training. In the open remarks, majority of the teachers have expressed that only a few items were used and demonstrated during the training session, and (iii) non-availability of on-the-spot guidance. A very small percentage of teachers expressed that no serious meetings were held regarding the use of OB aids and the use of the aids hindered the completion of the teaching assignment.

4.3.8 Suggestions for improving OB Training

1. Majority of the teachers (81.2%) have expressed that an increase in the number of days of training is required.
2. 88.25% of the teachers have suggested that more time should be allotted for practice during training.
3. 62.9% of the teachers have expressed that more demonstration of OB aids should be provided by the trainer at the training centre while 52.7% of the teachers had felt that demonstration should be provided in the classroom.
4. 43.4% of the teachers had suggested that tests should be held after the training is completed.

4.3.9 Major factors affecting Retention

The teachers were asked to rank the list of factors affecting retention rate based on their importance contextually. Accordingly, it is found that community drive had the highest average ranking of 4.3 followed by mid-day meals (3.7), free uniforms (3.55) and better building (3.5) and teaching aid (3.35). The teacher (2.75) was considered as the least important factor affecting the retention rate!

4.3.10 Improvement of Standard of Teaching

The suggestions of teachers were analysed for improvement of standard of teaching. It was found that 89.5% of the teachers have felt that supply of OB material should continue, and 91.15 of the teachers had expressed that all teachers should be covered in the orientation. 75.15% of the teachers had expressed that the Head teacher should keep track of use of OB aids by the teachers. 88.15 of teachers felt that funds should be provided to replace the broken aids.

Section 4

4.4.1 Community Involvement

In order to study about the awareness and perceptions of parents and other community members about Operation Blackboard scheme and its implementation in the village schools, data was collected from 1267 people, out of whom 412 were Village Education Committee members, 22 school betterment committee members, 27 members of parent-teacher associations, 377 panchayat members and 429 were parents of the children studying in class V of the respective village schools.

Table 4.37 Districtwise response to the Community Participation Schedule

| District | Respondents | | | | | |
|----------|-------------|-----|-----|-----------|--------|-------|
| | VEC | SBC | PTA | Panchayat | Parent | Total |
| 2 | 098 | 008 | 006 | 078 | 118 | 308 |
| 10 | 101 | 010 | 003 | 094 | 091 | 299 |
| 12 | 126 | 000 | 011 | 104 | 106 | 347 |
| 20 | 087 | 004 | 007 | 101 | 114 | 313 |
| Total | 412 | 022 | 027 | 977 | 429 | 1267 |

Regarding the years of formation, it is observed that around 190 VECs are more than ten years old, 93 VECs 5 to 10 years old, and 119 VECs below 5 years old. Among school betterment committees, it is observed that 10 SBCs are more than ten years old and the remaining 42 SBCs are either five to ten years or below five years old. Among the parent teachers associations 13 are found to be below five years old, 7 are between five to ten years old and the remaining 5 are found to be more than ten years old.

Regarding the frequency of meetings of the above community members, it is found that the majority of village education committees (88.2%) meet invariably based on emergence of the needs. Around 89 VECs have expressed that they meet twice a year while 94 VECs seem to be meeting once a year. On the contrary, it is found that the school betterment committees and the parent teacher associations meet only on need basis, otherwise the meetings seem to be quite rare.

4.4.2 Participation of Community through VEC, SBC, PTA and Panchayats

According to the data obtained from the respondents belonging to the VEC, SBCs, PTAs, Panchayat members and parents it is found that the community members participate very actively in the above committees.

Concerning the kind of participation of community members in VEC, SBC and PTA regarding the school, it is found that the maximum participation of community members is found in school functions and helping in enrolment of students. Regarding procurement of land, and construction of school building, the participation is found to be hardly 26% in the committees. The Community members have contributed to some extent towards construction of school building. Regarding the provision of books to the school library and textbooks to the students, the participation seems to be quite low. To some extent the participation is seen in School Betterment Committee and in Panchayats towards providing textbooks for students and books to the library. The community members seem to have also contributed towards the supply of furniture in the schools and towards award of prizes to the students. The School Betterment Committee seems to be playing a major role in getting grants and recognition to the schools. The SBC also seems to be helping arranging for guest lectures, providing games and equipment and arranging for medical aid in schools. The role of panchayat is seen in arranging for medical aid, providing games and equipment, award of prizes, supply of furniture and in providing drinking water facilities.

The active participation of community members is high in committees that are more than ten years old. The occasions or aspects in which their participation is found is in (i) school function, (ii) procurement of land, (iii) provision of books, (iv) supply of furniture, etc. The role of VEC, SBC and Panchayat, which are more than ten years old, seems to be just around 47% in helping in enrolment of students. The participation of community members seems to be high the Committees where they meet based on emerging needs as compared to routine meetings of once or twice a year.

4.4.3 Community Awareness about OB Scheme

The awareness of the respondents who belonged to VEC, SBC, PTA, Panchayat and the parents of class V students about the scheme of Operation Blackboard was analysed. It is found that only 31% of the members were aware of the OB scheme, among which the VEC members (35.9%), PTA members (44.4%) and Panchayat members (35.0%) figure better than SBC members and the parents.

Table 4.38 Community Awareness about OB Scheme

| Respondent | Awareness of OB | | | | Total | |
|------------|-----------------|-------|-----|-------|-------|-------|
| | Yes | | No | | No. | % |
| | No. | % | No. | % | | |
| VEC | 146 | 35.9% | 261 | 64.1% | 0407 | 32.4% |
| SBC | 004 | 18.2% | 018 | 81.8% | 0022 | 01.8% |
| PTA | 012 | 44.4% | 015 | 55.6% | 0027 | 02.1% |
| Panchayat | 131 | 35.0% | 243 | 65.0% | 0374 | 29.8% |
| Parent | 096 | 22.5% | 331 | 77.5% | 0427 | 34.0% |
| Total | 389 | 30.9% | 868 | 69.1% | 1257 | 100% |

Regarding the sources from where the respondents became aware of OB Scheme, it is found that 86.8% of the respondents know from the teachers, while the remaining knew through the other members of the committees.

Table 4.39 Sources of awareness about OB Scheme

| Respondent | Source of Awareness | | | | Total | |
|------------|---------------------|-------|-----------------------|-------|-------|-------|
| | Through teachers | | Through other members | | No. | % |
| | No. | % | No. | % | | |
| VEC | 123 | 88.5% | 16 | 11.5% | 139 | 36.8% |
| SBC | 003 | 75.0% | 01 | 25.0% | 004 | 01.1% |
| PTA | 010 | 83.3% | 02 | 16.7% | 012 | 03.2% |
| Panchayat | 108 | 84.4% | 20 | 15.6% | 128 | 33.9% |
| Parent | 084 | 88.4% | 11 | 11.6% | 095 | 25.1% |
| Total | 328 | 86.8% | 50 | 13.2% | 378 | 100% |

It is expressed in some of the blocks by some of the community members who belong to VEC, SBC and Panchayat that they participate effectively in school related functions. Some of the aspects in which the community members were found to be active are:

- i) Providing furniture like almirahs, chairs and tables
- ii) Providing wall clock
- iii) Distribution of free uniforms
- iv) Maintenance of school garden and playground
- v) Providing toilet for girls
- vi) Providing drinking water facilities
- vii) Contribution of money towards annual day celebrations and helping in providing electricity
- viii) Maintenance of hostel
- ix) Providing free education for children through night schools
- x) Distribution of sweets on national festival days
- xi) Appointment of teachers by Parents Teachers Association

The community members suggested that the OB scheme should continue as they could see some improvement in their children after the teachers underwent the training.

Since some of the schools are found running in temples, it is suggested that financial help should be extended to such schools to construct new buildings. In addition, it is reported that drinking water, transport, construction of compound walls, kitchen and toilet facilities are also required.

Chapter 5

Major Findings And Conclusions

The major findings of the study along with the observations made by the field investigators during their visits are presented and discussed in this chapter..

5.1 Major findings

The evaluation of the Implementation of the Operation Blackboard Scheme was conducted in four districts of Tamilnadu, viz. Chengalpattu, Coimbatore, Trichy and Tirunelveli. A total of 40 blocks (10 blocks under each district) with 432 schools formed the sample for the survey. Among the 432 schools, OB scheme was implemented in 384 schools and the remaining 48 were non-OB schools. Data was also collected from 1026 teachers to study their perceptions about OB scheme, use of training materials, their impact and so on. The major findings are:

1. All 40 blocks selected under the four districts of Tamilnadu are covered for more than 7 years under OB scheme. It is observed that 31 blocks were covered during phase 1, and 2 blocks during phases 2 and 3. At present phase 6 is under operation in the state, but details were not available phase wise regarding the coverage of remaining blocks.
2. The blockwise and districtwise analysis shows that a total number of 3394 schools were actually covered for supply of teaching-learning materials against the sanctioned number of 3413 schools under OB scheme.
3. A total of 91 single teacher schools were provided with additional second teacher and 170 two-teacher schools were provided with additional third teacher. The Chengalpattu district was sanctioned with the maximum number of additional third teacher while Tirunelveli had the least coverage of schools as regards additional third teacher. The observation of field investigators indicate that a majority of the OB schools have additional teachers. There seems to be no significant difference between OB and non-OB schools regarding the provision of additional teachers (OB - 68.4; non-OB - 62.5%). It is observed that additional teachers are found in more than 60% of OB and non-OB schools.
4. Among 141 schools identified, 138 schools were sanctioned for construction of new buildings and toilets. But only 86 schools were actually covered for construction of new classrooms with toilets in 3 districts (except Chengalpattu). Similarly, 28 additional classrooms were constructed in all the 3 districts. As per the observations of field investigators, Coimbatore district seems to be having maximum number of OB schools with additional classrooms as compared to other districts. Similarly, 50% of the non-OB schools seem to be having additional classrooms, the maximum being in Coimbatore district.

5. In 48 schools toilets were constructed against the sanctioned number of 18 schools. The difference is due to the fact that the Village Panchayats have taken initiatives in construction of new toilets. As regards separate toilet facilities for girls, it is found that 15 schools were provided with the facility under three districts (excluding Chengalpattu). Among the four districts, new school buildings, additional classrooms and toilet facilities seem to have been provided mostly in Coimbatore when compared to the other districts.
6. The district wise analysis reveals that a total of 12,086 teachers in Coimbatore, 2033 teachers in Trichy and 8407 teachers in Tirunelveli were trained under OB scheme in utilization of teaching-learning materials. The data obtained from the selected blocks show that a total number of 2742 head teachers and 5895 teachers were identified, out of whom 2691 head teachers and 5861 teachers were sponsored. 2609 head teachers and 5711 teachers were actually trained in the utilization of teaching-learning materials supplied under OB scheme. Among these trained teachers, it is found that there were 4530 women teachers. It is found that most of the teachers who were trained are from Chengalpattu and Coimbatore districts.
7. It is found that the OB materials are purchased through tenders and directly sent to the AEOs by the Director of State Elementary Education. Several committees exist to purchase OB materials, textbooks.
8. The state wise analysis reveals that the teaching-learning materials were purchased at State Headquarters from phase 1 to phase 3 and distributed to the Block Headquarters directly. The procurement of materials during phase 4 was at district level from where the materials were distributed to Block Headquarters and the on to the schools. It is observed that there was a large time gap between procurement and distribution of teaching-learning materials during initial phases, especially from district to Block Headquarters and from Block Headquarters to schools. It is found that there was flexibility in the procedures followed to procure the materials and the time gap was reduced to a great extent during phases 5 and 6 due to a decentralized mode of procurement and distribution of teaching-learning materials adopted at later stages. During later phases, it is reported in some of the blocks that the materials were purchased directly under the supervision of AEOs.
9. The state wise and district wise analyses reveal that the supplies were verified with the specimen materials before distribution. The Blockwise analysis shows that despite some defective items, the materials were supplied to the schools. Some of the blocks have reported that no clear instructions were received from authorities regarding the quality check of the materials and therefore the materials were distributed without any checks.
10. The district wise analysis reveals that 28 blocks were inspected in each district every year. The blockwise reports show that 591 schools are inspected each month against the target number of 667 schools; 941 schools inspected quarterly against the target number of 1075 schools; and 2673 schools inspected yearly against the target number of 2855 schools. No norms are fixed by district education officers for inspection, as the criteria for monitoring

was left to the discretion of the authorities. From the schools, it is found that it is usually the Assistant Education Officers who inspect the school once a year. It is reported in 59% of the schools that inspection is carried out intensively, while in the remaining schools it was expressed that inspection is carried out in a routine manner. In 93.5% of the schools, it was expressed that the suggestions provided by inspection authorities are quite fruitful and help in the improvement of the schools. According to the report of field investigators who visited schools, it is gathered that almost 90.6% of the OB schools do not have toilet facilities, especially for girls. In Coimbatore and Tirunelveli districts the situation is much better. Chengalpattu (80%) and Trichy (83%) seem to present a very low profile regarding toilet facilities. Similarly, almost 97.6% of the non-OB schools were observed not having toilet facilities.

11. 93% of the OB schools were found to be more than 2 years old whereas 6% of the schools were 10 to 20 years old. Among non-OB schools, 69% of the schools were more than 20 years old and 23% of the schools were 5 to 10 years old. Most of the OB schools are run by the government (35.7%) and local bodies (42.2%). Among the four districts, Tirunelveli is found to be having the lowest number of government schools and schools run by local bodies. Private aided schools (61.6%) form the majority in these districts. Similarly, among non-OB schools the maximum number of schools are run by the government (35.4%) or by local bodies (47.9%).
12. It is found that public transport is available only for 257 OB schools, the remaining 127 schools are located in interior regions away from the main road. Regarding non-OB schools, all except 17 schools were found to have public transport facilities.
13. Among OB schools, 77.9% of the schools have their own school building, while 19.3% of the schools have rent-free buildings. Among the non-OB schools, 38 schools are found to have their own building and the remaining ones have rent free buildings. It is reported that 4 to 5 schools in some of the blocks are run in temples and thatched huts, while 2 schools do not have any building at all, and the classes are conducted under trees. Regarding the adequacy of school building, only Trichy district (52.1%) presents a satisfactory picture compared to other districts. It is inferred from the observations of field investigators that 42.7% of the OB schools have inadequate buildings. Similarly, it is observed that almost 50% of the OB schools do not have adequate buildings.
14. Regarding playground facilities, only 60.7% of the OB schools and 68.8% of the non-OB schools have a playground which is less than one acre, and 29.9% of OB and 32% of the non-OB schools do not have any playground facilities.
15. Most of the schools have more than two classrooms. 64.3% of the schools have drinking water facilities, while the remaining schools do not have any. Coimbatore district seems to be having maximum number of schools with drinking water facilities. There seems to be little difference between OB and non-OB schools regarding the availability of drinking water.

16. Concerning toilet facilities, a large number of schools (80.5%) under all four districts do not have any toilet facilities. It is also found that 85.9% of the schools do not have separate toilet facilities for girls. Only 14.1% (54) schools most of which come under Coimbatore and Tirunelveli districts have separate toilet facilities for girls. One reason for this is the large number of new construction of buildings with toilet facilities provided under OB scheme in Coimbatore district. Among the four districts, Chengalpattu seems to be lacking in all facilities (number of classrooms, drinking water and toilet facilities) as supported by block-level findings. According to the report of field investigators, 90.6% of the OB schools, excepting Coimbatore and Tirunelveli districts, do not have toilet for girls. Chengalpattu (80%) and Trichy (83%) present a very low profile regarding toilet facilities. Similarly, 97.6% of the non-OB schools do not have toilet facilities.
17. Concerning seating facilities and arrangements, it is observed that there is no difference between OB and non-OB schools, and in both cases the seating facilities were found to be inadequate.
18. Regarding the availability of OB materials, though it is reported that the materials have been supplied to all 384 schools, it is observed that all OB materials are not supplied to some of the schools. It is observed that educational charts, toys/wisdom blocks and pictures of birds and animals are supplied to fewer schools. This is confirmed by the observations of field investigators according to which about 59% of the schools have partially adequate teaching aids, while only 13.9% of the schools have fully adequate teaching aids. The schools of Tirunelveli (42.2%) and Trichy (28.9%) present a fair picture. Coming to non-OB schools, it is observed that teaching-learning materials are not supplied under OB scheme. Besides this, it is remarked that the existing teaching aids were inadequate.
19. It is found that 260 villages out of 432 have pre-primary education facilities. Considering the average number of children in pre-primary schools, it is found that Anganwadis had the maximum number of children when compared to Kindergarten, Montessori and other pre-primary schools. It was expressed in 185 schools that preprimary education has positively influenced the enrolment at the primary level. In about 200 schools it was expressed that pre-primary education has made learning easier and improved the social behaviour of children. On the contrary, a small percentage of head teachers felt that pre-primary education does not have any influence over the aspects mentioned.
20. School Enrollment and Retention figures show that the OB scheme and other measures initiated by the state have made a significant impact on reducing wastage at the primary stage from 1989-90 to 1998-99 during which period the drop out rate came down from 21.05% to 14.52%.
21. Regarding contingency funds, it is observed that an amount of Rs.500/- as per the scheme is released to schools annually from the state through the block level authorities. It was felt in a majority of the schools that the amount provided was not adequate, and the contingency fund was not released in time. Most of the schools seem to be utilizing the contingency funds provided.

22. As regards pupil awareness and exposure to OB aids 81 to 86 percent of the students were aware of the maps and plastic globes whereas 74 to 99 percent of the students were aware of the Mathematics kit and games and equipment. This points to a good degree of utilization of these materials by teachers during the classroom instruction.
23. Among 1026 teachers, 87.9% teachers were found trained in using OB materials, while the remaining did not have any training. Most of the teachers seem to have undergone OB training only in the later years under SOPT in the respective districts. Considering the non-OB schools, it is found that only 29.6% of the teachers were trained.
24. It was expressed by 51% of the teachers that only some OB materials were displayed during the training. Only 40% of the teachers expressed that all the items were demonstrated for their use, while the remaining have mentioned that only some teaching materials were demonstrated. It was realized that only some of the OB materials were supplied in some of the centres, mostly in Chengalpattu and Coimbatore districts. The training was felt adequate only by 50.8% of the teachers.
25. As many as 95.4% of the OB trained teachers use the materials during their classroom instruction. Majority of the teachers in all four districts felt that OB training has improved their teaching. It is observed that teachers' use of OB materials has improved students' achievements and attentiveness in the class as well. The students' improvement in achievement is considerable in Mathematics when compared to other subjects. Similarly, it was observed by many teachers that the students' attendance and seriousness in studies had increased after they started using the OB teaching materials during classroom instruction. Almost 97% of teachers have also expressed that their relationship with students had improved. Though a small percentage of teachers were found trained in the use of OB aids, it is found that most of the teachers were using the teaching aids in their classroom instruction. Even the observations made by the field investigators are found to be positive regarding children's active participation, their free expression in the classroom, etc.. It is reported that they are exposed to a variety of activities and also engaged in play way activities. Almost a similar picture emerges about non-OB schools except for the exposure of children to a greater variety of activities in OB schools.
26. It is felt by most teachers that the materials like maps, plastic globes, educational charts, science equipment and mathematics kits were the most useful ones. Materials like tool kit, library books and musical instruments were considered to be least useful. The educational charts were found to be used to the maximum extent by most of the teachers from class I to class V, whereas the science kit, maps and plastic globes were found to be used from class III to class V. The tool kit and musical instrument seem to be the least used OB aids, whereas the library books were found to be used to some extent from class III onwards. In 58% of the schools that the materials were kept in almirahs for use, while only in very few schools the materials were kept within reach of the children.

27. It is observed that in both OB and non-OB schools, the workbooks and textbooks are well used. Teachers use locally available materials during classroom instruction in 59% of the OB schools, and 33% of the non-OB schools. In almost all OB and non-OB schools there is no activity corner, though the children are involved in activities. The library corner was found only in 53% of the OB schools.
28. Only half the teachers' sample seems to be aware of the OB scheme. It is observed that there is not much difference in awareness about OB scheme between OB trained (48.9%) and non-OB trained teachers (47.2%). Majority of the teachers seem to have known about the OB scheme through circulars which were sent by the Government.
29. While a majority of the teachers are satisfied about the timely supply of OB aids, they are unhappy about the quality of the OB aids supplied. Around 64% of the teachers have expressed that they are not aware of some of the materials, while almost the same percentage of teachers have expressed that they do not know how to use some of the materials, as not all materials were demonstrated during training. Some of the other reasons provided were: a) lack of sufficient time, b) overcrowded classrooms due to multigrade situations, c) irrelevance of teaching aids to the curriculum, and d) non-availability of materials. It was found that 62.7% of OB trained and 68% of the non-OB trained teachers were not aware of the proper usage of the materials.
30. Though some of the teachers have expressed certain difficulties in using OB aids, they find the OB scheme very useful and desire continuation of the scheme in future.
31. In order to improve the effectiveness of OB training, a large majority of the teachers (81.2%) have expressed the need for increasing the duration of the training; more practical work during training; effective demonstration of OB aids, specifically in the classroom context and evaluation to be conducted after training sessions. In order to improve the standard of teaching, a large majority of the teachers (91.15%) expressed that all teachers should be trained in the use of OB aids, and head teachers should monitor and supervise the classroom implementation process.. It was also suggested that adequate funds should be provided to replace the broken aids.
32. In the matter of community participation, it is observed that majority of village education committees (88.2%) meet either once or twice a year invariably, while the School Betterment Committees and the Parent-Teacher Associations meet only on emergence of needs.
33. Regarding the participation of Community members in VEC, SBC, PTA, it is found that maximum participation is found in school functions and helping in enrolment of students. Only 26% of participation of community members is found in procurement of land, and construction of school building. To some extent, the PTA is found to have contributed towards construction of school

buildings in certain blocks. Similarly, to some extent the SBC and Panchayat seem to have contributed towards providing textbooks, books for the library, awards of prizes and so on. Besides the SBC seems to have played a major role in getting grants and recognition to certain schools run by local bodies. The role of panchayat is seen effectively in arranging for medical aid, providing games and equipment, providing drinking water facilities, supply of furniture and award of prizes. In very few cases the SBC and Panchayat seem to have played a role in the appointment of teachers.

34. Only a small percentage of Community members (31%) interviewed for the study seemed to be aware of the OB scheme. It is found that the majority of the members among this group became aware of OB scheme through teachers.
35. Community members want the OB scheme to be continued since it helps children in many ways, especially in learning, after the teachers underwent the OB training. They also want financial help towards the construction of school building, drinking water facilities, construction of compound walls and toilet facilities.

5.2 Conclusion

On the whole, Tamilnadu presents a very encouraging picture regarding the effective implementation of the Operation Blackboard scheme - in many ways, a model for other states to emulate. However there are some significant deficiencies that require serious attention from both state and central authorities. Among them are insufficient infrastructure facilities, especially buildings and toilets, and good quality teaching-learning materials. A more effective system of monitoring and evaluating the whole programme at the state level, especially including the teacher training component and classroom processes, is needed. It is hoped that these will receive special attention in future years.

