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# **EDUCATION STATUS REPORT – TAMIL NADU**

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## **ELEMENTARY EDUCATION**

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## Abbreviations

<b>ASER</b>	Annual Status of Education Report
<b>Avr.</b>	Average
<b>BRCs</b>	Block Resource Center
<b>CRC</b>	Cluster Resource Center
<b>DISE</b>	District Information system for Education
<b>DPEP</b>	District Primary Education Programme
<b>EBBs</b>	Educationally Backward Blocks
<b>ECE</b>	Early Childhood Education
<b>EGS</b>	Education Guarantee Scheme
<b>Enr.</b>	Enrollment
<b>GER</b>	Gross Enrollment Ratio
<b>Govt.</b>	Government
<b>GPI</b>	Gender Parity Index
<b>ICDS</b>	Integrated Child Development Scheme
<b>KGBV</b>	Kasturba Gandhi Balika Vidyalay
<b>MIS</b>	Management Information System
<b>MHRD</b>	Ministry of Human Resource Development
<b>NLM</b>	National Literacy Mission
<b>NER</b>	Net Enrollment Ratio
<b>NPE</b>	National Policy of Education
<b>NPEGEL</b>	National Program for Education of Girls at Elementary Level
<b>OBC</b>	Other Backward Caste
<b>P.</b>	Primary
<b>PTR</b>	Pupil-Teacher Ratio
<b>Pvt.</b>	Private
<b>POA</b>	Program of Action
<b>RTE</b>	Right To Education
<b>RMSA</b>	Rashtriya Madhyamik Shiksha Abhiyan
<b>SC</b>	Schedule Caste
<b>Sch.</b>	School
<b>SCR</b>	Student Class-room ration
<b>SEMIS</b>	Secondary Education Management Information System
<b>Sec./H.Sec.</b>	Secondary/ Higher Secondary
<b>ST</b>	Schedule Tribe

*Education Status Report- Tamil Nadu*

<b>SSA</b>	Sarva Shiksha Abhiyaan
<b>TLM</b>	Teaching learning Material
<b>Unrec.</b>	Unrecognized
<b>UP</b>	Upper Primary

## 1. Introduction

A completed primary education is a basic human right and is necessary for enjoying many other rights. It is transformative and empowering and a means for accessing broad economic, social, political and cultural benefits. Education contributes to building more just societies through reducing poverty and inequalities. No country has ever climbed the human development ladder without steady investment in education. Primary education is a powerful driver for the realization of all the Millennium Development Goals (MDGs) and for sustainable development more broadly. MDG 2 is to achieve universal primary education. Every child has the right to go to school, but millions are still being left behind. Universal primary education involves entering school at an appropriate age, progressing through the system and completing a full cycle. Today, there are over 30 million more children in school than in the beginning of the decade. There have been some remarkable success stories. Primary school enrolments have increased dramatically in sub-Saharan Africa as well as in South and West Asia.

United Nations Fact Sheet 2013 shows that Enrolment in primary education in developing regions reached 90 per cent in 2010, up from 82 per cent in 1999, which means more kids than ever are attending primary school. In 2011, 57 million children of primary school age were out of school. Even as countries with the toughest challenges have made large strides, progress on primary school enrolment has slowed. Between 2008 and 2011, the number of out-of-school children of primary age fell by only 3 million. Globally, 123 million youth (aged 15 to 24) lack basic reading and writing skills. 61 per cent of them are young women. Gender gaps in youth literacy rates are also narrowing. Globally, there were 95 literate young women for every 100 young men in 2010, compared with 90 women in 1990<sup>1</sup>.