APPENDIX I

List of Schools —

Chengalpattu District [Code 02]

Block Name : **Sholavaram**
Block Code : **30**

| Sl No | Village code | Village | School Code | School and Address |
|-------|--------------|------------------------|-------------|---|
| 1. | 871 | Thatchoor A/d | 5536 | P U Primary School Naduvarambakkam, Panjetty PO Ponneri 601 204 |
| 2. | 971 | Amoor A/b | 5527 | P U Primary School Mallivakkam Amoor PO Ponneri 601 204 |
| 3. | 1031 | Jaganathapuram A/c | 5513 | P U Primary School Chatram, Alinjivakkam Nayar Post Solvaram 600 067 |
| 4. | 1120 | Valuthigaimedu | 5554 | P U Primary School Valudhigai medu Nayar Post Shovalavaram 600 067 |
| 5. | 1140 | Nerkundram | 5537 | P U Primary School Nerkundram Orakkadu PO Chennai 67 |
| 6. | 1200 | New Erumaivettipalayam | 5516 | P U Primary School Sholavaram PO Chennai 600 067 |
| 7. | 1340 | Marambedu | 5529 | P U Primary School Marambedu Budhur Post Chennai 67 |
| 8. | 1400 | Alamathi | 5501 | P U Primary School Redhills via Madras 600 052 |
| 9. | 1450 | Vichoor | 5548 | P U Primary School Sembiam Manali Vichoor PO Madras 600 052 |
| 10. | 1270 | Nafaskanpet | 5525 | P U Primary School Nayar Post Chennai 600 067 |

Block Name : **Ellapuram**
Block Code : **40**

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|----|------|---------------|-------|--|
| 1. | 770 | Peravallur | 5541 | P U Primary School Perovallur, Andarkuppam Ponneri via 601 204 |
| 2. | 840 | Malliankuppam | 5528 | P U Primary School Malliankuppam Arani 601 101 |
| 3. | 770 | Neyveli | 6444 | P U Elementary School Uthukottai TK Chengai MGR 601 102 |
| 4. | 1000 | Madavilagam | 10022 | |
| 5. | 40 | Palavakkam | 6449 | P U Elementary School Palavakkam, Uthukottai Chengai 602 026 |
| 6. | 110 | Vennankuppam | 6413 | P U Elementary School Chinna Vannan Kuppam Uthukottai 601 102 |

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|----|-----|---------------|------|---|
| 7. | 820 | Pagalamedu | 6447 | P U Elementary School Uthukkottai Tk Chengai MGR 601 103 |
| 8. | 200 | Uthukkottai | 6492 | Kothandaraman Elementary School, Uthukkottai Tk, Chengai MGR 602 026 |
| 9. | 310 | Sennankaranai | 6458 | P U Elementary School Sennankaranai Uthukkottai TK Chengai MGR 602 026 |

Block Name : Ellapuram
Block Code : 40

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|---------------|-------------|---|
| 1. | 720 | Kannigaipair | 6488 | CSI Elementary School, Kanigaipair, Uthukkottai, Chengai 601 102 |
| 2. | 330 | Kakkavakkam | 6426 | P U Elementary School, Uthukkottai TK Chengai MGR 601 102 |
| 3. | 360 | Thandalam | 6407 | P U Elementary School Arikkam Pattu, Tiruvallur TK Chengai 600 052 |
| 4. | 401 | Koduveli A/b | 6434 | P U Elementary School Lakshminathapuram, Tiruvallur TK Chengai MGR Dist |
| 5. | 420 | Panayancheri | 6448 | P U Elementary School Uthukkottai Taluk Chengai MGR 601 102 |
| 6. | 440 | Aminadanallur | 6422 | P U Elementary School Kadanallour, Uthukkottai TK Chengai MGR 601 103 |
| 7. | 480 | Vadamadurai | 6491 | CSI Elementary School Uthukkottai TK Chengai MGR 601 102 |
| 8. | 480 | Vadamadurai | 6418 | P U Elementary School Erikuppam, Uthukkottai Chengai MGR 601 102 |
| 9. | 690 | Mambalam | 6435 | P U Elementary School Uthukkottai TK Chengai MGR 601 103 |
| 10. | 170 | Perandur | 6490 | CSI Elementary School Sparamdur, Uthukkottai TK Chengai MGR 602 028 |

Block Name: Kadambathur
Block Code: 70

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|-----------------|-------------|---|
| 1. | 921 | Egattur A/b | 6203 | P U Elementary School Adigathur, Kadabatur PO Thiruvallur TK, Chengai 731203 |
| 2. | 1030 | Nayappakkam | 622 | P U Elementary School Nayappakkam Village, Valarapuram PO Thiruvallur 602 025 |
| 3. | 1050 | Illuppur | 6207 | P U Elementary School Illuppur, Thiruvallur Chengalpat 602 002 |
| 4. | 1091 | Pinjivakkam A/b | 6239 | P U Elementary School Kadambathur, Thiruvallur Chengalpet 631 203 |
| 5. | 1200 | Pudumavilangai | 6249 | P U Elementary School Veppanchettu, Thiruvallur TK Chengalpet 631 203 |
| 6. | 1250 | Kilancheri | 6254 | St Annes Primary School Kilancheri Village, via Perambakkam Chengai 631 401 |
| 7. | 1310 | Koovam | 6217 | P U Elementary School Kodayuam Puduely, Koovam Post Perambakkam 631 402 |

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|-----|------|-------------|------|---|
| 8. | 1361 | Voyalur A.b | 6244 | P U Elementary School Vayalour Post, Via Sriperumbudur Chengalpettu 602 105 |
| 9. | 1430 | Pudupattu | 6215 | P U Elementary School Kommanathangal Pennur 602 108 |
| 10. | 1240 | Mappedu | 6250 | P U Elementary School Viswanathakuppam Uthundai Post 602 105 |

Block Name: Kanchipuram
Block Code: 120

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|-------------------|-------------|--|
| 1. | 560 | Sirukaveripakkam | 6203 | Kanchipuram P U Elementary School Via Kanchipuram, Chengai MGR 631 502 |
| 2. | 510 | Damai | 7117 | P U Elementary School Pooniamman Pattarai, Damal PO Kanchipuram TK, Chengalpet 631 602 |
| 3. | 1630 | Thammanur | 337 | P U School Thammanur PO, Kanchipuram Via Walajabad, Chengai 631 605 |
| 4. | 1700 | Arpakkam | 44 | P U School Vayaloor Arpakkam PO Via Magaral 631 603 |
| 5. | 1090 | Vippedu | 7127 | K P U Elementary School Venkatapuram, Savilmedu Kancheepuram TK 631 502 |
| 6. | 1000 | Melottivakkam | 79 | Govt Primary School And Melottivakkam Baluchetti, Sathiram 631 551 |
| 7. | 1490 | Kottakkaval | 3 | P U school Appavo Nagar, Orikai PO Kancheepuram 631 502 |
| 8. | 240 | Thaipakkam | 36 | P U Elementary School Theippakam, Balchetty PO Kanchipuram 631 551 |
| 9. | 480 | Ariyaperumbakkam | 5 | P U Elementary School Ariyapurampakkam, Krishnapuram Kancheepuram TK 631 551 |
| 10. | 1591 | Kalur A/b | 7104 | P U School Kalur Kalakkattoor Kancheepuram 631 502 |
| 11. | 600 | Karupadithattadai | 10027 | -- |

Block Name: Sriperumbudur
Block Code: 150

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|----------------|-------------|--|
| 1. | 1230 | Araneri | 1020 | P U Elementary School Mambakkam, Via S V Chatram 602 108 |
| 2. | 1540 | Jambodai | 1030 | P U Elementary School Nirvallore PO Via Karappettai 631 552 |
| 3. | 790 | Ettaikuthimedu | 1026 | P U Elementary School Maduramangalam PO Edayarappakkam, Via Pannur 602 108 |
| 4. | 1061 | Mambakkam A/c | 1064 | P U Elementary School Salayanur, Mambakkam PO Via S V Chatram 602 106 |
| 5. | 1090 | Sogandi | 1072 | P U Elementary School Sogandy, Via Sunguvarchatram Sriperumbudur 602 106 |
| 6. | 1130 | Kodamanallur | 1041 | P U Elementary School Kadamanellore, Maduramangalam Pennur via 602 108 |

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|-----|------|----------------|------|--|
| 7. | 380 | Sivapuram | 1071 | P U Elementary School Sivapuram, Kappankottur Via Edayarpakkam 631 553 |
| 8. | 450 | Elimiyankottur | 1024 | P U Elementary School Elimayankottur, Kappankottur Post Edayarpakkam 631 553 |
| 9. | 1190 | Podavur | 1061 | P U Elementary School Podavoor, Sendamangalam Via S V Chatram 602 106 |
| 10. | 820 | Akkamapuram | 1019 | P U Elementary School Akkamapuram, Ekkanapuram PO Edayarpakkam 631 553 |

Block Name: **Kunnathur**
Block Code: 160

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|---------------------|-------------|---|
| 1. | 1730 | Vattambakkam | 1349 | Kunrathur P U Primary School Kateri Village, Sarappanancheri PO, via Padappa 601 301 |
| 2. | 960 | Neduveerappattu | 1386 | Govt Harijan Welfare Elementary School Naduveerappattu 602 109 |
| 3. | 1390 | Sirumathur | 1390 | K P U Primary School Surumathur Padappai PO Sirumathur 601 301 |
| 4. | 1420 | Kodangacheri | 1317 | Kunrathur P U School, Koolangacheri, Gunduperumbudur PO Sriperumbudur TK, Chengai 602 105 |
| 5. | 1670 | Korukkanthangal | 1312 | P U School Korukkanthangal, Madambakkam PO Guduvanchary 603 201 |
| 6. | 491 | Irungattukottai A/b | 1023 | P U Elementary School Irunkattukottai, Pennalur Sriperumbudur 602 105 |
| 7. | 880 | Vengadu | 1081 | P U Elementary School Vengadu, Pillaipakkam Sriperumbudur 602 105 |
| 8. | 330 | Mevalurkuppam | 1049 | P U Elementary School Mevalur Kuppam, Valarpuram PO Sriperumbudur 602 105 |
| 9. | 1461 | Vallam A/c | 1079 | P U Elementary School Vallam, Mathur Post Via Sriperumbudur 602 105 |
| 10. | 1260 | Valathancheri | 1078 | P U Elementary School Valathancheri, Gunduperumbudu PO Via Sriperumbudur 602 105 |

Block Name: **Kannattur**
Block Code: 160

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|-----------------|-------------|--|
| 1. | 670 | Gerugambakkam | 1385 | Govt Welfare Primary School Gerugambakkam PO Via Mangadu 600 056 |
| 2. | 280 | Mangadu | 1337 | K N R P U S Pattu Mangadu PO 602 101 |
| 3. | 290 | Kozhumanivakkam | 1313 | K P U E School Kolumanivakkam Mangadu 602 101 |
| 4. | 560 | Kollacheri | 1314 | K P U School Kollacheri, Kundrathur Chennai 600 069 |
| 5. | 590 | Chinnapanicheri | 1325 | Kunrathur P U School Sirupanima Nagar, Paraniputhur PO Via Mangadu 602 101 |
| 6. | 1860 | Nattarasampettu | 1333 | Kunrathur P U Primary School Nattarasampattu, via Padappai Serapanancheri PO Sriperumbudur TK 601 301 |

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|-----|------|----------------|------|--|
| 7. | 710 | Nandambakkam | 1332 | P U Elementary School Nemdambakkam 600 069 |
| 8. | 900 | Somangalam | 900 | Kunrathur Union, Somangalam Kunrathur Union 602 109 |
| 9. | 930 | Thiumudivakkam | 1330 | P U School Thirumudivakkam, Chrome pet via Chennai 600 044 |
| 10. | 1360 | Karasangal | 1308 | K P Union School Karasangal, Padappai Karasangal 601 301 |

Block Name: **Pulal**
Block Code: 170

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|-----------------|-------------|--|
| 1. | 140 | Vilangadupakkam | 4712 | P U Primary School Kannampalayam Via Redhills 600 052 |
| 2. | 190 | Vidaperumbakkam | 4717 | Adi Dravidar Welfare Primary School Vedaperumpakkam Chennai 60 |
| 3. | 290 | Puthagaram | 4713 | P U Elementary School Puthagaram, Chennai 99 |
| 4. | 620 | Kadapakkam | 4710 | P U Primary School Sector IV, Manali New Town Andarkuppam PO, Chennai 600103 |

Block Name: **St Thomas Mount**
Block Code: 190

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|---------------|-------------|---|
| 1. | 560 | Madurappakkam | 4028 | P U Primary School Maduraipakkam Madras 600 048 |
| 2. | 400 | Medavakkam | 4029 | P U Primary School Medavakkam Madras 601 302 |
| 3. | 460 | Injambakkam | 5055 | P U Primary School Vettuvakkeni Madras 600 041 |
| 4. | 500 | Madambakkam | 4026 | P U Primary School Madambakkam, Madambakkam PO Madras 600 073 |

Block Name: **Kattankolathur**
Block Code: 200

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|--------------------|-------------|---|
| 1. | 1380 | Veerappuram | 1856 | P U Primary School Poranur PO, Veerappuram Chengalpet |
| 2. | 1460 | Hanumanthai | 1816 | P U School Kunnavakkam PO Chengalpet 603 202 |
| 3. | 1740 | Thiruvadisoolam | 1844 | P U School Pulikudivanam Thiruvadisoolam PO |
| 4. | 2121 | Venbakkam r.f. A/b | 1850 | P U School Thallimedu, Thirukachur PO Via Singaperumal Koil Chengalpet 603 204 |
| 5. | 20 | Vandalur | 803 | P U School Valathodu, Valathodu PO Via Salavakkam 603 107 |
| 6. | 40 | Nedungundram | 1891 | C S I Nedungundram Kolapakkam PO, Via Vandaloor Chengalpet 600 048 |

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|-----|------|----------------|------|--|
| 7. | 280 | Nallambakkam | 1833 | P U Elementary School Nallambakkam Village Vandalur via Madras 600 048 |
| 8. | 400 | Keerappakkam | 1824 | P U School Keerappakkam, Nallampakkam Via Vandalur, Chengalpatt 603 203 |
| 9. | 620 | Settamangalam | 1848 | P U Elementary School Sattamangalama Panangottur PO Kattankolathur 603 203 |
| 10. | 1000 | Kolathur | 1827 | P U Elementary School 73, Kolathur, Venkatapuram PO Singaperumal Koil via Chengai 603 204 |
| 11. | 1130 | Vinjiyambakkam | 1894 | Masilamani Primary School Clt and R I Road Tirumani, Chengalpattu 603 001 |

Block Name: Lathur
Block Code: 270

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|---------------|-------------|---|
| 1. | 340 | Nelvoypalayam | 3558 | R C Primary School Nelvoypalayam, Palur Post Cheyyur 603 311 |
| 2. | 60 | Sembur | 3531 | Lathur P U School Sembur, Anicut Post Ravuniur 603 312 |
| 3. | 120 | Veppancheri | 3537 | Lathur P U Elementary School Vepanchery 603 305 |
| 4. | 450 | Koovathur | 3540 | Govt Welfare Primary School Kunathur |
| 5. | 210 | Sethamangalam | 3550 | P U Elementary School Sethamangalam Cheyyur Taluk |
| 6. | 280 | Uludamangalam | 3562 | CSI Elementary School Viluthamangalam, Seervadi Post Cheyyur Tk, Chengai 603 312 |
| 7. | 410 | Vedapattinam | 3535 | L P U P School Vedapattinam, Megaiyur PO Cheyyur Taluk 603 305 |
| 8. | 480 | Iranyasidhi | 3506 | L P U Primary School Iranyasidhi Cheyyur Tk, Chengai 603 302 |
| 9. | 530 | Madayambakkam | 3514 | Lathur P U Elementary School Madayambakkam, Cheyyur Taluk Chengalpatt MGR 603 302 |

Coimbatore District [Code 10]

Block Name : Karamadai
Block Code : 10

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|-----------------|-------------|--|
| 1. | 30 | Sirumugai | 5 | P U Elementary School Illupepalayam PO Sirumugai via 641 302 |
| 2. | 290 | Marudur | 6590 | P U Elementary School Maruthur PO, Karamadai via 641 104 |
| 3. | 250 | Tholampalayam | 70 | P U Elementary School Malbaviwla, Thomapalayam Seliyur via 641 113 |
| 4. | 270 | Kemmarampalayam | 16 | P U Elementary School Medur, Seeliyur via Coimbatore 641 113 |

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|-----|-----|-------------------|-------|--|
| 5. | 30 | Sirumugai | 49 | P U Elementary School Thiruvalluvar Nagar Sirumugai 641 302 |
| 6. | 80 | Illuppanatham | 47 | P U Elementary School Sirumugai Pudur Sirumugai 641 302 |
| 7. | 50 | Chinnakalli patty | 75 | P U Elementary School Arakkadavur Mattathukkad Agali via, Paltghat, Kerala |
| 8. | 170 | Thekkampatti | 36 | P U Elementary School Mathepalayam Jayampalayam PO Sirumugai 641 302 |
| 9. | 90 | Bellapalayam | 77 | P U Elementary School Vellikuppampalayam Sirumugai, Coimbatore 641 302 |
| 10. | 121 | Odanthurai A b | 10001 | |
| 11. | 170 | Thekkampatti | 7 | Nadoor Municipal Elementary School Mettupalayam 641 301 |
| 12. | 230 | Vadavalli | 268 | P U Elementary School Chinna Puthur, Peria Pathur Coimbatore 638 697 |
| 13. | 30 | Sirumugai | 2916 | P U Elementary School Kadamparai Dam Kadampari Power House 642 151 |

Block Name: Annur
Block Code: 20

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|------------------------------|-------------|---|
| 1. | 200 | Odderpalayam | 279 | Panchayat Union Elementary School Odderpalayam Annur 638 653 |
| 2. | 170 | Pasur | 255 | P U Elementary School Thokkuppalayam Pesur Post Annur 638 653 |
| 3. | 220 | Pogalur | 264 | P U Elementary School Thalathurai Pogalur PO 638 697 |
| 4. | 400 | Pillaiappampalayam | 241 | P U Elementary School Telungupalayam Pillaiappampalayam SS Kulam 641 107 |
| 5. | 210 | Kuppenur | 228 | P U Elementary School Athikkuttai, Kuppanur PO Annur via 638 653 |
| 6. | 420 | Kuppipalayam | 430 | P U Elementary School Ganesapuram, Kattampatty S S Kulam 641 107 |
| 7. | 450 | Masagounden Chettipalayam | 239 | P U Elementary School Aruganpalayam Kunnathru Pudur PO S S Kulam via , 641 107 |
| 8. | 460 | Pachapalayam | 274 | P U Elementary School Molapalayam S S Kulam via 641 107 |
| 9. | 10 | Akkaraisengapalli | 272 | P U Elementary School Karanur Sirumugai 641 302 |

Block Name: Tiruppur
Block Code: 90

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|-----------------|-------------|---|
| 1. | 110 | Neripperichal | 618 | Panchayat Union Elementary School Nallathupalayam Poluvapatti Post. Tiruppur 641 602 |
| 2. | 121 | A Chettipalayam | 613 | Tirupur P U Elementary School A Chettipalayam Ayankalipalayam 641 603 |
| 3. | 180 | Muthanampalayam | 719 | Adi Dravidar Govt Welfare School Kovilvazhi, Muthanampalayam Po Tirupur 641 666 |
| 4. | 210 | Iduvei | 650 | P U Elementary School M Chettipalayam Iduvei 641 687 |
| 5. | 210 | K Chettipalayam | 665 | P U Primary School K Chettipalayam. K N P Colony PO Tirupur 641 608 |
| 6. | 10 | Pattampalayam | 6600 | P U Elementary School Pallampalayam PO Nambiyur via 641 458 |
| 7. | 20 | Mangalam | 648 | P U Primary School Mangalam Post Tirupur 641 663 |
| 8. | 30 | Merkupathi | 644 | P U Elementary School Muttikalanpatthi Merkupathi (PO), Kunnathur via 641 103 |
| 9. | 80 | Pongupalayam | 633 | Tirupur Panchayat Union Elementary School, Paramasivampalayam Pongupalayam Post, Perumanalur 641 666 |

Block Name: Pongalur
Block Code: 100

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|------------------------|-------------|--|
| 1. | 280 | South Avanashi Palayam | 854 | P U Elementary School S Velayuthampalayam S Avanashipalayam PO Koduval 638 660 |
| 2. | 310 | Kattur | 820 | P U Elementary School Gangannaikenpalayam PO Pongalur 638 667 |
| 3. | 230 | Ugayanur | 830 | P U Elementary School Pannikina Thupalayam Pallikalipalayam 638 665 |
| 4. | 270 | Kandiyankoil | 855 | P U Elementary School Kosavampalayam Kangayam 638701 |
| 5. | 300 | Madappur | 824 | P U Elementary School Singanur Madapur PO Palladam via 638 664 |
| 6. | 290 | Pongalur | 804 | P U Elementary School Alam Palayam Kandhiyan Koil Post Pollikalipalayam via 638 665 |
| 7. | 240 | Thonguttipalayam | 842 | P U Elementary School Masaballampalayam Thonguttipalayam PO 638 665 |
| 8. | 260 | Alagumalai | 857 | P U Elementary School A Velayuthampalayam Alagumalai Post 638 665 |
| 9. | 330 | Elevanthi | 823 | P U Elementary School Kottamuthupalayam Elevanthi PO, Palladam via 638 664 |
| 10. | 360 | Velarasivadamalpalayam | 834 | P U Elementary School Nathagoudenpalayam Palladam 638 664 |

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|-----|-----|--------------|-----|---|
| 11. | 350 | Vavipalayam | 836 | P U Elementary School Palanigoundanpalayam Nathagoundanpalayam PO Palladam 638 664 |
| 12. | 170 | Peruntheluvu | 810 | P U Elementary School P Kandhampalayam Padiyur Post Thiruppur 638 604 |

Block Name: **Palladam**
Block Code: **120**

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|-----------------|-------------|--|
| 1. | 320 | Karadhibavi | 1218 | P U Primary School Karadivavi PO Palladam TK 638 658 |
| 2. | 171 | Naranapuram A/b | 1239 | P U Elementary School Rayarpalayam Palladam 638 664 |
| 3. | 440 | Puliampatti | 1235 | P U Elementary School Puliampatti, Karadivavi Coimbatore 638 658 |
| 4. | 180 | Karaipudur | 1219 | P U Elementary School Karaipudur PO Veerapandi via, Tiruppur 638 605 |
| 5. | 201 | Palladam A/b | 1201 | P U Elementary School Ammapalayam, Palladam Coimbatore 638 664 |
| 6. | 260 | Semmipalayam | 1241 | P U Elementary School Samigoundanpalayam Palladam TK. 638 662 |
| 7. | 220 | Ichipatti | 1210 | P U Elementary School Ichipatti PO, Somanur Coimbatore 638 668 |
| 8. | 260 | Semmipalayam | 1258 | P U Elementary School Kalinathan Palayam Pollikkali Palayam, Tirupur |
| 9. | 140 | Samelapuram | 1217 | P U Elementary School Kallap palayam, Ichipatti PO Gomanur via 638 609 |
| 10. | 150 | Poomalur | 1228 | P U Elementary School Naduvelampalayam 63, Velampalayam PO Mangalam via 638 689 |
| 11. | 290 | Chittambalam | 1211 | P U Elementary School Chittambalam PO, Palladam via Coimbatore 638 664 |
| 12. | 260 | Semmipalayam | 1264 | P U Elementary School Chinnavadugapalayam Vedugapalayam PO Palladam 638 664 |

Block Name: **Kinathukadavu**
Block Code: **140**

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|-----------------|-------------|---|
| 1. | 210 | Nallattipalayam | 1515 | P U Middle School Nallattipalayam PO Thamaraikulam 642 109 |
| 2. | 60 | Solvampalayam | 1501 | P U Middle School Solvampalayam PO Kinathukkadavu 642 109 |
| 3. | 10 | Sokkanur | 1506 | P U Primary School Sokkanur PO Kinathukkadavu via 642 109 |
| 4. | 240 | Sulakkal | 1527 | P U Primary School Narayanachettipalayam Alagirichettipalayam Vedakkipalayam via 642 110 |

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|----|-----|------------------|------|---|
| 5. | 120 | Muthur | 1561 | Govt Welfare School No.10, Muthur, Kinathukadavu via 642 109 |
| 6. | 390 | Sholanur | 6606 | Aided Primary School Palani Goundan Pudur PO Melpuram via, Pollachi 642 002 |
| 7. | 300 | Kaniyalampalayam | 1519 | P U Primary School Kaniyalampalayam Kakkadavu PO Nagamama via 642 100 |
| 8. | 190 | Andipalayam | 1548 | P U Primary School Andipalayam Post Negamam via 642 120 |

Block Name: Anaimalai
Block Code: 170

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|---------------------------|-------------|--|
| 1. | 1140 | Vettakaranpudur | 2128 | P U Primary School Therkumettur, Pollachi TK 642 129 |
| 2. | 1150 | Kaliapuram | 2134 | P L P P M Aided School Kaliapuram PO Pollachi TK 642 129 |
| 3. | 1230 | Kottur | 2152 | P U P School, Kottur (Urdu) Malayandipattam PO Pollachi TK 642 114 |
| 4. | 941 | Marchinaicken-palayam A/b | 2105 | P U P School Alangadevu Ambarampalayam 642 103 |
| 5. | 1090 | Pillechinnampalayam | 2116 | P U P School Pillechinnampalayam Samuthure, Pollachi TK 642 123 |
| 6. | 1131 | Periapodu A/b | 2122 | P U Elementary School Gandhiasramam Ganapathipalayam PO 642 103 |
| 7. | 1180 | Kampiapatti | 2140 | P U P School Kambalapatti PO Pollachi Tk 642 007 |
| 8. | 1240 | Anaimalai (Thunakadavur) | 2160 | P U Elementary School Topslip PO Pollachi Tk 642 141 |

Block Name: Gudimangalam
Block Code: 180

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|------------------|-------------|--|
| 1. | 170 | Kottamangalam | 2341 | P U Primary School Murungapatti, Gudimangalam PO Udumalpet Tk, Coimbatore 638 201 |
| 2. | 20 | Moongiltholvu | 2322 | Gudimangalam Elementary School Moongiltholuvu |
| 3. | 70 | Athukinathupatti | 2336 | P U Elementary School Athukinathupatty Poolavadi Athukinathupatty PO 638 206 |
| 4. | 90 | Gudimangalam | 2340 | P U Elementary School Masagundanpudur Kondampatti PO Gudimangalam Block Udumalpet Tk 638 201 |
| 5. | 110 | Anikkadavu | 2320 | P U Elementary School Arasur Jakkarpalayam Udumalpet Coimbatore 38 202 |
| 6. | 130 | Veedempatti | 2313 | P U Elementary School V Lingamanaicken patty Pudur, Jakkarpalayam |

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|----|-----|---------------|------|--|
| 7. | 150 | Somavarapatti | 2303 | P U Elementary School Pottinaickenoor Pethappampatty Coimbatore 638 205 |
| 8. | 240 | Dhoddampatti | 2330 | P U Elementary School Doddampatti Udamalpet TK, 638 205 |
| 9. | 270 | Pannaikinar | 2327 | P U Elementary School Kozhikuttai, Pudupalayam Udamalpet 638 205 |

Block Name: Madathukulam
Block Code: 190

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|--------------------------|-------------|---|
| 1. | 190 | Karatholuvu | 6620 | P U Elementary School Mullankivalasu Udamalpet 642 209 |
| 2. | 200 | Thungavi | 6627 | P U Elementary School Parayur, Thungavi Udamalpet 642 203 |
| 3. | 320 | Myvadi | 6632 | P U Elementary School Kondavanaickenpatti S V Mills PO Udamalpet 642 128 |
| 4. | 340 | Kaniyur | 6639 | P U Elementary School Kaniyur SO, Udamalpet 642 203 |
| 5. | 490 | Agrahara Kannadiputhur | 6640 | P U Elementary School A C S M Colony Krishnapuram Udamalpet 642 111 |
| 6. | 500 | Sarkar Kannadiputhur | 6653 | P U Elementary School Pothanaickenur Udamalpet TK |
| 7. | 710 | Sankarama Nallur (North) | 6659 | P U Elementary School Mylapuram, NG Pudur Udamalpet 642 204 |
| 8. | 740 | Kamaralingam (West) | 6664 | P U Elementary School West Komaralingam Udamalpet 642 204 |

Block Name: Udamalpettai
Block Code: 200

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|--------------------|-------------|---|
| 1. | 310 | Chinnaveerampatti | 2745 | P U Elementary School Chinnaveerampatty Pukkulam PO Udamalpettai 642 154 |
| 2. | 780 | Pallapalayam | 2732 | P U Elementary School Pallapalayam 642 112 |
| 3. | 880 | Kurichikottai | 2733 | P U Primary School Onakkallur Jallipatty PO Udamalpettai 642 112 |
| 4. | 830 | Dhali | 2786 | CSI Elementary School Sinna Pudur Devanur Pudur PO Udamalpettai 638 207 |
| 5. | 530 | Thumbalapatti | 2738 | P U Elementary School Jakkampalayam Uralpatti PO, Udamalpettai 638 204 |
| 6. | 410 | Anthiyur | 2705 | P U Elementary School Sadayagounden Pudur Pulankinar PO Udamalpettai 642 122 |
| 7. | 560 | North Boothanatham | 2753 | P U Elementary School Perisinampettai Elayammuthur PO Udamalpettai 642 154 |

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|-----|-----|---------------|------|---|
| 8. | 830 | Dhali | 2780 | Kanakkam Palayam Municipal Elementary School Amanalinga Street Udamalpettai 642 126 |
| 9. | 830 | Dhali | 2766 | P U Elementary School Thirumoorthis Nagar PO Udamalpettai 642 112 |
| 10. | 900 | Kallapuram | 2758 | P U Elementary School Poolavadi Pudu Nagar Kallapuram 642 102 |
| 11. | 880 | Kurichikottai | 2794 | Govt Tribal Residential School Amaravathi Nagar Udamalpettai 642 102 |
| 12. | 750 | Elagamuthur | 2741 | P U Elementary School Kiluvankattur, Elayamuthur PO Udamalpettai 642 154 |

Tiruchirapally District [Code 12]

Block Name: Musiri
Block Code: 30

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|-------------------------|-------------|--|
| 1. | 881 | Thuraiyur Pudupatti A/b | 3312 | P U Elementary School Kalladipatti PO Pagalavadi via, Thiraiyur 621 014 |
| 2. | 230 | Jeyankondam | 240 | P U Elementary School Pazhamputhur, Manbari PO Trichy 621 006 |
| 3. | 220 | Perur | 3328 | P U Elementary School Idaiyapatty Kapuanthanapuram 621 205 |
| 4. | 590 | Sevanthilingapuram | 3335 | P U Elementary School A A College PO Mangaraiyetti 621 211 |
| 5. | 620 | Mooveli I | 3341 | P U Elementary School Selappaty, Vellore PO Ayyampalayam 621 202 |
| 6. | 660 | Evur | 3340 | P U Elementary School Evoor PO Trichy 621 202 |
| 7. | 690 | Neyveli | 3352 | P U Elementary School Poosarippatti, Neyveli TK 621 217 |
| 8. | 631 | Kottathur A/b | 3304 | P U Elementary School Kottathur Trichy 621 004 |
| 9. | 861 | Thinnanur R F | 3307 | P U Elementary School Pulivalam Via Turaiyur Tk Trichy 621 006 |
| 10. | 910 | Thiruthiamalai | 3317 | Primary School Thiruthiyamalai Thuriyur TK, Trichy 621 006 |
| 11. | 950 | Peramangalam | 3325 | P U Elementary School P Maniyampatti Peramangammal PO Via Pulivalam, Trichy 621 006 |

Block Name: Veppanthattai
Block Code: 50

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|---------------------|-------------|---|
| 1. | 530 | Veppanthattai South | 3668 | CSI Elementary School Annamangalam Peramabalur TK 621 102 |
| 2. | 520 | Veppanthattai North | 3643 | P U Elementary School Palaiyur Veppanthattai 621 116 |
| 3. | 400 | Venganur | 3629 | P U Elementary School Periyammalayam Poolambadi 621 110 |

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|-----|-----|------------------------|------|--|
| 4. | 60 | Pasumbalur (South) | 3613 | P U Elementary School Pasumbalur |
| 5. | 110 | Pimbalur | 3616 | P U Elementary School V Kalathur Via Perambalur TK Trichy 621 117 |
| 6. | 351 | Neikuppai A/b | 3624 | P U Elementary School N Pudur Pimbalur PO V Kalathur Trichy 621 117 |
| 7. | 560 | Brahmadesam | 3670 | Aided Elementary School VRSS Puram, Brahmadasam Perambalur TK Trichy 621 115 |
| 8. | 470 | Malayalappatti | 3606 | A D W School Malayalappatti PO Perambalur TK, Trichy |
| 9. | 430 | Peelambadi (East) | 3634 | P U Elementary School Melakanangudi Perambalur TK, Trichy |
| 10. | 21 | Kaikalathur (West) A.b | 3656 | CSI Elementary School Pathangi Perambalur TK Trichy 621 117 |
| 11. | 140 | Agaram | 1620 | P U Elementary School Enam Abaram Thiruvandurai PO V Kalathur Via. Perambalur TK 621117 |

Block Name: Veppur
Block Code: 60

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|--------------------|-------------|--|
| 1. | 640 | Kurumbur | 3784 | P U Primary School Vaithinathapuram Via Peppur Trichy 621 717 |
| 2. | 621 | Sirumathur a/b | 3780 | P U Primary School Murukkangudi PO Perambalur Tk. Trichy |
| 3. | 680 | Olappady (East) | 3788 | P U Elementary School Kallai, Olaipadi PO Via Vepur, Trichy 621 717 |
| 4. | 720 | Paravai (West) | 3792 | P U Primary School Kallampudur 621 708 |
| 5. | 781 | Sithai West A/b | 3823 | Sriram Aided Elementary School Peelavadi Sithai PO Kunnam So Trichy 621 708 |
| 6. | 991 | Periyammalayam A/b | 3802 | P U Primary School Moongil Padim 621 708 |
| 7. | 1040 | Kadur (North) | 3806 | P U Primary School Kadur PO, Tungapuram Trichy 621 716 |
| 8. | 160 | Thirumandurai | 3810 | Tele Elementary School Thirumandpuri PO Labaikkudikkadu via Trichy 621 108 |
| 9. | 180 | Pennkonam (South) | 3759 | P U Primary School Keelakudikadu Labbaikudikadu PO Perambalur TK. 621 108 |
| 10. | 240 | Agaram Sigoor | 3765 | P U Primary School Karuppattiakupuchi, Uayalur PO Thungapuram via, Perambalur 621 716 |
| 11. | 280 | Kilamathur (South) | 3771 | P U Primary School Kizhumathu Kudikkad Perambalur TK Trichy 621 717 |

Block Name: Palur
Block Code: 130

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|-------------------------|-------------|--|
| 1. | 750 | Udayanatham (West) | 4805 | P U Elementary School Udayanatham PO Udayarpalayam TK 612 902 |
| 2. | 791 | Anaikudam A/b | 4811 | P U Elementary School Anaikudam Udayarpalayam 612 902 |
| 3. | 890 | Venmankondan (East) | 4818 | P U Elementary School Vedakadal Venmankondam PO Udayarpalayam TK 621 804 |
| 4. | 940 | Nayaganaipriyal | 4870 | R C S Matha Aided Elementary School Melamechical Pettai T Palu via 612 904 |
| 5. | 970 | Edanganni | 4831 | P U Elementary School Annankaram Pettai E Udayarpalayam TK Trichy 612 904 |
| 6. | 990 | T Palur | 4836 | P U Elementary School Keethangudi Edanganni PO Udayarpalayam 612 904 |
| 7. | 1020 | Nadavalur (east) | 4872 | Chandira Aided Elementary School Kargudi, 612 904 |
| 8. | 1111 | Ambappur A/b | 4848 | P U Elementary School Udayavar Theeyanur Ambapur PO 621 701 |
| 9. | 1151 | Kadambur A/b | 4854 | P U Elementary School Arakkattalai Kadambur PO Udayarpalayam 621 701 |
| 10. | 1160 | Sathambadi | 4860 | P U Elementary School Kunchuveli Gunamangalam PO Udayarpalayam TK 621 701 |
| 11. | 1211 | Sripurandan (South) A/b | 4866 | P U Elementary School Arankottai Ambapur via Udayarpalayam TK 621 701 |

Block Name: Lalgudi
Block Code: 140

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|--------------------|-------------|---|
| 1. | 371 | Thachankurichi A/b | 4999 | R C Aided Elementary School Thachankurichi, Poovalur Trichy 621 712 |
| 2. | 590 | T Kalikudi | 5000 | Thiru Arulanandam Memo Primary School, Trichy 621 111 |
| 3. | 690 | Neikuppai (South) | 4954 | Adi Dravidar Welfare School Trichy 621 111 |
| 4. | 900 | Madakudi | 4972 | P U Elementary School Enjoor, Pallavadai PO Trichy 621 112 |
| 5. | 991 | Nethamangudi A/b | 4975 | P U Elementary School Pullambadi, Lalgudi Trichy 621 711 |
| 6. | 1050 | Adikudi | 202 | P U Elementary School Puvalur West Trichy 621 712 |
| 7. | 1050 | Adikudi | 257 | Sri Nataraja Vilas Elementary School Sri Srinivasapuram, Trichy 621 601 |
| 8. | 1060 | Menakkal (East) | 4981 | P U Elementary School Manakkal Colony Trichy 621 601 |
| 9. | 1110 | Valadi | 4984 | P U Elementary School Valadi PO Trichy 621 218 |

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|-----|------|--------------------|------|---|
| 10. | 1230 | Therukuchatram: | 4988 | P U Primary School South Chattram, Melavadi Trichy 621 218 |
| 11. | 1280 | Sevendhinathapuram | 4994 | P U Elementary School Mailarengam Periyacaraili Valady Trichy 621 218 |
| 12. | 1330 | Mangammalpuram | 4959 | Govt Adhi Dhiravida Welfare School Anbil Padugai, Konnaikudi Trichy 621 702 |

Block Name: Tattayyangarpettai
Block Code: 180

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|------------------|-------------|---|
| 1. | 10 | Pillapalayam | 5703 | P U Elementary School Muthurajapalayam Trichy 621 210 |
| 2. | 50 | Urakkarai | 5709 | P U Elementary School Peruganur, Urakkarai Musiri 621 214 |
| 3. | 120 | Arachi | 5720 | P U Elementary School Arachi PO Musiri Tk, Trichy 621 214 |
| 4. | 70 | Jambumadai | 5742 | Aided Elementary School Jamdamangalam PO, Musiri Tk Trichy 621 214 |
| 5. | 270 | Thumbalam | 5734 | P U Primary School Thumbalam Musiri Tk 621 211 |
| 6. | 201 | Mengalam A/b | 5745 | Saraswathi Aided Elementary School Vellaipatti, Musiri Tk Trichy 621 211 |
| 7. | 160 | Pooiancheri | 5743 | Vivekananda Aided Elementary School Poolancheri PO Musiri TK, Trichy 621 208 |
| 8. | 580 | M Pudupatti West | 5740 | P U Elementary School Serimapatty M Pudupatty Post, Musiri Tk Trichy 621 211 |

Block Name: K Paramathy
Block Code: 210

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|----------------------|-------------|---|
| 1. | 20 | Karvazhi | 6206 | P U Primary School Karvazhi PO, Kodumudi via Karur TK 638 151 |
| 2. | 40 | Thennai (East) | 6212 | P U Primary School Poomandampalayam, Athipalayam PO Karur Tk, Trichy 639 111 |
| 3. | 560 | Thumbivadi | 6276 | P U Elementary School T Pasupathipalayam, Thumbivadi PO Trichy 639 002 |
| 4. | 580 | Ariyur | 6282 | P U Primary School Chinnamuthupalayam Ariyur PO Trichy 639 002 |
| 5. | 600 | Tenilai Venkitapuram | 6287 | St Marys R C Elementary School Chinnadharapuram, Karur Trichy 639 202 |
| 6. | 630 | Thokkupatti | 6293 | P U Elementary School Thokkuppatty Karur TK 639 202 |
| 7. | 650 | Kalakurichipunjai | 6298 | P U Primary School Vanikkarai, Punjaikalikuruchi PO St Puram, Via Karur Trichy 639 002 |
| 8. | 290 | Mannur | 6228 | P U Primary School Melapalayam, K Paramathi PO Karur 639 111 |

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|-----|-----|------------------|------|---|
| 9. | 320 | Thennilai (West) | 6240 | P U Primary School Chinnavanaalampalayam Karur 639 206 |
| 10. | 350 | Kondanthur | 6246 | P U Primary School Komalivalasu, Muthanam Palayam PO Thennilai via, Karur Trichy 639 206 |
| 11. | 361 | Gudalur A/b | 6252 | P U Primary School, Malachiyur Via Chinnadharapuram Karur 639 206 |
| 12. | 361 | Gudalur A/b | 6258 | P U Primary School Karunelivalay, Karunelivalasi |
| 13. | 270 | Punnam | 6201 | Govt Welfare Elementary School ADW Department, Punnama PO 639 136 |
| 14. | 270 | Punnam | 6304 | P U Middle School Punnam Chatram PO Kogithapuram, Karur TK 639 136 |
| 15. | 300 | K Paramathi | 6234 | P U Primary School Thendukkali Palayam Karunelivalasu PO Thennilai via 639 206 |
| 16. | 380 | Nedungur | 6264 | Nedungur PO K Paramathy S O Karur TK, 639 111 |
| 17. | 400 | Pavithram | 6270 | P U Elementary School Salapalayam, Pavithram Karur Tk, Trichy 639 002 |

Block Name: **Andanallur**
Block Code: 280

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|-------------------|-------------|---|
| 1. | 70 | Kodiyalam | 7214 | P U Elementary School Ayilapettai Koppu PO Trichy 639 103 |
| 2. | 400 | Perur | 7229 | P U Primary School Perur, Kulumani PO 639 103 |
| 3. | 40 | Perugamani | 7211 | P U Primary School Pazhaiyur, Perugamani PO Trichy 639 115 |
| 4. | 11 | Pettavathalai A/b | 7207 | P U Elementary School Palancaugery Pettaivathalai PO Trichy 639 112 |
| 5. | 130 | Allur | 7203 | Adi Dravidar Welfare Elementary School, Allur PO Trichy 620 101 |
| 6. | 450 | Puliyar | 7234 | P U Elementary School Inam Pulliyur Trichy 639 103 |
| 7. | 200 | Panayapuram | 7225 | P U Elementary School Panayapuram, Thiruvalur, Selali PO Trichy 620 005 |

Block Name: **Yaiyampatti**
Block Code: 310

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|-------------------|-------------|--|
| 1. | 290 | Mehavanur (North) | 7618 | P U Primary School M Seegam Patti, Pothapatti PO Elangakurichy 621 302 |
| 2. | 30 | Vellalappatti | 7655 | St Alphonmas Primary School Velliappatti PO Manjampatti via Vaiyampatti 621 307 |
| 3. | 330 | Palayankottai | 7628 | P U Primary School Annukkanatham, Purathakudy PO Elangakurichi via, Trichy 621 302 |

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| 4. | 230 | Amayapuram | 7657 | St Antonys Elementary School Kolathurampatty Manapparai 621 307 |
| 5. | 270 | Periapatti | 7659 | St F Primary School Altikaripatti, V Periapatti PO Elangakuruchi via Trichy 621 302 |
| 6. | 320 | Sekkanam | 7662 | Loyola Elementary School Varungulam PO Vaiyampatty via Trichy 621 315 |
| 7. | 480 | Ayanreddiappatti | 7632 | P U Primary School Annukkanatham, Purathakudy PO Elangakurichi via |
| 8. | 510 | Kumaravadi | 7644 | P U Primary School Naduppatty & Post, Via Viayampatty Manapparai. Trichy 621 315 |
| 9. | 590 | Poonambalapatti | 7651 | P U Primary School Poonambalampatty PO Trichy 620 315 |
| 10. | 490 | Vaiyampatti | 7638 | P U Primary School T Kovil Patty Trichy 621 315 |
| 11. | 991 | Nallur A/c | 7835 | P U Elementary School Pilluppatti Post Thuvakurichi via Trichy 621 314 |
| 12. | 421 | Thottipatti A/b | 7755 | P U Elementary School Kovilpatty PO, Manapparai TK Trichy 621 305 |
| 13. | 1000 | Thuvanakurichi | 7841 | P U Elementary School Sevapatty PO, Thuvankam 621 314 |
| 14. | 861 | Valanadu A/c | 7801 | P U Elementary School Kodambarai, Valanadu PO Palakurichi via, Trichy 621 308 |

Block Name: Marungapuri
Block Code: 320

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|-------------------------|-------------|---|
| 1. | 701 | Vellayakonepatti A/b | 7768 | P U Elementary School Valasupatty, Kovilpatty PO Trichy 621 305 |
| 2. | 721 | Priampatti (South) A/b | 7773 | P U Elementary School Madhukkarampatty, Thenoor PO Pin 621 308 |
| 3. | 761 | Vembanur A/b | 7779 | P U Elementary School Ariyakonapatty, Vembanur Post Illuppur via, Trichy 622 102 |
| 4. | 780 | Kavinaripatti | 7785 | Puthakuli P U Elementary School At Kavinaripatty, Kilikudi, PO Via Illuppur, Trichy 621 308 |
| 5. | 820 | Pallakurichi | 7791 | P U Elementary School D Pervai, Palakkurichi SO, Trichy 621 308 |
| 6. | 851 | Ayamperuvai | 7751 | Adi Dravidar Welfare School Ayanperuvai, Palakkurichy via Trichy 621 308. |
| 7. | 911 | Ammachatram A/c | 7812 | Vellakkulathupatty, Karumalai PO Thuvankurichi Via Trichy 621 314 |
| 8. | 931 | Kanjannaickanpatty A/c | 7818 | P U Elementary School North Ellaikkattupatti Manapparai Taluk Trichy 621 314 |
| 9. | 951 | Venkatanayakanpatti A/c | 7824 | P U Elementary School Adaikkampatty, Karaipatty Via Thuvankurichy Trichy 621 314 |
| 10. | 971 | T Idayapatti A/c | 7830 | P U Elementary School T Antipatti, T Edayapatti PO Via Palakurichy, Manapparai Tk Trichy 621 308 |

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| 11. | 1041 | Akkiyampatti Ad | 7845 | P U Elementary School Ramaiyapuri, Palapalayam PO Thuvrankurichi via Trichy 621 314 |
| 12. | 691 | Thirunellipatti Ac | 7762 | P U Elementary School T Sukkampatti, Thirunellipatti PO Puthanatham via, Trichy 621 312 |
| 13. | 891 | Muthalavpatti A b | 7808 | P U Elementary School Pappa Patti, Muthalavpatti PO Manaparai Tk, Trichy 621 305 |
| 14. | 1071 | Thuthur A b | 7851 | P U Elementary School Malaiyandikovilpatti, Thuthur PO Manaparai Tk, Trichy 621 314 |

Tirunelveli District [Code 20]

Block : Kuruvikulam
Code : 30

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|---------------------|-------------|--|
| 1. | 400 | Kuruvikulam (North) | 462 | P U School Ganapathipatti Kuruvikulam PO 627 754 |
| 2. | 490 | Ramalingapuram | 416 | Tata Primary School Rockenoor West Alagunatchiyapuram Via Kuruvikulam Sankarankoil 627 754 |
| 3. | 530 | Sevalkulam | 429 | R C Primary School Sevalkulam Post Kuruvikulam via 627 754 |
| 4. | 690 | Palenkottai | 426 | R C Primary School Alagunachiappuram West Kuruvikulam via 627 754 |
| 5. | 700 | Alangulam | 401 | Tata Primary School Kelangulam, Alangulam PO 627 752 |
| 6. | 720 | Mahendravadi | 500 | P U School Pudukkulam, Marathan Kiner 627 953 |
| 7. | 740 | Nalanthula | 470 | P U School Odaikarappatti Naickerpatti PO 627 752 |
| 8. | 760 | Sayamalai | 413 | Tata Feeder School Nalivasankottai, Alaguneri PO Via Kuruvikulam 627 754 |
| 9. | 770 | Marudankinar | 498 | P U Primary School Maruthankinar 627 753 |
| 10. | 50 | Kalingappatti | 424 | Tamil Baptist Primary School Kalingapatti via Thiruvengadam Kattabomman 627 724 |
| 11. | 50 | Kalingappatti | 475 | P U Primary School Kalingapatti 627 724 |
| 12. | 80 | Thiruvengadam | 439 | Hindu Primary School Sellapatti Thiruvengadam Kovilpattivia 627 719 |
| 13. | 90 | Varaganoor | 421 | T D T A Primary School Vadiyakoundanpatti Tiruvengadam PO 627 719 |
| 14. | 150 | Appaneri | 491 | P U Primary School Palayaapanerary Koil Patti 627 702 |
| 15. | 180 | Naduvappatti | 465 | P U School Srirangatrajapuram Kollakkattakurichi PO Via Elayarasannendal 627 713 |

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| 16. | 220 | Akarisalkulam | 436 | Hindu Primary School Aladi Patti Umayathalaivan Patti PO Thiruvengadam via 627 719 |
| 17. | 240 | Karisattan | 476 | P U Primary school Samsigapuram Subbalapuram PO, Karivalam |
| 18. | 440 | Vadakkuppatti | 480 | P U School Kodapparai Sippiparai Post 627 713 |

Block : Kodaiyanallur
Code : 50

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|------------------------|-------------|--|
| 1. | 21 | Chockampatti A/c | 1636 | Muslim Primary School Thirikoodapuram Chockapatti 627 765 |
| 2. | 61 | Kambaneri Pudukudi A/b | 1618 | Hindu Primary School Kambaneri, Kamapatcheri 627 751 |
| 3. | 61 | Kambaneri Pudukudi A/b | 1653 | Govt Primary School Valasa, Kambaneri Village Sendamaram Post Tenkasi 627 857 |
| 4. | 150 | Poygai | 1650 | A N Panchayat Union School Polgai 627 856 |
| 5. | 260 | Kalaiyaneri | 1633 | Sundara Primary School Rettaikulam, Kuoleyaneri PO Via Surendai 627 859 |
| 6. | 270 | Anikkulam | 1645 | P U Primary School Ayyapuram, Anaikulam PO Via Surandhai 627 859 |
| 7. | 41 | Elathur A/b | 1821 | Govt Primary School Seevanallur Elathur PO 627 803 |
| 8. | 70 | Puthur | 1811 | Govt Primary School Kesavapuram 627 813 |
| 9. | 70 | Puthur | 1835 | A G Primary School Moontru Vaikkal 627 809 |
| 10. | 110 | Kilankadu | 1805 | Government Primary School Balamarthandapuram Idaikal PO 627 804 |
| 11. | 120 | Ayikudy | 1827 | Govt Primary School Ananthapuram 627 852 |
| 12. | 130 | Sembavaravadagarai | 1820 | Govt Primary School Sambavar Vadakari 627 856 |

Block : Alangulam
Code : 70

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|----------------------|-------------|---|
| 1. | 891 | Sivalarkulam A/b | 1213 | T D T A Primary School Nellur PO, Alangulam Tk 627 853 |
| 2. | 671 | Mayamankurichi A/b | 1263 | P U Primary School Kuruvankottai Post K Shanmugapuram 627 853 |
| 3. | 500 | Kadanganeri | 1229 | Saraswathi Vidyasalai Kadanganeri via Nettur 627 854 |
| 4. | 290 | Uthumalai | 1207 | T D T A Primary School Uthumalai, Uthumalai PO 627 860 |
| 5. | 310 | Vadakkukavalakurichi | 1242 | Sri Rajagopala Vidyasalai Rukmaniamalapuram Uthumalai via, Tenkasi 627 860 |

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| 6. | 130 | Navanitakrishnapuram | 1260 | P U Primary School Karpinankulam Melakalnagal Post Uttumalai 627 860 |
| 7. | 100 | Marukkalankulam | 1276 | P U Elementary school Soovalasamudram, Malukkalan Kulam 627 953 |
| 8. | 340 | Vadi | 1220 | R C Primary School Mariathaipuram, Vadi PO Via Puthur 627 861 |
| 9. | 630 | Kaduvetti | 1219 | T D T A Primary School Sambankulam, Therkkupatti Manur 627 201 |
| 10. | 900 | Marandai | 1268 | P U Primary school M Kallathikulam Therkkupatti Post Manur via 627 801 |

Block : Keelapavoor
Code : 80

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|----------------------|-------------|--|
| 1. | 460 | Virakaralampudur | 1482 | P U Primary School Thayarthoppur Keelapavoor Range Veerakaralanpudur PO 627 861 |
| 2. | 561 | Vellakal A/c | 1484 | P U Primary School Thuvarankadu, Vellakal Post Via Kilpavoor 627 869 |
| 3. | 611 | Kulasekharapatti A/c | 1479 | P U Primary School Samudrapuram, Via Kelapavoor 627 806 |
| 4. | 700 | Kilapavoor | 1439 | Soma Sundaram Hindu Primary School 627 806 |
| 5. | 710 | Gunaramanallur | 1435 | Sri Gandhi Vidyasalai Kadabogathi 627 814 |
| 6. | 821 | Kailurani A/c | 1410 | T D T A Primary School Nadathoor, Gunarama Nallur Tenkasi 627 814 |
| 7. | 831 | Trippampatti A/b | 1419 | T D T A Primary School Tip Meenachipuram Pavoor Chatram Post 627 808 |
| 8. | 841 | Avudaiyanur A/c | 1448 | Arunachalanar Primary School Podianoor, Avudaiyanoor Tenkasi 627 431 |
| 9. | 351 | Pettanadapatti A/c | 1466 | P U Primary School Karisaloor Pethanadarpatty PO Tenkasi TK 627 808 |
| 10. | 970 | Andipetti | 1459 | Kamaraj Hindu Primary School Kalathimadam PO Alangulam via, Tenkari Tk 627 851 |
| 11. | 841 | Avudaiyanur A/c | 1495 | P U Primary School Rayappanadanoor, Tenkasi Taluk |
| 12. | 360 | Sivagurunathapuram | 1404 | T D T A Primary School Bungalow Surendai Surandai Post 627 859 |

Block : Cheranmahadevi
Code : 150

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|------------------------|-------------|---|
| 1. | 801 | Terkullidaikurichi A/c | 2869 | Chitra Primary School Kallidaikurichi 627 416 |
| 2. | 880 | Malaiyamkulam | 2819 | P U Primary School Weavers Colony Kallidaikurichi 627 416 |
| 3. | 960 | Venkatarengapuram | 2808 | P U Primary School Melauppurani 627 414 |
| 4. | 940 | Karisalpetti | 2835 | T D T A Primary School Karisal Post Tirunelveli 627 414 |

| | | | | |
|-----|-----|---------------------|------|--|
| 5. | 700 | Pirancheri | 2802 | P U Primary School Pirancheri 627 451 |
| 6. | 670 | Kilaseval | 2856 | Saraswathy Primary school Keelacheval Mohacheval Tirunelveli 627 452 |
| 7. | 730 | Kolumadai | 2867 | B D K M C Primary School Kolumadai Melacheva; 627 452 |
| 8. | 790 | Terku Viravanallur | 2868 | Kamaraj Primary School Kottai Vasal Street Viravanullur 627 426 |
| 9. | 790 | Terku Viravanallur | 2816 | P U Primary School Mathudiyar Kulam 627 426 |
| 10. | 760 | Sermadevikovilpattu | 2830 | T D T A Primary School Cheran Mahadevi Post Tirunelveli 627 414 |
| 11. | 610 | Cheranmahadevi | 6849 | St Susai Primary School Cheranmahadevi Post Tirunelveli 627 414 |
| 12. | 910 | Terku Karaikurichi | 2854 | Muthamil Primary School Karukurichi Ambasamudram Tk 627 417 |

Block : Kalakadu
Code : 170

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|----------------------------|-------------|---|
| 1. | 40 | Singikulam | 3245 | P U Primary School Naduvakulam 627 152 |
| 2. | 180 | Devanailur | 3210 | T D T A Primary School Athichnaperi 627 414 |
| 3. | 190 | Idayamkulam | 3218 | St M R C Primary School Pothaisuthi 627 501 |
| 4. | 230 | Pathai | 3262 | Neelakanda Hindu Primary School Pathei 627 501 |
| 5. | 310 | Kovilammampuram | 3229 | Hindu Primary School Mavadi via, Nengunri Tk Nellai Kb Dist 627 107 |
| 6. | 330 | Kamdamboduvalu | 3241 | P U Primary School Kadambodu Valvoo Nagar Kudiyiruppu Nangaunsri via 627 108 |
| 7. | 530 | Alangulam | 4061 | P U Primary School Eruvadi South Nellai Dist 627 103 |
| 8. | 601 | Nambittalaivanpattayam A/b | 3206 | T D T A Primary School Odohnavur 627 102 |
| 9. | 621 | Puliyurkurichi A/b | 3202 | T D T A Primary School Levingipuram Thirukkurungudi PO 627 115 |

Block : Ambasamudram
Code : 120

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|---------------------|-------------|--|
| 1. | 861 | Singampatti A/b | 4073 | Bharathi Harijan Primary School Via Kallidaikurichi 627 416 |
| 2. | 821 | Ayansingampatti A/b | 2231 | King George Primary School Zamin Singampatti School Kallidai Kuruchi 627 416 |
| 3. | 850 | Aladiyur | 2220 | Gandhi Primary school Chettimedu Aladiyur PO Manimuthar 627 421 |
| 4. | 850 | Aladiyur | 4074 | Govt Primary School Meleermaalpuram Aladiyoor Post Ambai T K 627 421 |

| | | | | |
|---|-----|--------------|------|---|
| 5 | 570 | Kedarangulam | 2227 | Committee Hindu Primary School Kodarankulam Kallidaikurichi via Ambasamudram 627 416 |
|---|-----|--------------|------|---|

Block : Radhapuram
Code : 180

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|------------------------|-------------|---|
| 1. | 111 | Muthumottamozhi a/b | 3466 | Calwell Primary School Anaigudi Post, Radhapuram Tk Tirunelveli 628 651 |
| 2. | 121 | Urumangulam A/b | 3475 | Eswaramoorthy Elementary School Orumankulam PO Pettaikulam via Nellai Kattapomman 628 654 |
| 3. | 261 | Tiruvambalapuram A/b | 3429 | St Therasa Primary School Kuthemkuli Tirunelveli 627 104 |
| 4. | 271 | Karaichchuthupudur A/b | 3412 | T D T A Primary School Marakkattuvelai Navaladi PO, Idaiyangudi via 628 651 |
| 5. | 271 | -do- | 3513 | P U Primary School Kalikumarapuram Karaichchuthupudur Idaiyangudi via 628 651 |
| 6. | 281 | - do - | 3467 | Caldwell Primary School Karikoil Kalikumarapuram PO 628 651 |
| 7. | 100 | Kuttam | 3411 | T D T A Primary School Kuttam PO Via Idaiyangudi 628 651 |
| 8. | 100 | Kuttam | 3518 | P U Primary School Kunchanvilai, Kuttam PO Radhapuram Tk, Nellai 628 660 |
| 9. | 91 | Tisaiyanvilai A/b | 3478 | Hindu Primary School Selvamaruthoor Tisaiyammilli PO 628 657 |
| 10. | 80 | Appuvilai | 3507 | P U Primary School Karambadu Tisaiyanvillai PO |
| 11. | 341 | Perungudi A/b | 3624 | T D T A Primary School Madanadarkudi Kumarapuram PO Kavalkineru via 627 105 |
| 12. | 140 | Kumbikulam | 3463 | Johny Primary School Kumbikulam, Seelathi Kulam PO Tirunelveli |
| 13. | 150 | Samugarengapuram | 3517 | P U Primary School Singarathoppu Samugarengapuram PO Radhapuram Tk |
| 14. | 240 | Radhapuram | 3489 | P U Primary School Panniyarkulam 627 111 |
| 15. | 290 | Vijayapathi | 3454 | Arul Primary School Vijayapathi Post, Kaduthula Tirunelveli |

Block : Ilangulam
Code : 190

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|---------------|-------------|---|
| 1. | 230 | Veppilangulam | 3654 | M E L I M Primary School Kalkarai, Radhapuram Tirunelveli 627 111 |

| | | | | |
|----|-----|---------------|------|--|
| 2. | 341 | Perungudi a/b | 3657 | M E L I M Primary School Vadakkangulam Nellai Kattabomman 627 116 |
| 3. | 371 | Palavur A/c | 3652 | M E L I M Primary School Ambalavanapuram Kumarapuram PO Kavalkineru via 627 105 |
| 4. | 371 | Palavur a/c | 3709 | P U Primary school K C Palavoor 627 121 |
| 5. | 400 | Levempipuram | 3644 | St Josephs Primary School Kuttapuli Nellai 627 127 |

Block : Valliyoor
Code : 190

| Sl No | Vill Code | Village | School Code | School and Address |
|-------|-----------|--|-------------|--|
| 1. | 10 | Vadalar | 3651 | S A Noble Memorial Primary School Valliyoor 627 117 |
| 2. | 10 | Vadalar | 4077 | P U Primary School Kesavaneri Radhapuram Tk Valliyoor 627 117 |
| 3. | 30 | Anakkulam | 3602 | T D T A Primary School Chinnamalpuram Dalapathi Samudram PO 627 101 |
| 4. | 40 | Kannanallur | 3695 | P U Primary School Jannanallur Tirunelveli 627 101 |
| 5. | 190 | Theravallyoor | 3669 | T D T A Primary School Maghelhipuram Valliammalpuram Valliyuoor 627 117 |
| 6. | 190 | - do - | 3702 | P U Primary School Nambiamulai Valluyoor 627 117 |
| 7. | 210 | Panakkudi | 3684 | Alagu Hindu Primary School Sivagamipuram Panagudy PO 627 109 |
| 8. | 61 | Kottaikarungulam A/b (Radnapuram : 180) | 3501 | P U Primary School Vadivammanpatti Kottaikkarungulam PO Samugarangapuram via 627 112 |
| 9. | 330 | Danakkarkulam | 3648 | S A Primary School Manickamputhur Dhanakarkulam PO 627 116 |

APPENDIX II

OB Study – Operational Plan

OB Study - Operational Plan

1. Field Work

As indicated in Chapter 3, the OB Survey Study was conducted using five field schedules (see Appendix IV) to be used by carefully selected and trained field investigators (FIs). Since the work involved visits to the selected primary schools, most of which were in remote rural interior places, and interacting with the head teachers, teachers, students, members of the community as well as educational administrators at the block level, it was decided to recruit candidates having a basic degree along with a degree in education as preferred minimum qualification for the job of field investigators. The employment exchanges of the concerned districts were approached through the Directorate of Employment, Chennai. The concerned District Employment Exchanges sponsored the candidates in the ratio of 1:10. Interviews for the selection of field investigators were held at each of the four concerned district headquarters. The recruitment committee consisted of the Field Adviser, NCERT, District Elementary Education Officer and two project team members from the Regional Institute of Education, Mysore.

While recruiting, local candidates belonging to the respective blocks where the OB survey study was to be carried out were invariably preferred because of logistic reasons. Besides, women and candidates belonging to minority groups were also given special consideration. Totally, 42 field investigators (see the list given below) were selected and appointed. Each field investigator was entrusted with one Block (Taluk) in which normally about 10 selected schools were located. Where there were 16 or more schools in a block, two field investigators were appointed, keeping the time schedule of the programme in view. Each FI was expected to spend at least three days visiting each assigned school and the neighbourhood.

An intensive one day orientation and training programme was conducted for the field investigators at each of the four district headquarters where the survey was to be carried out. In this programme, the objectives and important components of OB scheme, as well as the details of data collection from the concerned sources and filling up the data in the respective schedules were discussed by the project team members who were guided and assisted by Prof Kuldip Kumar, Project Consultant, NIEPA, New Delhi. It was emphasised that photographs of each school, the classrooms and the community members who are interviewed should be taken and submitted along with the completed schedules. The field investigators were also asked to maintain a diary giving an account of their visits to the schools, and the observations made in each school. A letter of introduction as well as necessary guidelines were provided to help the investigators with the task of collecting data from block level officers, heads of schools, teachers and the community members. The field investigators were given a time span of 6 – 8 weeks to complete the collection of data.

[Note: Concurrently, the survey study work in the Union Territory of Pondicherry was also carried out. This is the subject of a separate report]

2. Data Analysis Framework

The data collected was entered and analysed by using the data structure and program files supplied by NIEPA. The data was entered in the data base structure and was followed by data cleaning and other scrutiny/corrective measures. The open remarks supplied by the respondents were codified for convenience. The data entry work was carried out by three data entry operators in the Computer Applications Laboratory of the implementing agency, the Regional College of Education, Mysore, under the supervision of two of the members of the project team and the project assistant.

The final form of the data was subjected to SPSS analysis as per the framework and programmes provided by NIEPA, with suitable modifications. Detailed analysis and interpretation of the data collected are presented in Chapter 4.

2. List of Field Investigators with assigned Blocks and Schools

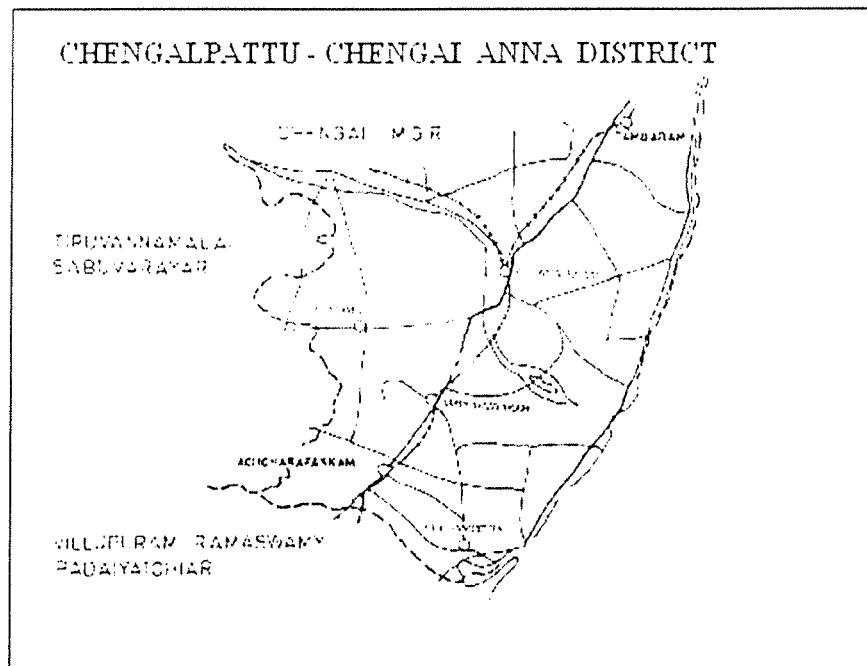
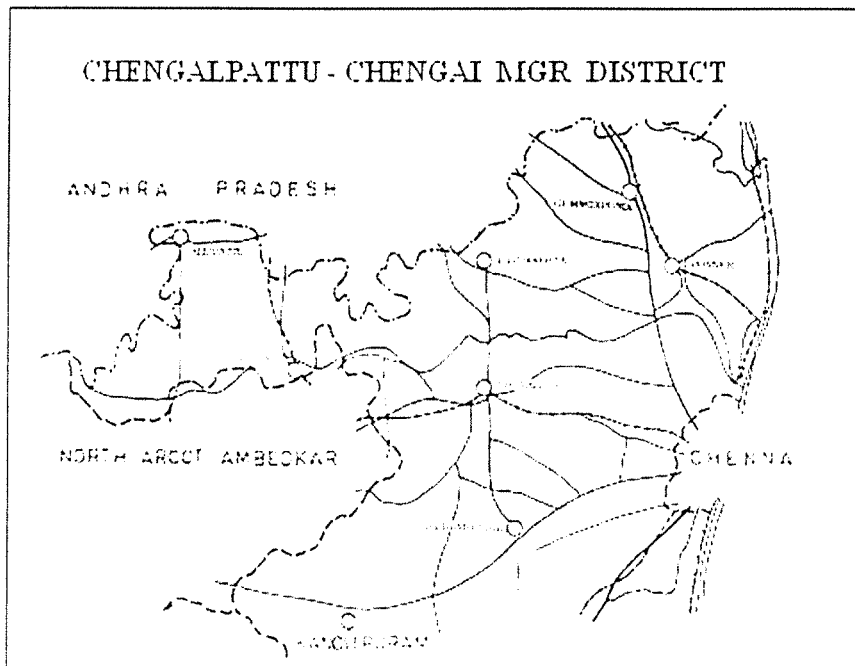
A list of the 42 field investigators and the Districts for which they were recruited is given in the accompanying table. For details of the blocks, villages and schools, see Appendix I.

Table: List of Field Investigators

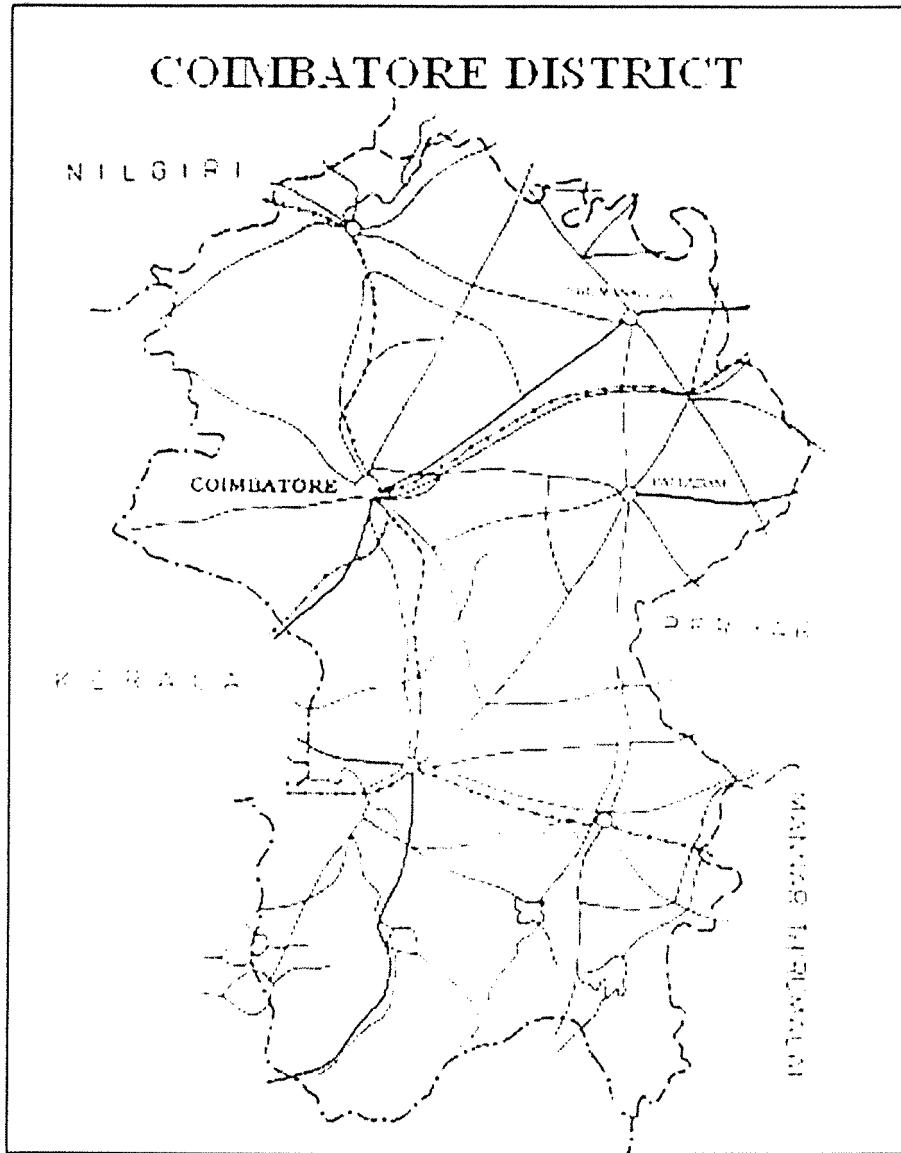
| SI No | Name | Gender | Qualifications | District Code |
|-------|---------------------------|--------|----------------|---------------|
| 1 | Andrews Mesadium S | F | BSc, BEd | 02 |
| 2 | Annamalai S | F | BSc, BEd | 02 |
| 3 | Bhanumathi R | F | BSc, MA, BEd | 02 |
| 4 | Gnanavel R | M | MA, MEd | 02 |
| 5 | Karunanidhi E | M | BSc, BEd | 02 |
| 6 | Peter Baktha Selvam J | M | BA, BEd | 02 |
| 7 | Rajula Roseline S | F | BSc, BEd | 02 |
| 8 | Ravi V S | M | BSc, BEd | 02 |
| 9 | Revathi K | F | BSc, MEd | 02 |
| 10 | Valli N | F | BSc, BEd | 02 |
| 11 | Vijayalakshmi A | F | BSc, BEd | 02 |
| 12 | Bala Gandhimati Ponnamal | F | MA, BEd | 10 |
| 13 | Dhandapani R | M | MA, MEd, Mphil | 10 |
| 14 | Indrani T K | F | BSc, BEd | 10 |
| 15 | Isabella Amala Rani | F | BSc, BEd | 10 |
| 16 | Mareeswari V | F | MA, MEd | 10 |
| 17 | Punitha B | F | MA, BEd | 10 |
| 18 | Regina Mary | F | BSc, BEd | 10 |
| 19 | Renuka G | F | MSc, BEd | 10 |
| 20 | Selvarani N | F | MA, BEd | 10 |
| 21 | Shanthi T | F | MSc, BEd | 10 |
| 22 | Usha Rani T | F | MSc, BEd | 10 |
| 23 | Akthar John | F | BSc, BEd | 12 |
| 24 | Amalorpapvam G | F | BA, BEd | 12 |
| 25 | Govindan M | M | PhD | 12 |
| 26 | Jasmine Rajakumari | F | MA, BEd | 12 |
| 27 | Latha A | F | MSc, MEd | 12 |
| 28 | Malarkkodi K D | F | BSc, BEd | 12 |
| 29 | Paruathi | F | BSc, BEd | 12 |
| 30 | Radha Anusuya | F | BSc, BEd | 12 |
| 31 | Revathi R | F | MA, MEd | 12 |
| 32 | Venkateswaran G | M | MA, BEd | 12 |
| 33 | Anusuya V | F | BA, BEd | 20 |
| 34 | Ebenezer Arul Prasannaraj | M | MSc, Mphil | 20 |
| 35 | Iyasamy S | M | MSc, BEd | 20 |
| 36 | Joseph Thanga Raj | M | MSc, BEd | 20 |
| 37 | Kandiah K | M | MA, Mphil | 20 |
| 38 | Kanishkar A | M | MA, BEd | 20 |
| 39 | Mangalam V | F | MA, BEd | 20 |
| 40 | Saroja G | F | BSc, BEd | 20 |
| 41 | Sivajudeen | M | MA, BEd | 20 |
| 42 | Thamil Selvi | F | MSc, BEd | 20 |

APPENDIX III

OB District Maps

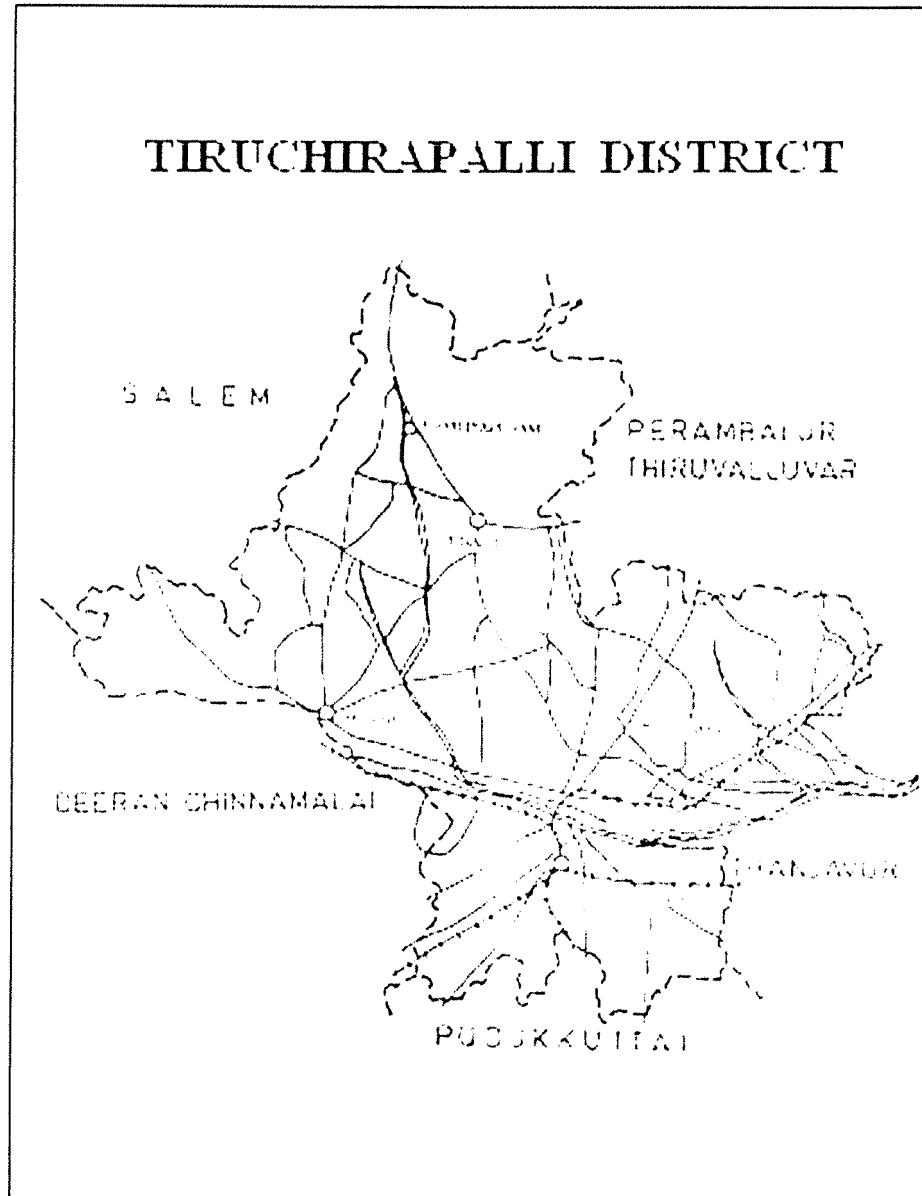


District Code: 02



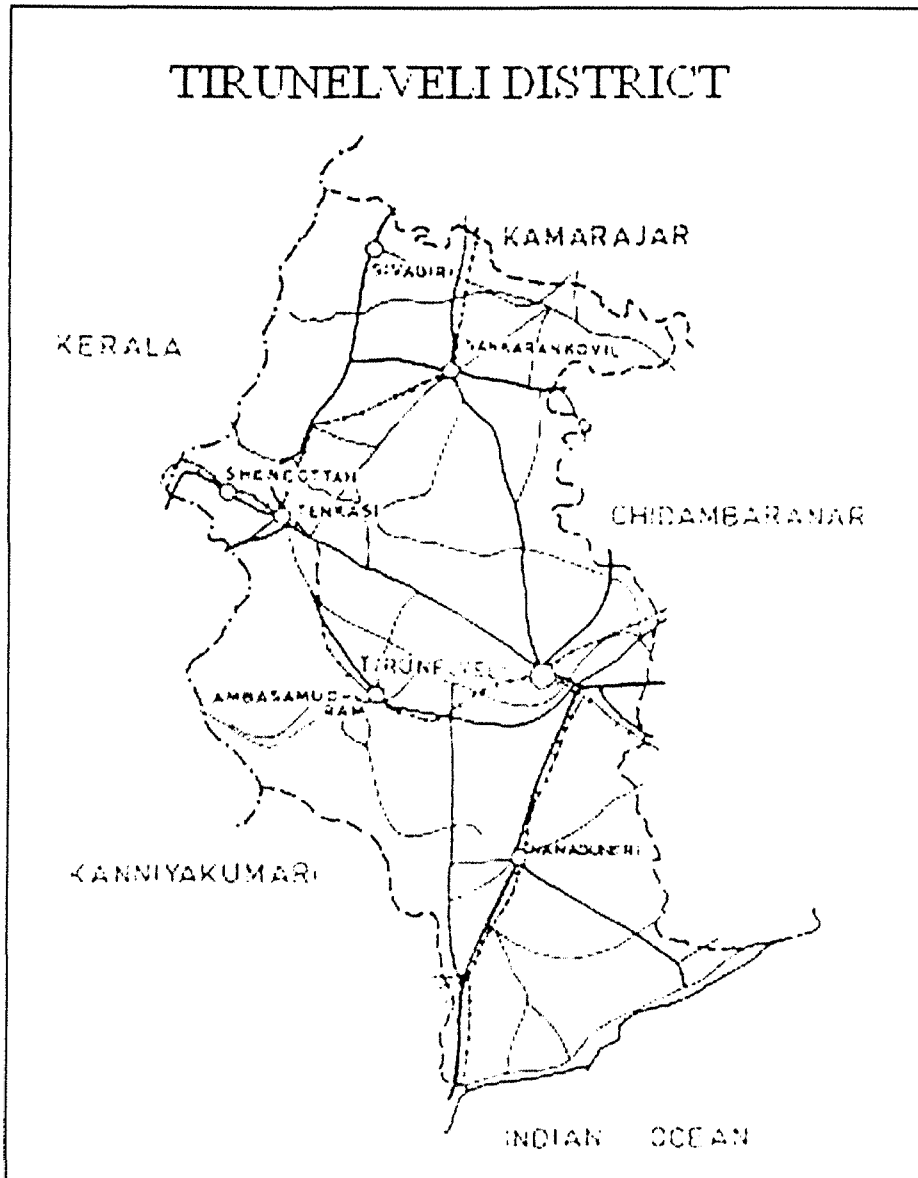
District Code: 10

TIRUCHIRAPALLI DISTRICT



District Code: 12

TIRUNELVELI DISTRICT



District Code: 20

APPENDIX IV

SCHEDULES (Tamil Version)

கரும்பலகைத் திட்டம் - ஒரு தேசிய மதிப்பீடு

கள ஆய்வாளர்களுக்கான வழிகாட்டி நெறி
முறைகளும் புள்ளி விவரப் பட்டியலும்

தேசிய கல்வித் திட்டமிடல் மற்றும் நிர்வாக நிறுவனம்
17, பி, அரவிந்தர் மார்க்கம், புது டெல்லி, 110 016.

உள்ளடக்கம்

1. பின்னணி விளக்கம்
2. பட்டியல் I
மாநிலம் / வட்டம் \therefore மாவட்டம் பட்டியல்
3. பட்டியல் II
பள்ளி விவரப் பட்டியல்
4. பட்டியல் III
ஆசிரியர் பட்டியல்
5. பட்டியல் IV
சமூக இணைவுப் பட்டியல்
6. பட்டியல் V
கள ஆய்வாளர்களுக்கான இறுதிக்குறிப்புப் பட்டியல்

குறிப்பு :

ஒவ்வொரு பட்டியலின் முன்பாகவும் தேவையான வழிகாட்டு நெறி முறைகள் தரப்பெற்றுள்ளன.

கரும்பலகைத் திட்டம் - ஒரு தேசிய மதிப்பீடு

1. பின்னணி விவரம்

தேசிய கல்விக் கொள்கை 1986, (திருத்தம் 1992) இன் முக்கியக் கூறுகளுள் ஒன்று தொடக்கக் கல்வித்திட்டம் (Universalisation of Elementary Education) இந்த நோக்கை அடைவதற்காகத் தரமேம்பாட்டிலும் எண்ணிக்கை அடிப்படையிலும் பல வழிமுறைகளும் மேற்கொள்ளப்பெற்றன. இவற்றுள் கரும்பலகைத் திட்டம் இந்தியா முழுவதும் தொடக்கப் பள்ளிகளில் வசதிகளை (1 முதல் 5 வகுப்புகள்) யெருக்கும் நோக்கத்துடன் 1987-88 ஆம் ஆண்டில் தொடங்கப்பெற்றது. இந்தத் திட்டம் 1986 ஆம் ஆண்டு செப்டம்பர் 30, வரையில் உள்ள அனைத்துத் தொடக்கப்பள்ளிகளுக்கும் தரப் பெற வேண்டிய குறைந்தபட்ச வசதிகளைக் குறிப்பிடுகிறது. (என் சி ஆர் டி தயாரித்த 5 ஆவது கல்வி விவரம்). பின் வரும் மூன்றும் கரும்பலகைத் திட்டத்தின் ஒன்றுடன் ஒன்று சேர்ந்த கூறுகளாகும் :

i) அனைத்துப் பருவநிலைகளிலும் பயன்படக்கூடிய இரண்டு பெரிய அளவு வகுப்பறைகள். இவை வராந்தாவுடன் கூறியனவாக இருத்தல். ஆண்களுக்கும் பெண்களுக்கும் தனித்தனி கழிப்பறைகள். இவற்றைத் தருதல்.

ii) குறைந்தபட்சமாக கல்வித்தகுதியுடைய இரண்டு ஆசிரியர்களை நியமித்தல். ஒவ்வொரு தொடக்கப்பள்ளியிலும் குறைந்தது ஒருவராவது பெண் ஆசிரியராக இருத்தல் வேண்டும்.

iii) கரும்பலகை, வரைபடங்கள், படங்கள், பொம்மைகள், சிறிய நூலகம் மற்றும் பணி அனுபவம் தருவதற்கான உபகரணங்கள் உள்ளிட்ட கற்றல் கற்பித்தலுக்குத் தேவையான பொருட்களைத் தருதல்.

2. உள்ளடக்கம் (Coverage)

கரும்பலகைத் திட்டம் பின்வரும் அனைத்துத் தொடக்கப் பள்ளிகளையும் உள்ளடக்கியதாகும்.

அ) அரசு

ஆ) உள்ளாட்சி மன்றங்கள்

இ) பஞ்சாயத்து ராஜ்ய பள்ளிகள்

ஈ) அரசு நிதி உதவி பெறும் தனியார் பள்ளிகள்

இத்திட்டத்தின் கீழ் மாநிலங்களின் பள்ளி அமைப்புகளுக்குகேற்ப தொடக்கப் பள்ளிகள் 1 முதல் 4 அல்லது 1 முதல் 5 வகுப்புகள் மட்டும் இடம் பெறுகின்றன. நடுநிலைப் பள்ளிகள் இடம் பெறவில்லை.

நிதி / உதவி :

கட்டடங்கள் கட்டுவதற்கான நிதி எதுவும் மனித வள மேம்பாட்டு அமைச்சகத்தால் வழங்கப் பெறவில்லை. கட்டடங்களை மாநில அரசுகளே நிதிக்குழு கிராமப்புற வேலைவாய்ப்புத் திட்டத்தின் கீழ் தரும் பண உதவி கொண்டு கட்டிக் கொள்ளும் இருப்பினும், கற்றல் கற்பித்தல் உபகரணங்களுக்கான 100 விழுக்காடு நிதியாக ஒவ்வொரு பள்ளிக்கும் ரூ.7215 வழங்கப் பெற்றது. இதே போன்று ஏழாவது ஐந்தாண்டுத் திட்டத்தின் போது தேர்ந்தெடுக்கப் பெற்ற ஆசிரியர்களுக்கான சம்பளம் முழுவதையும் (100 விழுக்காடு) மத்திய அரசே வழங்கியது. ஆனால், ஏழாவது திட்டத்தின் இறுதியில் புதியதாகத் தேர்ந்தெடுக்கப் பெற்ற ஆசிரியர்கள் சம்பளம் திட்டம் சாரா செலவினத்தில் மாநில அரசின் செலவினங்களில் சேர்க்கப் பெற்றது. ஒவ்வொரு மாநிலத்திற்கும் திட்ட நிதி ஒதுக்கீடு செய்யும் போது இதனைக் கவனத்தில் கொள்ளும்படி நிதிக்குழு கேட்டுக் கொள்ளப் பெற்றது.

திட்டப்பகுதி II

(3) 1993இல் செலவு நிதிக் குழுவும் அமைச்சரவையும் எட்டாவது திட்டத்திற்கான மாற்றம் செய்யப் பெற்ற திட்டத்திற்கான வழிகாட்டு நெறிமுறைகளை ஏற்றுக் கொண்டன. கற்றல் கற்பித்தல் உபகரணங்களுக்கான நிதியுதவியினை ரூ.7215லிருந்து ரூ.10,000 ஆக ஒவ்வொரு பள்ளிக்கும் உயர்த்துவது எனவும் 1990-91 மற்றும் 1991-1992 ஆம் ஆண்டுகளில் புதிதாகத் தேர்வு செய்யப்பெற்ற ஆசிரியர்களுக்கான 100 விழுக்காடு மத்திய அரசின் உதவியினை நீட்டிப்பது எனவும் தீர்மானிக்கப் பெற்றது.

4. நடைமுறைகள்

இந்த மாற்றம் செய்யப் பெற்ற கொள்கையினை எட்டாவது திட்டத்தில் நடைமுறைப் படுத்துவதற்காக பின்வரும் மூன்று துணைத் திட்டங்கள் முன்வைக்கப் பெற்றன.

- i) கரும்பலகைத் திட்டத்தின் 1993-94 ஆம் ஆண்டிலும் தொடர்வது
- ii) கரும்பலகைத் திட்டத்தின் கீழ் ஒவ்வொரு பள்ளிக்குமான ஆசிரியர் எண்ணிக்கையை மூன்றாக்குவது மற்றும் 100 குழந்தைகளுக்கு மேல் உள்ள பள்ளிகளுக்கு மூன்று அறைகளைக் கட்டுவது.
- iii) கரும்பலகைத் திட்டத்தின் பரப்பினை நடுநிலைப்பள்ளிகளுக்கும் நீட்டிப்பது.

5. அணுகுமுறையில் மாற்றங்கள்

வெளி மதிப்பீடு மற்றும் அனுபவத்தின் அடிப்படையில் பின்வரும் மாற்றங்களை நடைமுறை அணுகுமுறையில் செய்வது எனத் தீர்மானிக்கப்பெற்றது.

- i) கற்றல் - கற்பித்தல் பொருட்களை வாங்குவதற்கான பரந்த வகைப்பாடுகள் குறிக்கப் பெற்றன. இருப்பினும் அவற்றுள் குறிப்பாகப் பெற வேண்டிய பொருள்களைத் தெரிவு செய்யும் பொறுப்பினைத் தொடர்புடைய மாநில அரசுகளுக்கே விடுவதெனத் தீர்மானிக்கப் பெற்றது.
- ii) கூடுமானவரையிலும் உபகரணங்கள் வாங்கும் அதிகாரம் மையப்படுத்தப் படாமலும் தர நிர்ணயம் அழுத்தம் தரப் பெறுவதாகவும் அமைதல் வேண்டும்.
- iii) கற்றல் - கற்பித்தல் உபகரணங்களைச் சிறப்பாகப் பயன்படுத்தும் பொருட்டு மிக அதிகமான தொடக்கப்பள்ளி ஆசிரியர்களுக்குப் பயிற்சி தரப் பெற வேண்டும் எனவும் வலியுறுத்தப்பெற்றது. இதுவரையில் தொடக்கப் பள்ளி ஆசிரியர்களுக்கான புத்தறிவுப் பயிற்சி தருவதில் மாநில அரசுகளுக்கு மத்திய அரசு உதவியது.
- iv) பணி அமர்த்தப்படும் ஆசிரியர்களில் 50 விழுக்காட்டினர் பெண்களாக இருத்தல் வேண்டும்.

6. 1987-88 முதல் கரும்பலகைத் திட்டத்தில் ஏற்பட்ட முன்னேற்றம்.

- i) முதலில் திட்டமிட்டபடி 5.23 லட்சம் தொடக்கப்பள்ளி ஆசிரியர்களைச் சென்றடைந்தது. அவர்களுக்குக் கற்றல்-கற்பித்தல் பொருட்கள் விதிகளின் படி வழங்கப் பெற்றன.
- ii) 1.74 லட்சம் ஓராசிரியர் பள்ளிகள் ஈராசிரியர் பள்ளிகளாக மாற்றப் பெற்றன.
- iii) 1.74 லட்சம் பள்ளி வகுப்பறைகள் மாநில அரசுகளால் பல்வேறு கிராமப்புற வளர்ச்சித் திட்டங்களின் கீழ் கட்டப்பெற்றன.
- iv) எட்டாவது திட்டத்தில் 100 குழந்தைகளுக்கு மேல் உள்ள பள்ளிகளில் 34,892 மூன்றாவது ஆசிரியர்கள் நியமனம் செய்யப் பெற்றனர்.
- v) எட்டாவது திட்டத்தில் 47589 நடுநிலைப்பள்ளிகளுக்கு கற்றல்-கற்பித்தல் பொருட்களுக்கான மத்திய உதவி வழங்கப் பெற்றது.

- vi) நாட்டில் உள்ள அனைத்து தொடக்கப் பள்ளி ஆசிரியர்களுக்கும் கற்றல் கற்பித்தல் பொருட்களை வகுப்பறைச்சூழலில் பயன்படுத்துவதற்கான சிறப்புப் புத்தறிவுப் பயிற்சி வழங்கப்பட்டுவருகிறது.
- vii) ஆசிரியர் நியமனம், கூடுதலான பள்ளி மற்றும் வகுப்பறைக்கட்டியதின் சிறந்த விளைவுகளை ஆறாவது அனைத்திந்திய கல்வி விவரம் பிரதிபலிக்கின்றது.
- viii) கற்றல் கற்பித்தல் உபகரணங்களை வாங்குவதில் செய்யப்பெற்ற மையத்தன்மையற்ற மாற்றம் தரமுடைய பொருட்களைக் குறிப்பிட்ட காலத்தில் வாங்கும் நிலையினைப் பல மாநிலங்களில் உண்டாக்கின.
- ix) கரும்பலகைத் திட்டத்தின் கீழ் மாநிலங்களுக்கும் யூனியன் பிரதேசங்களுக்குமாக ரூ.1812.64 கோடி விடுவிக்கப்பெற்று அதில் 90.67 விழுக்காடு ஏற்கனவே பயன்படுத்தப் பெற்றுள்ளது.

9. எனவே

நில அளவாலும் பணப்பரப்பாலும் பெரிய அளவானதான கரும்பலகைத் திட்டத்தினை தேசிய அளவிலான மதிப்பீட்டு செய்ய வேண்டுவது தேவையானதாகிறது. முன்னரே, சில மாநிலங்களில் இத்திட்டம் மதிப்பீடு செய்யப்பெற்றுள்ளது. ஆனால், இதுவரை சிறந்தவொரு நாடு தழுவிய தேசிய மதிப்பீடு செய்யப்பெறவில்லை. எனவே, இது இன்றையத் தேவையாகிறது.

மதிப்பீட்டிற்கான பரப்பு

1. உண்மையில் எத்தனை ஓராசிரியர் பள்ளிகள் ஈராசிரியர் பள்ளிகளாயின? கூடுதலாகப் பணியமர்த்தப்பட்ட ஆசிரியர் திட்டமிட்ட அப்பள்ளியில் பணியில் உள்ளாரா அல்லது வேறெங்காவது பணியில் உள்ளாரா?
2. புதிதாகப் பணியமர்த்தப்பட்ட ஆசிரியர்களுள் பெண்களின் விழுக்காடு.
3. கரும்பலகைத் திட்டத்தின் கீழ் உள்ள பள்ளிகளில் கற்றல் கற்பித்தல் பொருட்களின் பயன்படும் எல்லை.
4. புதிதாகக் கட்டப்பட்டுள்ள கட்டடங்களின் நிலை.
5. கற்றல் கற்பித்தல் உபகரணங்களை வாங்குவதில் ஏற்பட்ட தாமதம்.
6. கரும்பலகைத் திட்ட உபகரணங்களைப் பயன்படுத்துவதற்கும் ஆசிரியர் பயிற்சிக்குமுள்ள தொடர்பு
7. மூன்றாம் ஆசிரியர் பணியமர்த்தப் படுவதால் பள்ளியில் நூறுக்கு மேற்பட்ட மாணவர் சேர்க்கையில் ஏற்பட்ட மாற்றம்

8. நடுநிலைப் பள்ளிகளில் கற்றல் கற்பித்தல் உபகரணங்கள் உண்டாக்கியதாக்கம்
9. நிதியை அவர்களின் தேவைக்கேற்ப மாநில அரசுகள் பயன்படுத்திய விதம்
10. பள்ளியில் குழந்தைகளின் சேர்க்கையிலும் தக்கவைத்தலிலும் கரும்பலகைத் திட்டத்தின் ஒட்டுமொத்தமான தாக்கம்
11. பின்காண்பனவற்றுக்கு மாநிலம்/யூனியன் பகுதி அளித்தவை
 - அ) தலைமை ஆசிரியர் அலுவலகம்
 - ஆ) ஒவ்வொரு வகுப்பிற்குமான தனித்தனி வகுப்பறை
 - இ) ஆண்கள் பெண்களுக்கான தனித்தனி கழிப்பறைகள்
 - ஈ) நடுநிலைப்பள்ளிகளுக்கென ஒதுக்கப்பட்ட ரூ.1000 உதவித்தொகையின் பயன்பாடு
12. கற்றல் கற்பித்தல் உபகரணங்களை வாங்குவதில் கிராம கல்விக் குழு/உள்ளூர் மக்களின் பங்கேற்பு
13. கற்றல் கற்பித்தல் உபகரணங்களை வாங்குவதில் ஆசிரியர்களின் பங்கு
14. மாநில அளவிலான தற்போதைய மேற்பார்வை வழக்கம்
15. தொடக்கப்பள்ளி அமைப்பில் ஒட்டுமொத்தமான கரும்பலகைத் திட்ட தாக்கம்
16. இத்திட்ட பொது நோக்கங்களின் அடைவு
17. பின்வரும் சிறப்பு நோக்கங்களின் அடைவு
 - அ) ஓராசிரியர் பள்ளிகளில் ஈராசிரியர்
 - ஆ) ஒரு வகுப்பறை இருந்த இடங்களில் இருவகுப்பறைகள்
 - இ) வெவ்வேறு மாநிலங்களில் குறைந்தபட்ச கற்றல் கற்பித்தல் பொருட்கள் வாங்குதலும் பயன்பாடும்.
18. வெவ்வேறு மாநிலங்களிலும் கரும்பலகைத்திட்ட அமலாக்க உத்திகளும் வழிமுறைகளும்
19. இத்திட்ட அமலாக்கத்தின் மேம்பாட்டிற்கான ஆலோசனைகள்.

மதிப்பீட்டில் எதிர்பார்க்கப் பெறும் வெளிப்பாடுகள்

1. அளவில் பெரியதும் அனைத்துப் பகுதிகளையும் உள்ளடக்கியதுமான 'மாதிரி அளவு' (Sample Size) அடிப்படையிலான விரிவான தேசிய நிலையிலான அறிக்கை.
2. சிறந்த கண்டுபிடிப்புகளுடன் கூடிய குறிப்பான சில மாநிலங்களுக்கான அறிக்கைகள்

3. தரமேம்பாட்டுத் தாக்க அளவீட்டுக்கான அறிக்கைகளைத் தயாரித்தல்
4. கரும்பலகைத் திட்டத்தின் சாரத்தினைக் கொண்ட ஒளிப்பேழைகளைத் தயாரித்தல்.

கால அளவு

பிப்ரவரி முதல் ஜூலை 1999.

வழிகாட்டிக் குறிப்புகள்

அனைத்து அட்டவணைகளுக்கும் பொதுவானவை

அட்டவணைகளுக்குத் தேவையான தகவல்களை/விவரங்களைச் சேகரிக்கும் போது

கடைபிடிக்க வேண்டியன :

- அ) தகவல்களை நிரப்புவதற்கு முன்னர் திட்ட அறிக்கைகளைக் குறிப்பிட்ட கல்வி/பொறியியல் அலுவலர்களிடம் இருந்து பெறுக: அவற்றைக் கவனத்துடன் படித்திடுக: சந்தேகங்கள் இருப்பின் அவற்றை அலுவலர்களிடமே விவாதித்துத் தெளிவுபடுத்திக்கொள்க.
- ஆ) தகவல் சேகரிக்கும்போது இனிமையாகப் பேசுக: பண்புடன் நடந்து கொள்க.
- இ) குறிப்பிட்ட கட்டத்தில் /பிரிவில் தகவல்களை அல்லது விவர எண்ணிக்கையை நிரப்பிய பின்னர் அவற்றை உரிய அலுவலர்களிடம் காட்டி அவர்களின் ஒப்புதலைப் பெறுக.
- ஈ) கீழ்க்கண்டவற்றை உமது களக்குறிப்பேட்டில் கட்டாயம் குறித்துக் கொள்க:
- 1) தகவல் அளிப்பவரின் பெயர், தொழில் ஆகியன
 - 2) நேர்காணல் (interview) நடைபெற்ற நாள், நேரம் முதலியவை.
 - 3) தகவல் அளிப்பவர் முகவரி, தகவல் பெறப்படும் அலுவலக முகவரி முதலியவை.
 - 4) நேர்காணல் நிறைவுற்றபின் தகவல் அளிப்பவர்கட்கு உமது நன்றியைத் தெரிவிக்க மறக்கவேண்டாம்.

வழிகாட்டிக் குறிப்புகள் - அட்டவணை I

பிரிவு (3) :

ஒவ்வொரு துணைப்பிரிவிலும் மூன்று கட்டங்கள் உள்ளன. ஏனெனில்

- அ) கரும்பலகைதிட்டம் (Operation Blackboard-OB) தொடர்பாக தேவையான பள்ளிகளைத் தேர்ந்தெடுக்கும் பொறுப்பு முதலில் மாவட்ட/வட்டார அதிகாரிகளிடம் ஒப்படைக்கப்படுகிறது. அவ்வாறு தேர்ந்தெடுக்கப்பட்ட பள்ளிகளின் எண்ணிக்கை தெரிவுசெய்யப்பட்டவை எனும் கட்டத்தில் குறிக்கப்படவேண்டும்.
- ஆ) தெரிவு செய்யப்பட்ட பள்ளிகளின் பட்டியலை ஆய்வு செய்தபின், அவற்றுள் சில பள்ளிகளின் பட்டியலை ஆய்வு செய்தபின், அவற்றுள் சில பள்ளிகளுக்கு மட்டுமே உயரதிகாரிகள் அனுமதி அளிப்பர். அவற்றின் எண்ணிக்கை அனுமதிக்கப்பட்டவை எனும் கட்டத்தில் குறிக்கப்பட வேண்டும்.
- இ) சில சமயம், பல்வேறு காரணங்களால், அனுமதிக்கப்பட்ட எல்லா பள்ளிகளிலும் செயல் திட்டம் நிறைவேறாமல் போகலாம். இந்நிலையில் செயல்திட்டம் நிறைவேற்றப்பட்ட பள்ளிகளின் எண்ணிக்கை, அனுமதிக்கப்பட்ட பள்ளிகளின் எண்ணிக்கையை விடக் குறைவாக இருக்கும். இந்த எண்ணிக்கையை இறுதிக்கட்டத்தில் குறிக்க வேண்டும்.

பிரிவு (4) : (ii) மற்றும் (iii)

பொருள்கள் கீழ்க்கண்டவாறு அளிக்கப்பட்டிருக்கலாம்.

- (1) பல்வேறு கட்டங்களில் : அனைத்தையும் குறிப்பிடுக
- (2) பல்வேறு தேதிகளில் : அனைத்தையும் குறிப்பிடுக
- (3) (அ) மற்றும் (ஆ) பிரிவில் சேகரிக்கப்பட்ட தகவல்களை 3-4 வரிகளில் சுருக்கமாக எழுதுக.
- (4) இதற்கான தகவல்களை அளிக்கும் பொறுப்பு ஆய்வாளரைச் சார்ந்தது. தகுதியான விடைகளை ஆய்வாளரே சுருக்கமாக எழுதவேண்டும்.

பிற பிரிவுகள் :

கீழ்க்கண்ட இரு செய்திகளைக் கவனத்திற் கொள்க:

- (i) குறியீட்டெண் (1), (2), (3) மற்றும் (4) ஆகியன பல்வேறு விடைகளாகும். இவற்றுள் தகுதியான, உண்மையான விடையைத்

(ii) தேர்ந்தெடுக்கவும். சரியான எண்ணைச் செவ்வக வடிவப் பெட்டியுள் நிரப்பவும்.

பிரிவு -6 :

(1), (2), (3) ஆகியனவற்றின் கீழ் திட்டத்தின் பெயரைக் குறிப்பிடுக. ஏதேனும் குறிப்புரை வழங்க விரும்பினால் அதனைச் சருக்கமாகவும் தெளிவாகவும் எழுதுக.

Operation Blackboard – A Survey

மாவட்ட / வட்டார அட்டவணை

பொது விவரங்கள்

குறியீட்டெண்

மாநிலம் -----

மாவட்டம் -----

வட்டாரம் -----

அலுவலக முகவரி

அ.கு.எண் -----

தொலைபேசி எண் -----

1. இந்தப் பட்டியலுக்குப் பதில் தருபவர் தொடர்புடைய பகுதி

மாநிலம் (1)

மாவட்டம் (2)

வட்டாரம் (3)

2. கரும்பலகைத்திட்ட திட்டத்தின் செயலாக்கம்

(1) கரும்பலகைத்திட்டம் (OB) முதலில் செயல்படுத்தப்பட்ட ஆண்டு

(2) பல்வேறு கட்டங்களின் / படிநிலைகளின் செயலாக்கத்திற்கான (phases) குறியீட்டெண்கள்

படிநிலை - I (1)

படிநிலை - II (2)

படிநிலை - III (3)

படிநிலை - IV (4)

ஒன்றிற்கு மேற்பட்டது (5)

(3) இதுவரை செயல்படுத்தப்பட்ட படிநிலைகளின் எண்ணிக்கை (ஆண்டுகளுடன்)

படிநிலை (குறியீட்டெண்)

ஆண்டு

1.

2.

3.

4.

3. (a) கரும்பலகைத்திட்டத்தின் (OB) குறிப்பிட்ட தன்மைகளின் கீழ் வரும் பள்ளிகளின் எண்ணிக்கை

| வரிசை எண் | குறிப்பிட்ட தன்மைகள் | பள்ளியின் எண்ணிக்கை | | |
|-----------|--|----------------------------------|--------------------------|-------------------------------|
| | | OBயின் கீழ் தெரிவு செய்யப்பட்டவை | OBயின் அனுமதிக்கப்பட்டவை | OBயின் கீழ் நிறைவேற்றப்பட்டவை |
| (1) | கற்றல் - கற்பித்தல் பொருட்கள் வழங்கல் | | | |
| (2) | கூடுதல் ஆசிரியர் நியமனம் அ) இரண்டாம் ஆசிரியர் ஆ) மூன்றாம் ஆசிரியர் | | | |

| | | | | |
|-----|---|--|--|--|
| (3) | கட்டுமானப் பணிகள் அ) கழிப்பறையுடன் கூடிய புதிய கட்டடங்கள் | | | |
| | ஆ) கூடுதல் அறைகள் | | | |
| | இ) கழிப்பறைகள் மட்டும் | | | |
| | ஈ) பெண்களுக்கான புதிய கழிப்பறைகள் | | | |

3. (b) அனைத்துப் படிநிலைகளிலும் கரும்பலகைத் திட்டத்தின் கீழ்
கொண்டுவரப்பட்ட ஆசிரியர்களின் எண்ணிக்கை

| வரிசை எண் | குறிப்பிட்ட தன்மைகள் | ஆசிரியர்களின் எண்ணிக்கை | | |
|--------------|--|---|---------------------------------|--------------------------------------|
| | | OBயின் கீழ் தெரிவு செய்யப் பட்டவை | OBயின் அனுமதிக்கப் பட்டவை | OBயின் கீழ் நிறைவேற்றப் பட்டவை |
| (அ) | OBயின் கீழ் பயிற்சி / புத்தறிவுப் பயிற்சி தலைமை ஆசிரியர்க்கான பயிற்சி | | | |
| (ஆ) | பிற ஆசிரியர்க்கான பயிற்சி | | | |
| (இ) | அவர்களுள் பெண் ஆசிரியைகளின் எண்ணிக்கை | | | |

4. கரும்பலகைத் திட்டத்தின் கீழ் அனைத்துப் படிநிலைகளிலும் வழங்கப்பட்ட
கற்றல் - கற்பித்தல் பொருட்கள்.

i. கொள்முதல் ஏற்பாடு

அ. மாநில மட்டம் ஆம் இல்லை

(1) (2)

ஆ. மாவட்ட மட்டம் ஆம். இல்லை

(1) (2)

ii. கற்றல், கற்பித்தல் பொருட்களை வழங்கிய முறை

| படி நிலைகள் | பொருட்கள் வழங்கப் பெற்ற முறை (கீழே கொடுக்கப் பெற்றுள்ள குறியீட்டெண்ணைத் தருக) | மாவட்ட / வட்டார மட்டத்தில் கரும்பலகைத் திட்ட OB கற்றல், கற்பித்தல் பொருட்கள் பெறப்பட்ட தேதிகள் | பள்ளிகளுக்கு கரும்பலகைத் திட்ட OB கற்றல், கற்பித்தல் பொருட்கள் பெறப்பட்ட தேதிகள் |
|-------------|---|--|--|
| I | | | |
| II | | | |
| III | | | |
| IV | | | |
| V | | | |
| VI | | | |

- மாநிலத் தலைமையிடத்திலிருந்து மாவட்டத் தலைமையிடத்திற்கு (1)
மாநிலத் தலைமையிடத்திலிருந்து வட்டாரத் தலைமையிடத்திற்கு (2)
மாநிலத் தலைமையிடத்திலிருந்து பள்ளிகளுக்கு (3)
மாவட்டத் தலைமையிடத்திலிருந்து வட்டாரத் தலைமையிடத்திற்கு (4)
மாவட்டத் தலைமையிடத்திலிருந்து பள்ளிகளுக்கு (5)
வட்டாரத் தலைமையிடத்திலிருந்து பள்ளிகளுக்கு (6)
மேற்கூறிய எம்முறையும் இல்லை (7)

iii. கரும்பலகைத்திட்டத் திட்டத்தின் கீழ் வரும் கொள்முதல் மற்றும் மேற்பார்வை பற்றிய விவரங்களைத் தருக.

- அ) கரும்பலகைத் திட்டத்திற்கான பொருட்களை கொள்முதல் செய்வதற்கு மேற்கொள்ளப்பட்ட நடைமுறைகள்
ஆ) பொருட்களை வழங்குதல் போன்றவற்றை மேற்பார்வையிடும் நடைமுறைகள்

iv. பொருட்களை கொள்முதல் செய்தல் / வழங்குதல் ஆகியவற்றில் ஏற்படும் இடர்ப்பாடுகள் எவையேனும் இருப்பின் அவைபற்றிய குறிப்புகள்.

v. கரும்பலகைத் திட்ட திட்டத்தின் தரக்கட்டுபாடு

- அ) மாதிரிகள் வழங்கப்பட்டனவா? ஆம் இல்லை
(1) (2)
- ஆ) வழங்கப்பட்ட மாதிரிகள் சரி பார்க்கப்பட்டனவா? ஆம் இல்லை
(1) (2)
- இ) ஆம் எனில்
i. வழங்கப்பட்ட அனைத்தும் சரிபார்க்கப்பட்டன (1)
ii. சில மாதிரிகள் மட்டும் சரிபார்க்கப்பட்டன (2)

- ஈ) வழங்கப்பட்ட பொருட்கள் தகுதியற்றவையாக இருப்பின்
மேற்கொள்ளப்பட்ட நடவடிக்கைகள்
- வழங்கியவரிடமே பொருட்கள் திருப்பித்தரப்பட்டன (1)
 - தகுதியான பொருட்கள் மட்டும் பள்ளிக்குத் தரப்பட்டன (2)
 - குறையுள்ள பொருட்கள் உட்பட அனைத்தும்
பள்ளிக்கு தரப்பட்டன (3)
 - மேல் அதிகாரிகளின் ஆணை எதிர்நோக்கப்பட்டது (4)
- உ) வழங்கப்பட்ட பொருட்கள் சரிபார்க்கப்படவில்லை எனில் அதற்கான
காரணம்
- தெளிவான அறிவுரை தரப்படவில்லை (1)
 - நேரமின்மை (2)
 - பொருட்களை வழங்கியவர் மீதுள்ள நம்பிக்கை (3)
 - வேறு எவையேனும் இருப்பின் குறிப்பிடுக. (4)

5. ஆய்வும் மேற்பார்வையும் (1997 - 98)

- அ) ஆய்வுக்காக எடுத்துக் கொள்ளப் பெற்ற பள்ளிகளும் உண்மையில்
ஆய்வு செய்யப் பெற்ற பள்ளிகளும்

| கால அளவு | கரும்பலகைத் திட்டப் OB பொருட்களைப் பெற்ற பள்ளிகளை ஆய்வு செய்யவும் மேற்பார்வை இடவும் நிர்ணயிக்கப்பட்ட தரங்கள் (Norms) | கரும்பலகைத் திட்டப் OB பொருட்களைப் பெற்ற பள்ளிகளை ஆய்வு மற்றும் மேற்பார்வை செய்யும் போது அறியப்பட்ட உண்மை நிலை |
|------------------|---|--|
| | மேற்பார்வை செய்யப்பட வேண்டிய பள்ளிகளின் எண்ணிக்கை | மேற்பார்வையிடப்பட்ட பள்ளிகளின் எண்ணிக்கை |
| மாதந்தோறும் | | |
| காலாண்டுத்தோறும் | | |
| ஆண்டுதோறும் | | |

- ஆ) கரும்பலகைத் திட்டத்தை (OB) ஆய்வு / மேற்பார்வை செய்வதற்காக
நிர்ணயிக்கப்பட்ட சிறப்புப் படித்தரங்கள்

- படித்தரங்கள் உள்ளன
- படித்தரங்கள் எவையுமில்லை
- ஆய்வு செய்பவரின் தீர்வுக்குவிடப்பட்டது
- வேறு எவையேனும் இருப்பின், குறிப்பிடுக

- இ) கரும்பலகைத் திட்டச் செயல்பாடுகள் பற்றிய பொதுவான கருத்து.
(தொடர்புடைய அலுவலர்களிடமிருந்து தகவல்களைப் பெற்று எழுதுக)

6. அ) வெளியார் உதவியுடன் மேற்கொள்ளப்படும் வேறு ஏதேனும் திட்டங்கள் நடைமுறைகள் உள்ளனவா?

ஆம் (1)
இல்லை (2)

- ஆ) ஆம் எனில், மாவட்ட / வட்டார அளவில் நடைமுறையிலுள்ள அத்திட்டங்களை பற்றிக் குறிப்பிடுக (*அடிக்குறிப்பைக் காண்க. சருக்கமான குறிப்புரை எழுதுக) திட்டங்களில் பட்டியல் (கரும்பலகைத் திட்டம் (OB) நீங்கலாக)

i.

ii.

iii.

iv.

- இ) மாவட்ட / வட்டார அளவில் கரும்பலகைத் திட்டச் (OB) செயல்பாடுகள் பற்றிய பொதுவான குறிப்புரை

- i. சிறப்பாக உள்ளது (1)
ii. நன்று (2)
iii. மனநிறைவளிக்கிறது (3)
iv. மனநிறைவில்லை (4)

7. செயல்பாடுகள் பற்றிய விளக்கவுரை தருக. திட்டம் செம்மையுற எத்தகைய செயல்களை மேற்கொள்ள வேண்டும் எனக் குறிப்பிடுக.

ஆய்வாளர் பெயர்
(தடித்த எழுத்துகளில்)

ஆய்வாளர் கையொப்பம்

ஆய்வாளர் சார்ந்துள்ள நிறுவனம்

நாள் :

* தொடக்கக் கல்வி மேம்பாட்டிற்காக மாநில அளவில் மேற்கொள்ளப்பட்டுள்ள திட்டங்கள் செயற்பாடுகள் பற்றிய முழுமையான அக்சுவை ஆய்வாளர் பெற்றிக்கு வேண்டும். வட்டார / மாவட்ட அளவிலான அலுவலர்கள் இத்திட்டங்கள் பற்றி அறிந்துள்ளவற்றைப் பற்றி ஆய்வாளர் தமது கருத்துரையை குறிப்புரையைத் தர வேண்டும்.

வழிகாட்டிக் குறிப்புகள் - அட்டவணை II

குறிப்பு :

இந்த அட்டவணை பள்ளியைப் பற்றிய பல்வேறு தன்மைகளையும் கரும்பலகைத்திட்டத்துடன் தொடர்புபடுத்துகிறது.

அவையாவன :

- (1) பள்ளியைப் பற்றிய பொது விவரங்கள் - பள்ளி நிறுவப்பட்ட நாள், நிர்வாக வகை, அமைந்துள்ள இடம், அருகிலுள்ள மழலையர் பள்ளிகள், உயர்நிலைப் பள்ளிகள் பற்றிய விவரம், பள்ளிக்கட்டிடம், விளையாட்டுத்திடல், கழிவறை மற்றும் குடிநீர் வசதிகள், கரும்பலகைகள், பதிவு செய்யப்பட்ட மாணவர்கள், எதிர்பாராச் செலவு நிதி வசதி போன்றவை.
- (2) பெரும்பாலான விவரங்கள் உண்மையான தகவல்களைக் கொண்டு கொடுக்கப்பட்ட காலி இடங்களில் நிரப்பப்பட வேண்டும்.
- (3) பல தகவல்களை, குறியீட்டெண்கள் மூலம் செவ்வகப் பெட்டிகளில் தரவேண்டும்.
- (4) சில தகவல்களை ஆய்வாளர் தமது கருத்துகளின் அடிப்படையில் சுருக்கமாக அளிக்க வேண்டும்.

பிரிவுகளுக்கான வழிகாட்டிக் குறிப்புகள்

பிரிவு 7 :

இப்பிரிவு மிகவும் முக்கியமானது. ஏனெனில் இது வருகைப்பதிவேட்டில் பதிவு செய்யப்படும் தகவல்களை அடிப்படையாகக் கொண்டது. இதன் முக்கிய நோக்கம், பள்ளிகளில் பதிவு செய்யப்படும் மற்றும் வருகை தரும் மாணவர்களின் எண்ணிக்கையை மிகுதிப்படுத்துவதாகும். எனவே இப்பிரிவில் தரப்படும் தகவல்கள் சரியானதாக, எவ்விதப் பிழையுமின்றி அமைய வேண்டும். அப்போதுதான் ஆய்வின் இறுதி முடிவு நம்பகத்தன்மை கொண்டதாக இருக்கும்.

பிரிவு 8 :

இப்பிரிவு எதிர்பாராச் செலவு நிதி பற்றியது. கரும்பலகைத்திட்டத்திற்கு (OB) இச்செலவினம் மிகுதியாக உதவி புரிகிறது. துணைப்பிரிவு (VI)ல் தலைமை ஆசிரியர் ஆலோசனைப்படி கூடுதல் பொருட்களைப் பெறவேண்டி இருக்கலாம். துணைப்பிரிவு(VII)ல் சிலவற்றிற்கு குறியீட்டெண் தரப்பட்டுள்ளது. வேறு ஏதேனும்(குறிப்பிடுக) எனும் பகுதியில் ஆய்வாளர் பள்ளித்தலைவரின் கருத்துகளை அடிப்படையாகக் கொண்டு தகவல்களை வரிசைப்படுத்தி எழுத வேண்டும்.

Operation Blackboard : A Survey

பள்ளி விவர அட்டவணை

1. பள்ளியைப் பற்றிய பொது விவரங்கள்

| | | குறியீட்டெண் |
|-----------------|----------------------------------|----------------------|
| மாநிலம் | ----- | <input type="text"/> |
| மாவட்டம் | ----- | <input type="text"/> |
| வட்டாரம்/மண்டல் | ----- | <input type="text"/> |
| ஊர் | ----- | <input type="text"/> |
| பள்ளியின் பெயர் | ----- | <input type="text"/> |
| அஞ்சல் முகவரி | ----- ----- ----- ----- | |
| அ.கு.எண் | ----- | |
| தொலைபேசி | ----- | |

2. பள்ளியைப் பற்றிய பொதுத் தகவல்கள்

i) பள்ளி நிறுவப்பட்ட ஆண்டு

ii) நிர்வாக வகை (அடைப்புக்குறிக்குள் குறியீட்டெண் தரப்பட்டுள்ளது)

அரசு (1)

உள்ளாட்சி மன்றம் (2)

அரசு நிதியுதவி பெறும் தனியார் பள்ளி (3)

அரசு நிதியுதவி பெறாத தனியார் பள்ளி (4)

3. பள்ளி அமைந்துள்ள இடம்

அ) வட்டாரத் தலைமை இடத்திலிருந்து அமைந்துள்ள தூரம்

ஒரு கிலோ மீட்டருக்குக் குறைவு (1)

1-2 கி.மீ. (2)

2-3 கி.மீ. (3)

3 கி.மீக்கு மேல் (4)

ஆ) முக்கிய சாலையிலிருந்து அமைந்துள்ள தூரம்
(உட்பகுதிப் பள்ளிகள்)

ஒரு கிலோ மீட்டருக்குக் குறைவு (1)

1-2 கி.மீ. (2)

2-3 கி.மீ. (3)

3 கி.மீக்கு மேல் (4)

இ) அருகிலுள்ள நடுநிலைப் பள்ளியிலிருந்து அமைந்துள்ள தூரம்

ஒரு கிலோ மீட்டருக்குக் குறைவு (1)

1-2 கி.மீ. (2)

2-3 கி.மீ. (3)

3 கி.மீக்கு மேல் (4)

ஈ) அருகிலுள்ள உயர்நிலைப் பள்ளியிலிருந்து அமைந்துள்ள தூரம்

ஒரு கிலோ மீட்டருக்குக் குறைவு (1)

1-2 கி.மீ. (2)

2-3 கி.மீ. (3)

3 கி.மீக்கு மேல் (4)

4. தகவல் தொடர்பு

அ) போக்குவரத்து வசதி உள்ளது

ஆம் (1) இல்லை (2)

ஆ) தொடர்புச் சாலையின் வகை

கீற்ற சாலை (1) கீரான சாலை (2)

5. பள்ளி வளாகம்

அ) பள்ளிக்கட்டிடம்

அரசு/ஊராட்சி மன்றக் கட்டிடம் (1)

வாடகைக் கட்டிடம் (2)

வாடகை இல்லாத இலவசக் கட்டிடம் (3)

ஆ) விளையாட்டுத்திடல்

ஒரு ஏக்கருக்கும் குறைவு (1)

ஒன்று முதல் மூன்று ஏக்கர் (2)

மூன்று ஏக்கருக்கு மேல் (3)

விளையாடுமிடமே இல்லை (4)

இ) வகுப்பறைகளின் எண்ணிக்கை

ஈ) கரும்பலகைகள்

| வரிசை எண் | கரும்பலகையின் வகை | கரும்பலகைகளின் எண்ணிக்கை | நிலைமை (எண்ணிக்கையில்) | |
|-----------|------------------------------|--------------------------|------------------------|---------|
| | | | கீரானது | கீற்றது |
| 1 | சுவரில் பூசப்பெற்ற கரும்பலகை | | | |
| 2 | முக்கோணக் கட்டக் கரும்பலகை | | | |
| 3 | சுருள்சுரும்பலகை | | | |
| 4 | மொத்தம் | | | |

உ) பள்ளியில் குடிநீர் வசதி

உள்ளது (1)

இல்லை (2)

ஊ) பள்ளியில் கழிவறை வசதி

உள்ளது (1)

இல்லை (2)

பள்ளியில் பெண்களுக்கான

கழிவறை வசதி

உள்ளது (1)

இல்லை (2)

எ) i) கரும்பலகைதிட்டத்தின் (OB)

பள்ளிக்கு கருவிகள்/பொருட்கள்

கிடைத்துள்ளனவா?

ஆம் (1)

இல்லை (2)

ஆம் எனில், கீழ்க்கண்ட அட்டவணையில் அவை பற்றிய தகவல்களைத் தருக.

| வரிசை எண் | பொருட்களின் பெயர் | உள்ளதா இல்லையா | குறியீட்டெண் |
|-----------|----------------------------|-------------------|--------------|
| 1 | தேசப்படங்கள் | ஆம் (1) இல்லை (2) | |
| 2 | உலக உருண்டை | ஆம் (1) இல்லை (2) | |
| 3 | கல்விவிளக்கப்படங்கள் | ஆம் (1) இல்லை (2) | |
| 4 | பொம்மைகள்/அறிவுப் பெட்டகம் | ஆம் (1) இல்லை (2) | |
| 5 | பறவைகள்/விலங்குகள் | ஆம் (1) இல்லை (2) | |
| 6 | விளையாட்டுக்கருவிகள் | ஆம் (1) இல்லை (2) | |
| 7 | அறிவியல் பெட்டி | ஆம் (1) இல்லை (2) | |
| 8 | கணிதப் பெட்டி | ஆம் (1) இல்லை (2) | |
| 9 | கருவிப் பெட்டி | ஆம் (1) இல்லை (2) | |
| 10 | இசைக்கருவிகள் | ஆம் (1) இல்லை (2) | |
| 11 | நூலகத்திற்கான நூல்கள் | ஆம் (1) இல்லை (2) | |
| 12 | | | |
| 13 | | | |
| 14 | | | |

6. மழலையர் பள்ளிகள்

i) ஊரில் மழலையர் பள்ளி ஏதேனும் உள்ளதா?

ஆம் (1) இல்லை (2)

ii) ஆம் எனில், அவற்றில் பதிவு செய்யப்பட்டுள்ள மாணவர் எண்ணிக்கை.

(அ) பால்வாடி.: அங்கனவாடி

(ஆ) மாண்டிசோரி பள்ளி

(இ) கிண்டர்கார்டன் பள்ளி

(ஈ) பிறபள்ளிகள், குறிப்பீடுக

(5 வயதுக்குட்பட்ட சிறுவர்கள்)

iii) தொடக்கப்பள்ளி மாணவர் எண்ணிக்கையில் மழலையர் பள்ளிக் கல்வியின் தாக்கம்.

(அ) மாணவர் எண்ணிக்கை அதிகரிக்க உதவியுள்ளது

ஆம் (1) இல்லை (2)

(ஆ) தொடக்கப் பள்ளி வகுப்புகளில் மாணவர் எளிதாகப் படிக்க உதவியுள்ளது.

ஆம் (1) இல்லை (2)

(இ) தொடக்கப் பள்ளியில் படிக்கவரும் மாணவர்களின் சமூக நடத்தை மேம்பட உதவியுள்ளது.

ஆம் (1) இல்லை (2)

7. பதிவில் உள்ள மாணவர்களும், அவர்களின் சராசரி வருகையும்(கரும்பலகைத் திட்ட(OB) முதற் கட்டம் 1987-88 முதல்)

| ஆண்டு | பிரிவு | வகுப்புகள் | | | | | | | | | | | | | | | | | | |
|---|----------------------|------------|---|---|----|---|---|-----|---|---|----|---|---|---|---|---|---------|---|---|--|
| | | I | | | II | | | III | | | IV | | | V | | | மொத்தம் | | | |
| | | ஆ | ப | ம | ஆ | ப | ம | ஆ | ப | ம | ஆ | ப | ம | ஆ | ப | ம | ஆ | ப | ம | |
| 30.9.1993 | பதிவேட்டில் உள்ளவாறு | | | | | | | | | | | | | | | | | | | |
| | சராசரி வருகை | | | | | | | | | | | | | | | | | | | |
| 30.9.1998 | பதிவேட்டில் உள்ளவாறு | | | | | | | | | | | | | | | | | | | |
| | சராசரி வருகை | | | | | | | | | | | | | | | | | | | |
| ஆய்வாளர் பார்வையிட நாளன்று (தேதி குறிப்பிடுக) | பதிவேட்டில் உள்ளவாறு | | | | | | | | | | | | | | | | | | | |
| | சராசரி வருகை | | | | | | | | | | | | | | | | | | | |

குறியீடு விளக்கம் : ஆ-ஆண் பெ-பெண் மொ-மொத்தம்

8. எதிர்பாராச் செலவு நிதி

(i) பள்ளியில் எதிர்பாராச் செலவு நிதி வசதி உள்ளதா?

ஆம் (1) இல்லை (2)

(ii) எதிர்பாராச் செலவுக்காக எவ்வளவு தொகை வழங்கப்பட்டுள்ளது?

(முழுமையான எண்ணில் தருக) தொகை ரூ.

(iii) வழங்கப்படும் எதிர்பாராச் செலவு நிதி, கரும்பலகைத்திட்டத்தின்

(OB) எல்லாத் தேவைகளையும் மேற்கொள்ள போதுமானதாக

உள்ளதா

ஆம் (1) இல்லை (2)

(iv) போதுமானதாக இல்லையெனில் மேற்கொண்டு எவ்வளவு தேவைப்படுகிறது?

ரூ.500 (1) ரூ.1000 (2)

(v) எதிர்பாராச் செலவு நிதி சரியான நேரத்தில் தரப்படுகிறதா?

ஆம் (1) இல்லை (2)

(vi) எதிர்பாராச் செலவு நிதியில் எவ்வளவு பயன்படுத்தப்பட்டது?

(1) முழுமையாக (2) ஓரளவுமட்டுமே (3) பயன்படுத்தப்
பயன்படுத்தப்பட்டது பயன்படுத்தப்பட்டது பயன்படுத்தப்பட்டது
பயன்படுத்தப்பட்டது

(vii) ஒவ்வொவாராண்டும் சரியான நேரத்தில் எதிர்பாராச் செலவு நிதி வழங்கப்படுகிறதா?

ஒவ்வொவாராண்டும் சில ஆண்டுகளில் சரியானநேரத்தில்
தரப்படுகிறது தரப்படுகிறது தரப்படுவதே இல்லை
(1) (2) (3)

(viii) எதிர்பாராச் செலவு நிதி பயன்படுத்தப் பெறும் துறைகள்

செய்தித்தாள்கள் ஆம் (1) இல்லை (2)
இதழ்கள் ஆம் (1) இல்லை (2)
பொருட்களைச் சரி செய்தல் ஆம் (1) இல்லை (2)
வேறுபொருட்களை வாங்குதல் ஆம் (1) இல்லை (2)
வேறு ஏதேனும் இருப்பின் அவை
பற்றிய விபரம்
அ)
ஆ)
இ)

(ix) எதிர்பாராச் செலவு நிதி தொடர்பான சிக்கல்கள்

(அ) சரியான நேரத்தில் தரப்படுதல் ஆம் (1) இல்லை (2)
(ஆ) திட்டமிடாமல் செலவு செய்தல் ஆம் (1) இல்லை (2)
(இ) விலையேற்றத்திற் கேற்றவாறு நிதி
வசதியைப் பெறுதல் ஆம் (1) இல்லை (2)
(ஈ) சரியான முறையில் கணக்கு வைத்தல் ஆம் (1) இல்லை (2)
(உ) வேறு ஏதேனும் (குறிப்பிடுக)

9. மாணவர் விழிப்புணர்வு

நான்காவது /ஐந்தாவது வகுப்பில் படிக்கும் எவ்வேனும் ஐந்து மாணவர்களைத் தேர்ந்தெடுத்து அவர்களிடம் தனியே கருத்துகளைக் கேட்டறிதல் வேண்டும். அவர்களுடைய கருத்துகளின் அடிப்படையில் ஆய்வாளர் தமது எண்ணத்தைப் பதிவு செய்ய வேண்டும்.

i) வகுப்புடன் தொடர்புடைய எவ்வேனும் நான்கு கருவிகளைத் தேர்ந்தெடுக்கவும். மாணவர்களுள் எவ்வேனும் விடையளித்தால் ஆம் எனக்குறிப்பிடுக. மாணவர்களுள் எவரும் விடையளிக்காவிட்டால் இல்லை எனக் குறிப்பிடுக. ஆம்: இல்லை என்ற

பதிலின் அடிப்படையில் ஆய்வாளர் கருவிகளின் பயனுடைமை: பயன்பாடாமை பற்றிய தமது கருத்தைப் பதிவு செய்ய வேண்டும். எல்லா 11 வகைக் கருவிகளும் இவ்வகையில் ஆய்வுக்கு உட்படுத்தப்பட வேண்டும்.

| வரிசை எண் | கருவிகளின் பெயர் | மாணவர் விடை ஆம் (1) இல்லை (2) | ஆய்வாளர் கருத்து |
|-----------|------------------------|----------------------------------|---------------------|
| 1. | தேசப்படங்கள் | <input type="checkbox"/> | |
| 2. | உலக உருண்டை | <input type="checkbox"/> | |
| 3. | கல்வி விளக்கப்படம் | <input type="checkbox"/> | |
| 4. | பொம்மை/அறிவுப்பெட்டகம் | <input type="checkbox"/> | |
| 5. | பறவைகள்/விலங்குகள் | <input type="checkbox"/> | |
| 6. | விளையாட்டுக் கருவி | <input type="checkbox"/> | |
| 7. | அறிவியல் பெட்டி | <input type="checkbox"/> | |
| 8. | கணிதப் பெட்டி | <input type="checkbox"/> | |
| 9. | கருவிப் பெட்டி | <input type="checkbox"/> | |
| 10. | இசைக் கருவிகள் | <input type="checkbox"/> | |
| 11. | நூல்கத்திற்கான நூல்கள் | <input type="checkbox"/> | |
| 12. | | <input type="checkbox"/> | |
| 13. | | <input type="checkbox"/> | |
| 14. | | <input type="checkbox"/> | |
| 15. | | <input type="checkbox"/> | |

ii) ஆய்வாளரின் பொதுப்படையான எண்ணம்

10. ஆய்வும் மேற்பார்வையும்

i) உமது பள்ளியின் ஆய்வு

(அ) செய்யப் பெறுகிறது உரியகால இடைவெளியில்

மண்டல/வட்ட/வட்டார அதிகாரிகளால் (1)

மாவட்ட அதிகரியால் (2)

(ஆ) சாதாரண முறையில் (1)

தீவிரமாக (2)

- (இ) ஆண்டுக்கு ஒரு முறை (1)
- 2/3 ஆண்டுக்கு ஒரு முறை (2)
- 5 ஆண்டுக்கு ஒரு முறை (3)
- அதிகாரிகள் விருப்பப்படி எப்போது
வேண்டுமானாலும் (4)
- ii) ஆய்வாளரின் வழங்குவது
- (அ) மேம்போக்கான ஆலோசனைமட்டும் (1)
- (ஆ) ஒவ்வொரு பாடத்திற்கும் வழிகாட்டுதலுடன்
கூடிய குறிப்புகள் (2)
- ii) ஆய்வு நாள்
- (அ) அமளியும் நெருக்கடியுமான நாள் (1)
- (ஆ) பள்ளி முன்னேற்றத்துக்குரிய
மகிழ்ச்சியான நாள் (2)
- iii) ஆய்வின்போது தரப்படும் யோசனை
- (அ) கரும்பலகைத் திட்டத்துடன் தொடர்புடையது (1)
- (ஆ) கரும்பலகைத் திட்டத்துடன் தொடர்பற்றது (2)
- (இ) பள்ளியின் மொத்த முன்னேற்றத்திற்குரியது (3)

ஆய்வாளர் பெயர்
(தடித்த எழுத்துகளில்)

ஆய்வாளர் சார்ந்துள்ள நிறுவனம்

ஆய்வாளர் கையொப்பம்

நாள் :

வழிகாட்டிக் குறிப்புகள் - அட்டவணை III

குறிப்பு :

- 1) கரும்பலகைத் திட்டத்தில் (OB) இப்பகுதி மிகவும் முக்கியமானது. “ஆசிரியர் எவ்வழி அவ்வழி கல்விக்கூடமும்” என்ற கருத்து அனைவராலும் ஏற்றுக் கொள்ளப்பட்ட ஒன்றாகும்.
- 2) இந்த அட்டவணையில் ஆசிரியர் எண்ணிக்கை, அவர்கள் கல்வித்தகுதி, அவர்கள் பெற்ற பயிற்சி போன்ற புள்ளி விவரங்களோடு, கரும்பலகைத்திட்டப் பொருட்கள், கருவிகள் பற்றிய தகவல்களும் பெறப்படுகின்றன. கரும்பலகைத்திட்டப் பொருட்களைக் கையாளுதல், கற்றல் கற்பித்தல் நிகழ்வில் இவற்றின் தாக்கம், இந்நிகழ்வில் எதிர் கொள்ளப் பெறும் சிக்கல்கள், அவற்றைச் செம்மைப் படுத்துவதற்கான ஆலோசனைகள் போன்ற பலதகவல்கள் இவ்வட்டவணையில் அடங்கியுள்ளன.
- 3) பெரும்பாலான தகவல்களை எண்கள்/குறியீட்டெண்கள் மூலம் தரவேண்டும். அவற்றிற்குத் தேவையான குறிப்புகள் கீழே தரப்பட்டுள்ளன.

பிரிவு 4 :

சில பள்ளிகளில் பணியாற்றும் ஆசிரியர் எண்ணிக்கை மிகுதியாக இருக்கலாம். அவர்களுள் (உயரளவாக) நான்கு ஆசிரியர்களைத் தேர்ந்தெடுத்து ஒவ்வொருவரிடமும் தனித்தனியாகத் தகவல்களைப் பெறவேண்டும்.

பிற பிரிவுகள் :

வேறு ஏதேனும் - குறிப்பிடக என்ற பகுதியில் தகவல்களைப் பெற்று அவற்றைக் குறிப்பிடுக. மேம்போக்காகத் தரப்படும் தகவல்களை ஆய்வாளரே சுருக்கமாகவும் தெளிவாகவும் எழுதலாம்.

பிரிவு 9 :

இஃது ஒரு புதுமையான அனுபவமாகும். 4 அல்லது 5ஆம் வகுப்பில் (மாநிலக் கல்வி முறைக்கேற்றவாறு) படிப்பவர்களிடம் மட்டுமே இவ்வாய்வை மேற்கொள்ள வேண்டும். கரும்பலகைத்திட்டக் (OB) கருவிகள் பற்றி எவரேனும் 5 மாணவர்களிடம் வினாக்களை வினவுக. அவர் அளிக்கும் விடைகளைத் தனித்தாளில் எழுதிக்கொண்டு பின்னர் இவ்வட்டவணையில் பதிவு செய்க.

Operation Blackboard : A Survey

ஆசிரியர் அட்டவணை

பொது விவரங்கள்

குறிமீட்டெண்

| | | |
|-----------------|----------------------------------|----------------------|
| மாநிலம் | ----- | <input type="text"/> |
| மாவட்டம் | ----- | <input type="text"/> |
| வட்டாரம்/மண்டல் | ----- | <input type="text"/> |
| ஊர் | ----- | <input type="text"/> |
| பள்ளியின் பெயர் | ----- | <input type="text"/> |
| அஞ்சல் முகவரி | ----- ----- ----- ----- | |
| அ.கு.எண் | ----- | |
| தொலைபேசி | ----- | |

1. தகவல் அளிப்பவர் தலைமை ஆசிரியர் ஆம் (1) இல்லை(2)

2. பள்ளியில் பணிபுரியும் ஆசிரியர் எண்ணிக்கை

(1) அனுமதிக்கப்பட்ட எண்ணிக்கை (தலைமை ஆசிரியர் உட்பட)

(2) தற்போது பணியாற்றுபவர் எண்ணிக்கை

(3) காலி இடங்கள்

3. ஆசிரியர் கல்வித்தகுதிகள் (* உயரளவு கல்வித் தகுதிக்கான குறியீட்டெண்ணை மட்டும் குறிப்பிடுக)

| ஆசிரியர் குறியீட்டு ஏண் | ஆசிரியர் பெயர்கள் (தலைமை ஆசிரியர் உட்பட) | பொதுக் கல்வி | ஆசிரியர் பயிற்சி | கரும்பல கைத்தட்ட பயிற்சி ஆம் (1) இல்லை (2) | பல்வகைப் பயிற்சி ஆம் (1) இல்லை(2) | பிற பணியிடைப் பயிற்சி ஆம் (1) இல்லை (2) |
|-------------------------|--|--------------|------------------|--|-----------------------------------|---|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |

* குறியீட்டெண்

பொதுக்கல்வி : பள்ளி இறுதி வகுப்புக்குக் கீழ் (1)

பள்ளி இறுதி வகுப்பு தேர்ச்சி (2)

மேனிலைக் கல்வி முடித்தவர் (3)

பட்டதாரி (4)

முதுநிலைப்பட்டதாரி (5)

ஆசிரியர் பயிற்சிச் சான்றிகழ் :

- மழலையர் பள்ளி ஆசிரியர் பயிற்சி (1)
 தொடக்கப் பள்ளி ஆசிரியர் பயிற்சி (2)
 பட்டதாரி ஆசிரியர் பயிற்சி (B.Ed) (3)
 முதுகலைப்பட்ட ஆசிரியர் பயிற்சி
 (M.Ed) அதற்குமேலும் (4)

4. ஆசிரியர்களுக்கான கரும்பலகைத்திட்டப் (OB) புத்தொளிப் பயிற்சி

| வரிசை ஏண் | விவரங்கள் | குறியீட்டெண் |
|--------------|---|----------------------|
| 1. | ஆசிரியரின் முழுப்பெயர் பிரிவுஇல் தரப்பட்டுள்ள ஆசிரியர் குறியீட்டெண்ணும் | <input type="text"/> |
| 2. | பால் ஆண் (1) பெண் (2) | <input type="text"/> |
| 3. | பயிற்சிக்காலம் 3 நாட்கள் வரை (1) 4-7 நாட்கள் (2) 7 நாட்களுக்கு மேல் (3) | <input type="text"/> |
| 4. | எப்போது பயிற்சி பெற்றவர் OB துவக்கிய ஆண்டில் (1) பின்னர் (2) | <input type="text"/> |
| 5. | பயிற்சியின் போது பயன்படுத்திய அல்லது விளக்கம் கூறப்பெற்ற OB பொருட்கள் அனைத்தும் (1) சில (2) ஏதுவுமில்லை (3) | <input type="text"/> |
| 6. | பயிற்சியின் போது பயன்படுத்திய அல்லது விளக்கம் கூறப்பெற்ற முழு பொருட்கள் அனைத்தும் (1) சில (2) ஏதுவுமில்லை (3) | <input type="text"/> |
| 7. | OB பயிற்சி போதுமானதா ஆம் (1) இல்லை (2) | <input type="text"/> |
| 8. | தூய்மைப் பெற்ற OB பயிற்சியை பயிற்சி பெறாத பிற ஆசிரியர்களுடன் பகிர்ந்து கொண்டது உண்டா? ஆம் (1) இல்லை (2) | <input type="text"/> |
| 9. | OB பயிற்சியை நடைமுறைப் படுத்துகிறீர்களா? ஆம் (1) இல்லை (2) | <input type="text"/> |
| 10. | OB பயிற்சியின் மூலம் உமது கற்பிக்கும் திறன் கூடியுள்ளதா? ஆம் (1) இல்லை (2) | <input type="text"/> |

| | | |
|-----|--|--|
| 11. | தங்கள் OB பயிற்சி மாணவர் கவனிக்கும் ஆற்றலை வளர்த்துள்ளதா? ஆம் (1) இல்லை (2) | <input type="checkbox"/> |
| 12. | தங்கள் OB பயிற்சி மாணவர்களின் கற்கும் ஆற்றலை வளர்த்துள்ளதா? ஆம் (1) இல்லை (2) | <input type="checkbox"/> |
| 13. | பிரிவு (12)ல் தங்கள் பதில் ஆம் எனில் எந்தப்பாடத்தில் சிறப்பாக அமைந்துள்ளது? கணிதம் (1) சமூக அறிவியல் (2) சூழ்நிலையியல் (3) பொது அறிவியல் (4) | <input type="checkbox"/> |
| 14. | வினா எண் 6 (அ)வில் தரப்பட்டுள்ள OB பட்டியலில் இருந்து விடை தருக (ஆ) எந்தக்கருவி அதிகப் பயனளிக்கிறது? (ஆ) எந்தக்கருவி குறைந்த பயனளிக்கிறது? | <input type="checkbox"/> <input type="checkbox"/> |
| 15. | OB பயிற்சிக்குப் பின்னர் (1) மாணவர் வருகை கூடியுள்ளதா? ஆம் (1)இல்லை(2) (2) மாணவர் கற்கும் ஆர்வம் கூடியுள்ளதா? ஆம் (1) இல்லை (2) (3) ஆசிரியர் மாணவர் உறவில் முன்னேற்றம் உண்டா? ஆம் (1) இல்லை (2) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

5. கரும்பலகைத் திட்ட (OB) திட்டம் பற்றிய விழிப்புணர்வு

அ) கரும்பலகைத்திட்டக்(OB) கோட்பாடு

| வரிசை எண் | விவரம் | குறியீட்டெண் | | | குறியீட்டு எண் |
|-----------|------------------------------------|---------------------------|---------------|----------------|--------------------------|
| | | (1) | (2) | (3) | |
| (i) | OB என்ற குறியீட்டை விரிவு படுத்துக | மிகவும் சரி | ஓரளவு சரி | தவறு | <input type="checkbox"/> |
| (ii) | OB பற்றி யார் மூலம் அறிந்தீர்? | உடன்பணி ஆற்றுப்பவர் மூலம் | அறிக்கை மூலம் | பிறர் மூலம் | <input type="checkbox"/> |
| (iii) | OB திட்ட உறுப்பினர்க் கூறுக | அனைத்தும் சரி | சில சரி | அனைத்தும் தவறு | <input type="checkbox"/> |
| (iv) | OB யின் பெயர்க் காரணம் என்ன? | முழுவதும் சரி | ஓரளவு சரி | முழுவதும் தவறு | <input type="checkbox"/> |

ஆ) கரும்பலகைத் திட்டத்தின் (OB) கீழ் வரும் கற்பித்தலுக்கான துணைப் பொருட்களும் /கருவிகளும்

- i) தாங்கள் OB பொருட்களைப் பயன்படுத்தும் ஆம் இல்லை
பயிற்சி பெற்றவரா (1) (2)
- ii) கருவிகள் சரியான நேரத்தில் தங்களுக்கு ஆம் இல்லை
அளிக்கப்படுகின்றனவா? (1) (2)
- (iii) அனைத்துப் பொருட்களும் தரப்படுகின்றனவா? ஆம் இல்லை
(1) (2)
- (iv) பள்ளிக்கு வழங்கப்பட்ட பொருட்களின் பெயர்- ஆம் இல்லை
களைக் கூறுக. (1) (2)
- (v) வழங்கப்பட்ட பொருட்கள் சரியான நிலையில் ஆம் இல்லை
உள்ளனவா? (1) (2)
- (vi) தாங்கள் அவற்றைப் பயன்படுத்தியது உண்டா? ஆம் இல்லை
(1) (2)
- (vii) கற்பித்தலுக்கு அவை துணை புரிகின்றனவா? ஆம் இல்லை
(1) (2)
- (viii) மாணவர் அவற்றால் பயனடைந்தனரா? முழுபயன் ஒருளவு பயன்
பெற்றனர் பயன் இல்லை
பெற்றனர் (1) (2) (3)

6) துணைப் பொருட்கள் /கருவிகளின் உண்மையான பயன்பாடு

அ) வகுப்பில் பொருட்களின் பயன்(** குறியீட்டெண்ணை எழுதுக)

** எப்போதாவது(1) அடிக்கடி(2) எப்போதும் (3)

| வரிசை எண் | பொருட்கள் | புயன்படுத்தப்பெறும் வகுப்புகள் | | | | |
|-----------|----------------------------|--------------------------------|----|-----|----|---|
| | | I | II | III | IV | V |
| 1. | தேசப்படங்கள் | | | | | |
| 2. | உலக உருண்டை | | | | | |
| 3. | கல்வி விளக்கப் படங்கள் | | | | | |
| 4. | பொம்மைகள் /அறிவுப்பெட்டகம் | | | | | |
| 5. | பறவைகள் /விலங்குகள் | | | | | |
| 6. | விளையாட்டுக் கருவிகள் | | | | | |
| 7. | அறிவியல் பெட்டகம் | | | | | |
| 8. | கணிதப் பெட்டி | | | | | |
| 9. | கருவிப் பெட்டி | | | | | |
| 10. | இசைக் கருவிகள் | | | | | |
| 11. | நூலகத்திற்கான நூல்கள் | | | | | |

| | | | | | | |
|-----|--|--|--|--|--|--|
| 12. | | | | | | |
| 13. | | | | | | |
| 14. | | | | | | |
| 15. | | | | | | |

(ஆ) கரும்பலகைத்திட்ட(OB) துணைப்பொருட்கள்/கருவிகள் பயன்படுத்தப்படாமலுக்குக் காரணம்

(சரியான குறியீட்டெண்ணைக் கட்டத்திற்குள் எழுதுக)

- (1) அவைபற்றி எதுவும் தெரியாமை ஏதேனும் (1) சில (2)
- (2) பயன்படுத்தத் தெரியாமை அனைத்தும் (1) சில (2)
- (3) கருவிகள் உடைந்து விட்டதால் பயன்
படுத்த இயலாமை அனைத்தும் (1) சில (2)
- (4) உடைந்து விடுமோ எனும் அச்சம் அனைத்தும் (1) சில (2)
- (5) நேரம் போதாமை அனைத்தும் (1) சில (2)
- (6) அவை இல்லாமலே பாடங்களை கற்பிக்க
இயலும் எனும் நம்பிக்கை அனைத்தும் (1) சில (2)
- (7) வேறு ஏதேனும் இருப்பின், குறிப்பிடுக:

7. கரும்பலகைத்திட்ட(OB) துணைப்பொருட்கள் /கருவிகள் பயன்பாட்டில் உண்டாகும் சிக்கல் (சரியான குறியீட்டெண்ணைக் கட்டத்தினுள் எழுதுக)

| | | | | |
|------|---|---------|-----------|--------------------------|
| i) | சரியான நேரத்தில் வழங்காமை | ஆம் (1) | இல்லை (2) | <input type="checkbox"/> |
| ii) | பயிற்சியின் போது கருவிகளைப் பயன் படுத்தாமை | ஆம் (1) | இல்லை (2) | <input type="checkbox"/> |
| iii) | சரியான வழிகாட்டுதல் இல்லாமை | ஆம் (1) | இல்லை (2) | <input type="checkbox"/> |
| iv) | ஆசிரியர்களின் ஆர்வமின்மை | ஆம் (1) | இல்லை (2) | <input type="checkbox"/> |
| vi) | மாணவர்களின் விருப்பமின்மை | ஆம் (1) | இல்லை (2) | <input type="checkbox"/> |
| vii) | கருவிகள் | ஆம் (1) | இல்லை (2) | <input type="checkbox"/> |

7) வேறு ஏதேனும் இருப்பின், குறிப்பிடுக.

8) கரும்பலகைதிட்டப் (OB) பயிற்சியின் முன்னேற்றத்திற்கான ஆலோசனைகள்

| | | | | | |
|-----|---|---------------------------------|-------------------------|--------------------------|--------------------------|
| i | பயிற்சிக்காலம் அதிகரிக்கப்பட வேண்டும் | ஆம் (1) | இல்லை(2) | <input type="checkbox"/> | |
| ii | பயிற்சியின் போது முடிசெய்முறைப் பயிற்சிக்கு அதிக நேரம் ஒதுக்குதல் | ஆம் (1) | இல்லை(2) | <input type="checkbox"/> | |
| iii | ஆம் எனில், பயிற்சியின் எவ்வளவு காலத்தை ஒதுக்கலாம் | 10% (1) | 20% (2) | 30% (3) | <input type="checkbox"/> |
| iv | பயிற்சியளிப்பவர் கருவிகளின் பயன்பாட்டினை இன்னும் அதிகமாகக் செய்து காண்பித்தல் | பயிற்சி மைய த்தில் (1) | வகுப்ப றையில் (2) | வேறு எங்காவது (3) | <input type="checkbox"/> |
| v. | பயிற்சி முடிவில் தேர்வு ஏதேனும் நடத்த வேண்டுமா? | ஆம் (1) | இல்லை (2) | <input type="checkbox"/> | |

9. பள்ளியின் நிலைப்பாட்டிற்கான முக்கிய காரணிகள் யாவை?

(கீழ்க்கண்டவற்றை முக்கியத்துவத்தின் அடிப்படையில் வரிசைப்படுத்துக)

| வரிசை எண் | விவரம் | படிநிலை வரிசை (Rank) |
|--------------|--------------------------------------|----------------------|
| i | நண்பகல் உணவு | |
| ii | இலவச சீருடை, பாடநூல்கள் முதலியன | |
| iii | நல்ல கட்டிட வசதி | |
| iv | ஆசிரியர் | |
| v | கற்பித்தல் கருவிகள் | |
| vi | சமூக உந்துதல் | |
| vii | வேறு ஏதேனும் இருப்பின், குறிப்பிடுக. | |

10. பள்ளிகளில் கற்பித்தலின் தரம் உயர ஆசிரியரிடமிருந்து பெறப்பட்ட ஆலோசனைகள்.

(1) கரும்பலகைத்திட்ட (OB) பொருட்களைச் ஆம் (1)

சரியான நேரத்தில் வழங்குதல்

இல்லை (2)

- (2) எல்லா ஆசிரியர்கட்கும் கரும்பலகைத்திட்டம் ஆம் (1)
 (OB) புத்தறிவுப் பயிற்சி அளித்தல் இல்லை (2)
- (3) கரும்பலகைத்திட்டப் (OB) பொருட்களை ஆம் (1)
 பயன்படுத்த தலைமை ஆசிரியர் வறுபுறுத்தல் இல்லை (2)
- (4) உடைந்து போன, பழுதடைந்த ஆம் (1)
 பொருட்களை மீண்டும் வாங்க இல்லை (2)
- (5) வேறு ஏதேனும் இருப்பின், குறிப்பிடுக.

ஆய்வாளர் பெயர்
 (தடித்த எழுத்துகளில்)

ஆய்வாளர் கையொப்பம்
 நாள் :

ஆய்வாளர் சார்ந்துள்ள நிறுவனம்

வழிகாட்டிக் குறிப்புகள் - அட்டவணை IV

குறிப்பு :

- (1) சமுதாயத் தலைவர்களின் கருத்துகளுடன் தொடர்புடைய இ:துஷர் குறுகிய அட்டவணை

கீழ்க்கண்ட மூவர் கருத்துகளைப் பெறுக.

- i) ஊராட்சி மன்றத்துடன் தொடர்புடைய ஒருவர்
ii) கிராமக்குழு / பெற்றோர் - ஆசிரியர் குழு /பள்ளி மேம்பாட்டுக் குழு உறுப்பினர்களுள் ஒருவர்
iii) நான்காவது அல்லது ஐந்தாவது படிக்கும் மாணவர் ஒருவரின் பெற்றோர். இம்மூவருள் ஒருவர் பெண்ணாக இருப்பது நலம்.

- (2) மேற்கூறிய மூவர் பற்றி அடிப்படைக் குறிப்புகள் முதலில் பதிவு செய்க

பெயர் :-

வகிக்கும் பதவி :-

வயது :-

தொழில் :-

- (2) அனைத்து விடைகளுக்கும் குறியீட்டெண்கள் உள்ளன. எனவே தனியான விளக்கக் குறிப்பு ஏதும் தேவையில்லை.

பிரிவு 7 :

ஒட்டு மொத்த கருத்தைப் பதிவு செய்க

கருத்துக்களை வாய்மொழியாகக் கேட்டறிந்து, பின்னர் ஆய்வாளர் அவற்றை தம் சொந்த மொழிநடையில் எழுதவேண்டும்.

அட்டவணை IV
SCHEDULE IV

Operation Blackboard : A Survey

சமுதாயத் தொடர்பு பற்றிய அட்டவணை

பொது விவரங்கள்

| | | குறியீட்டெண் |
|------------------|----------------------------------|----------------------|
| மாநிலம் | ----- | <input type="text"/> |
| மாவட்டம் | ----- | <input type="text"/> |
| வட்டாரம்/மண்டல் | ----- | <input type="text"/> |
| பள்ளிக் குறியீடு | ----- | <input type="text"/> |
| அஞ்சல் முகவரி | ----- ----- ----- ----- | |
| அ.கு.எண் | ----- | |
| தொலைபேசி | ----- | |

1. தகவல் தருபவர் எவற்றோடு தொடர்புடையவர்?

பெற்றோர் - ஆசிரியர் குழு (1)

பள்ளி மேம்பாட்டுக் குழு (2)

கிராமக்கல்விக்குழு (3)

ஊராட்சி மன்றம் (4)

4/5 ஆவது வகுப்பு மாணவரின் பெற்றோர் (5)

2. கீழ்க்கண்டவை நடைமுறையில் உள்ளனவா?

1) பெற்றோர் - ஆசிரியர் குழு ஆம் (1) இல்லை (2)

2) பள்ளி மேம்பாட்டுக் குழு ஆம் (1) இல்லை (2)

3) கிராமக்கல்விக்குழு ஆம் (1) இல்லை (2)

3. ஆம் எனில், அவை நடைமுறையிலுள்ள காலம்

10 ஆண்டுகட்கு மேல் (1)

5 முதல் 10 ஆண்டுகள் (2)

5 ஆண்டுக்கு உட்பட்டு (3)

4. அவை கூடும் கால இடைவெளி

ஆண்டுக்கு ஒரு முறை (1)

ஆண்டுக்கு இரு முறை (2)

தேவைக்கேற்ப இரு முறைக்கு மேல் (3)

5. பங்கேற்பு

| வரிசை எண் | குறிப்பிட்ட தன்மை / நிகழ்ச்சி | குறியீட்டெண் |
|-----------|---|--------------|
| ஆ | பங்கேற்போர் வீதம் 1) 20% வரை (1) 2) 20% -50% (2) 3) 50%க்கு மேல் (3) | |
| ஆ | பள்ளி விழாக்களில் மட்டும் ஆம் (1) இல்லை (2) | |
| இ | மாணவர் சேர்க்கைக்கு ஆம் (1) இல்லை (2) | |

| | | |
|---|--|--|
| ஈ | பள்ளிக்கு நிலம் வாங்க உதவுதல் ஆம் (1) இல்லை (2) | |
| ஊ | கீழ்க்கண்டவற்றில் பங்களிப்பு | |
| | i) பள்ளிக்கட்டிடம் ஆம் (1) இல்லை (2) | |
| | ii) நூலகத்திற்கான நூல்கள் ஆம் (1) இல்லை (2) | |
| | iii) மாணவர்க்கான பாடநூல்கள் ஆம் (1) இல்லை (2) | |
| | iv) பள்ளிக்கான இருக்கை வசதி வழங்குதல் ஆம் (1) இல்லை (2) | |
| | v) மாணவர்க்கு பரிசு வழங்குதல் ஆம் (1) இல்லை (2) | |
| | vi) வேறு ஏவையேனும்(குறிப்பிடுக)எ.டு | |
| | அ) பள்ளிக்கு அரசு அங்கீகாரம் பெறுதல் ஆம் (1) இல்லை (2) | |
| | ஆ) அரசு நிதியுதவி பெறுதல் ஆம் (1) இல்லை (2) | |
| | இ) சொற்பொழிவு ஏற்பாடு செய்தல் ஆம் (1) இல்லை (2) | |
| | ஈ) விளையாட்டுப் பொருள் வழங்கல் ஆம் (1) இல்லை (2) | |
| | உ) மருந்து வசதி வழங்கல் ஆம் (1) இல்லை (2) | |
| | ஊ) ----- | |
| | எ) ----- | |

6) கரும்பலகைத் திட்டம் (OB) பற்றிய சமுதாய விழிப்புணர்வு
(நேர்காணல் மூலம் தகவல்களைப் பெறுக)

1) கரும்பலகைத் திட்டம் (OB)பற்றி நீவிர் அறிவீரா?

ஆம் இல்லை
(1) (2)

2) எவ்வாறு/ யார் மூலம் அறிந்து கொண்டீர்கள்?

அ) ஆசிரியர்கள் மூலம் (1)

ஆ) பிறர் மூலம் (2)

6. தகவல் அளிப்பவரின் ஒட்டு மொத்தக் கருத்து.

ஆய்வாளர் பெயர்
(தடித்த எழுத்துகளில்)

ஆய்வாளர் கையொப்பம்

ஆய்வாளர் சார்ந்துள்ள நிறுவனம்

நாள் :-

வழிகாட்டிக் குறிப்புகள் - அட்டவணை V

குறிப்பு :

ஏற்கனவே நான்கு அட்டவணைகளில் தகவல்களைச் சேகரித்துக் கொண்ட பின்னர், ஆய்வாளர் தமது கருத்துகளைத் தொகுத்து வழங்க வேண்டும். ஆய்வாளர் பள்ளியின் ஏதேனும் ஓர் அறையில் அமர்ந்து இவ்வட்டவணையை நிறைவு செய்ய வேண்டும். அப்போது தான் தமக்கு ஏற்படும் ஐயங்களை அங்கேயே தீர்த்துக்கொள்ள இயலும். முந்தைய அட்டவணைகளில் இடம் பெறாத முக்கியமான கருத்துகள் எவையேனும் ஆய்வாளருக்குத் தோன்றுமானால் அவற்றை இவ்வட்டவணையின் இறுதியில் தெரிவிக்கலாம். இவ்வட்டவணையில் அ) பள்ளி, ஆசிரியர் மற்றும் ஆ) சமுதாயத் தலைவர்கள் ஆகிய அனைத்துத் தரப்பைப்பற்றிய முழுமையான, ஒருங்கிணைந்த எண்ணங்களும், கருத்துகளும் இடம்பெறுதல் இன்றியமையாதது.

ஆய்வாளர் இவ்வட்டவணையில் தெளிவான, விளக்கமான, முழுமையான ஓர் அறிக்கையை அளிக்க வேண்டும்.

Operation Blackboard : A Survey

ஆய்வாளர் கருத்து அட்டவணை

1. பள்ளியைப் பற்றிய பொது விவரங்கள்

குறியீட்டெண்

| | | |
|-----------------|----------------------------------|----------------------|
| மாநிலம் | ----- | <input type="text"/> |
| மாவட்டம் | ----- | <input type="text"/> |
| வட்டாரம்/மண்டல் | ----- | <input type="text"/> |
| ஊர் | ----- | <input type="text"/> |
| பள்ளி | ----- | <input type="text"/> |
| அஞ்சல் முகவரி | ----- ----- ----- ----- | |
| அ.கு.எண் | ----- | |
| தொலைபேசி | ----- | |

2. கரும்பலகைத் திட்டத்தின் (OB) கீழ் பள்ளிக்குத் தேவைப்படுவன

- (i) கரும்பலகைத் திட்டத்தின்படி தேவையான ஆம் (1)
அறைகள் கட்டப்பட்டுள்ளனவா? இல்லை (2)
- (ii) கரும்பலகைத் திட்டத்தின் (OB) படி ஆம் (1)
தேவையான ஆசிரியர்கள் உள்ளனரா? இல்லை (2)
- (iii) கரும்பலகைத் திட்ட (OB) எதிர்பார்ப்புக்கு ஆம் (1)
ஏற்றவாறு கழிவறை வசதி உள்ளதா? இல்லை (2)
- (iv) ஆண், பெண்களுக்கென தனத் தனிக் கழிப்பறை ஆம் (1)
வசதி உள்ளதா? இல்லை (2)
- (v) பெண்களுக்கென்று தனிக் கழிப்பறை ஆம் (1)
வசதி உள்ளதா? இல்லை (2)

3. பள்ளியைப் பற்றி ஆய்வுக்குழுவின் பொதுக் கருத்து

- (அ) பள்ளி / சுற்றுப்புறத் தூய்மை
சிறப்பாக உள்ளது(1) மனநிறைவளிக்கிறது (2)
மனநிறைவில்லை(3)
- (ஆ) மாணவர் தூய்மை
மிக நன்று (1) மனநிறைவளிக்கிறது (2)
மனநிறைவில்லை(3)
- (இ) கட்டிடத் தேவை
போதுமானது (1) ஓரளவு போதுமானது (2)
போதுமானதல்ல (3)
- (ஈ) இருக்கைகள் தேவை
தேவைக்கு மேலுள்ளது (1) தேவைக்கேற்ப உள்ளது (2)
போதுமானதல்ல (3)
- (உ) இருக்கை வசதி
மிகவும் வசதியாயுள்ளது (1) சரியாக உள்ளது (2)
வசதியற்றது (3)

(ஊ) கற்பித்தல் கருவிகள்

போதுமானது (1) ஓரளவு போதுமானது (2)

போதுமானதே அல்ல (3)

(எ) கரும்பலகைத் திட்டப் (OB) பொருள் வழங்கல்

உரியநேரத்தில் வழங்கப்பட்டது (1) தாமதமாக வழங்கப்படுகிறது (2)

வழங்கப்படவே இல்லை (3)

(ஏ) பொருட்களைப் பயன்படுத்தல்

முறையாகப் பயன்படுத்தப்படுகிறது (1)

முறையின்றி பயன்படுத்தப்படுகிறது (2)

பயன்படுத்தப்படுவதேயில்லை (3)

(ஐ) மேற்பார்வையிடல்

மிகவும் பயனளிக்கிறது (1) மனநிறைவளிக்கிறது (2)

மனநிறைவில்லை (3)

(ஓ) ஆசிரியர்க்கான கரும்பலகைத் திட்டப் (OB) புத்தறிவுப் பயிற்சி

மிகவும் பயனளிக்கிறது (1) பயனளிக்கிறது (2)

பயனேதுமில்லை (3)

(ஔ) வேறு ஏதேனும் (குறிப்பிடுக)

4. பள்ளிச் சூழல்

1. மாணவர் சுறுசுறுப்புடன் உள்ளனரா?

ஆம் இல்லை

(சுறுசுறுப்பு என்பது வகுப்பறை நிகழ்ச்சிகளில்
மாணவர்களின் பங்கேற்பைக் குறிக்கிறது)

(1) (2)

2. தம் ஆர்வத்திற்கேற்றவாறு செயல்படும் உரிமை

ஆம் இல்லை

மாணவர்க்கு அளிக்கப்படுகிறதா?

(1) (2)

3. தம் கருத்துகளை வெளியிடும் வாய்ப்பு

ஆம் இல்லை

மாணவர்க்கு அளிக்கப்படுகிறதா?

(1) (2)

4. பல்வேறு செயல்களில் ஈடுபடும் வாய்ப்பு வாழ்ப்பு மாணவர்க்கு உள்ளதா? ஆம் இல்லை
(1) (2)
5. வகுப்பறையில் விளையாட்டு மூலம் கற்கும் வாய்ப்பு மாணவர்க்கு உள்ளதா? ஆம் இல்லை
(1) (2)
- வகுப்பறை
6. வகுப்பறைகள் மாணவர்களை ஈர்க்கும் வகையில் அமைந்துள்ளனவா? ஆம் இல்லை
(1) (2)
7. வகுப்பறைகளில் காற்றோட்ட வசதி உள்ளதா? ஆம் இல்லை
(1) (2)
8. வகுப்பறைகள் தூய்மையாக உள்ளனவா? ஆம் இல்லை
(1) (2)
9. வகுப்பறைச் சுவர்களில் கல்வி விளக்கப்படங்கள் தொங்கவிடப்பட்டுள்ளனவா? ஆம் இல்லை
(1) (2)
10. மாணவர்களின் செயற்பாடுகள் வகுப்பறைகளில் காட்சிக்கு வைக்கப்பட்டுள்ளனவா? ஆம் இல்லை
(1) (2)
11. வகுப்பறையில் கால அட்டவணை தொங்கவிடப்பட்டுள்ளதா? ஆம் இல்லை
(1) (2)
12. விளையாட்டுப் பொருட்கள் எவ்வாறு வைக்கப்பட்டுள்ளன?
அலமாரியில் வைக்கப்பட்டு ஆசிரியர் விரும்பும் போது வெளியே எடுக்கப்படுகின்றன (1)
மாணவர் கையாளும் வகையில் உள்ளன (2)
பாதுகாப்பாக வைக்கப்பட்டு வெளியே எடுக்கப்படுவதில்லை (3)
13. மாணவர் இருக்கை அமைப்பு வரிசையிலுள்ளது ஆம் இல்லை
(1) (2)

- | | | | |
|---|-----|-------|--------------------------|
| அரைவட்ட வடிவிலுள்ளது | ஆம் | இல்லை | <input type="checkbox"/> |
| | (1) | (2) | |
| சிறு சிறு குழுக்களாக உள்ளது | ஆம் | இல்லை | <input type="checkbox"/> |
| | (1) | (2) | |
| 14. இருக்கை அமைப்பை மாணவர்களின் செயற்பாடுகளுக்கேற்றவாறு மாற்ற இயலுமா? | ஆம் | இல்லை | <input type="checkbox"/> |
| | (1) | (2) | |
| 15. மாணவர்களிடம் தன்மம்பிக்கை உள்ளதா? | | | |
| அ) பாடநூல்கள் / செய்முறை நூல்களைப் பயன்படுத்துகையில் | ஆம் | இல்லை | <input type="checkbox"/> |
| | (1) | (2) | |
| ஆ) விளையாட்டுப் பொருட்களைக் கையாளும் போது | ஆம் | இல்லை | <input type="checkbox"/> |
| | (1) | (2) | |
| இ) செயற்பாடுகளில் ஈடுபடும் போது | ஆம் | இல்லை | <input type="checkbox"/> |
| | (1) | (2) | |
| 16. மாணவர் விளையாட்டில் ஈடுபடுகின்றனாரா? | ஆம் | இல்லை | <input type="checkbox"/> |
| | (1) | (2) | |
| 17. அன்றாட செயற்பாடுகளில் உள்ளூரில் கிடைக்கும் பொருட்கள் பயன்படுத்தப்படுகின்றனவா? | ஆம் | இல்லை | <input type="checkbox"/> |
| | (1) | (2) | |
| 18. வகுப்பறையில் செயற்பாட்டு இடம் தனியே உள்ளதா? (அறிவியல், கைவேலை போன்றவற்றிற்கு) | ஆம் | இல்லை | <input type="checkbox"/> |
| | (1) | (2) | |
| 19. வகுப்பறை நூலகம் உள்ளதா? | ஆம் | இல்லை | <input type="checkbox"/> |
| | (1) | (2) | |
| ஆம் எனில், அது மாணவர் பயன்பாட்டில் உள்ளதா? | ஆம் | இல்லை | <input type="checkbox"/> |
| | (1) | (2) | |
| 20. பாதுகாக்கப்பட்ட, தூய குடிநீர் வசதி மாணவர்க்கு அளிக்கப்படுகிறதா? | ஆம் | இல்லை | <input type="checkbox"/> |
| | (1) | (2) | |
| அ) ஆம் எனில், குடிநீர் சரியாகப் பாதுகாக்கப்படுகிறதா? | ஆம் | இல்லை | <input type="checkbox"/> |
| | (1) | (2) | |
| ஆ) குடிநீர் வசதி சரியாகப் பயன்படுத்தப்படுகிறதா? | ஆம் | இல்லை | <input type="checkbox"/> |
| | (1) | (2) | |

21. கழிப்பறை வசதி உள்ளதா? ஆம் இல்லை
(1) (2)

ஆம் எனில்

அ) தூய்மையாகப் பராமரிக்கப்படுகிறதா ஆம் இல்லை
(1) (2)

ஆ) தண்ணீர் வசதி அங்கு உள்ளதா? ஆம் இல்லை
(1) (2)

வெளிப்புறம்

22. விளையாட்டிற்குத் திறந்த வெளி உள்ளதா? ஆம் இல்லை
(மாணவர் எண்ணிக்கைக்கேற்றவாறு) (1) (2)

23. வெளிப்புறம் தூய்மையாகவும் ஆம் இல்லை
சுகாதாரமாகவும் உள்ளதா? (1) (2)

24. விளையாடுவதற்குக் கிடைக்கும் வெளிப்புறக் கருவிகள் அல்லது வசதிகள் யாவை. குறிப்பிடுக.
அ)

ஆ)

இ)

மாணவர் - ஆசிரியர் தொடர்பு

25. ஆசிரியர் மாணவர்களிடம் பரிஷடன் நடந்து ஆம் இல்லை
கொள்கிறாரா? (1) (2)

26. ஆசிரியர் மாணவர்களிடம் நட்புடன் ஆம் இல்லை
பழகுகிறாரா? (1) (2)

27. ஆசிரியர் மாணவர் செயற்பாடுகளில் ஆம் இல்லை
ஆர்வம் காட்டுகிறாரா? (1) (2)

28. பல்வேறு வயதுடைய மாணவர்களின்

தனித்தேவைகளை நிறைவேற்றுவதில்

ஆசிரியர் கவனம் செலுத்துகிறாரா?

ஆம் இல்லை

(1) (2)

29. பள்ளிக்குழலின் மொத்த நிலை

(1)

(2)

(3)

(4)

(5)

மிகமோசம்

மோசம்

சுமார்

நன்று

மிக நன்று

30. பிற குறிப்புரை

(உம்மைக் கவர்ந்தவற்றைப் பற்றி அறிக்கை தருக)

ஆய்வாளர் பெயர்

(தடித்த எழுத்துகளில்)

ஆய்வாளர் கையொப்பம்

ஆய்வாளர் சார்ந்துள்ள நிறுவனம்

நாள் :-