## 2. Education Status in India

India made a Constitutional commitment to provide free and compulsory education to all children up to the age of 14 nearly sixty years ago. The goal, which was expected to be achieved by 1960, remains elusive, even now. Yet, one has to admit that developments in recent years have had significant impacts on the situation, raising the hope that universal basic education could be a reality within a reasonable period of time. Three factors seem to be making a distinct difference in the growth trajectory of elementary education in the country. The Indian government lays emphasis on primary education up to the age of fourteen years, referred to as elementary education in India. Education has also been made free for children for 6 to 14 years of age or up to class VIII under the Right of Children to Free and Compulsory Education Act 2009. Education in India is provided by the public sector as well as the private sector, with control and funding

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<sup>1</sup> <http://www.un.org/millenniumgoals/education.shtml>

coming from three levels: central, state, and local. The various articles of the Indian Constitution provide for education as a fundamental right. The Indian government has banned child labour in order to ensure that the children do not enter unsafe working conditions. However, both free education and the ban on child labour are difficult to enforce due to economic disparity and social conditions. 80% of all recognized schools at the elementary stage are government run or supported, making it the largest provider of education in the country.

With the improved coverage, the number of schools imparting elementary education dealt with under DISE increased many fold. From 8, 53,601 schools in 2002 – 2003, their number has increased to 11, 96,663 schools in 2006 – 2007, 12, 50,775 schools in 2007 – 2008, 12, 85,576 schools in 2008 – 09. In the current year, 2012 – 2013, as many as 13, 06,992 schools imparting elementary education across 633 Districts of the country as covered under DISE. Of the total schools, about 87.30 percent schools are located in the rural areas. The increase in the number of schools is also reflected in the ratio of primary to upper primary schools which clearly shows the impact of *Sarva Shiksha Abhiyan* under which a large number of schools have been opened in the recent past. Improvements in the physical access to elementary education by providing primary and upper primary schools seems to have also impacted on the ratio of upper primary sections to lower primary sections. In 1957, at the time of the First AIES (NCERT, 1967) there was only one upper primary school for every six primary schools. Ratio of Primary and Upper Primary Schools in India for the year 2008 – 2009 is One Upper Primary School for every set of 2.27 Primary Schools compared to 2.45 in 2006 – 2007 and 2.42 schools in 2007 – 2008. Most of the states have the ratio equivalent to almost two, all of which suggests that by and large schooling facilities have been created and are available across the country. As a whole, India's ratio is satisfactory, but there are few states, such as Arunachal Pradesh (4.16) and West Bengal (5.48), where the ratio still needs to be improved significantly.

However, due to a shortage of resources and lack of political will, this system suffers from massive gaps including high pupil to teacher ratios, shortage of infrastructure and poor levels of teacher training. Figures released by the Indian government in 2011 show that there were 5,816,673 elementary school teachers in India. As of March 2012 there were 2,127,000 secondary school teachers in India. There have been several efforts to enhance quality made by the government. The District Education Revitalization Programme (DERP) was launched in 1994 with an aim to universalize primary education in India by reforming and vitalizing the existing primary education system. 85% of the DERP was funded by the central government and the remaining 15 percent was funded by the states. The DERP, which had opened 160000 new schools including 84000 alternative education schools delivering alternative education to approximately 3.5 million children, was also supported by UNICEF and other international programmes. As per the Annual Status of Education Report (ASER) 2012, 96.5% of all rural children between the ages of 6-14 were enrolled in school. This is the fourth annual survey to report enrollment above 96%. 83% of all

rural 15-16 year olds were enrolled in school. However, going forward, India will need to focus more on quality.

This primary education scheme has also shown a high Gross Enrollment Ratio of 93–95% for the last three years in some states. Significant improvement in staffing and enrollment of girls has also been made as a part of this scheme. The current scheme for Universalization of Education for All is the Sarva Shiksha Abhiyan which is one of the largest education initiatives in the world. Enrollment has been enhanced, but the levels of quality remain low. According to current estimates, 80% of all schools are government schools making the government the major provider of education. However, because of poor quality of public education, 27% of Indian children are privately educated. With more than 50% children enrolling in private schools in urban areas, the balance has already tilted towards private schooling in cities; even in rural areas, nearly 20% of the children in 2004-5 were enrolled in private schools. According to some research, private schools often provide superior results at a multiple of the unit cost of government schools. However, others have suggested that private schools fail to provide education to the poorest families, a selective being only a fifth of the schools and have in the past ignored Court orders for their regulation. On an All-India level, there are roughly 200 million children in the 6-14 age group, of which only 120 million are in schools and net attendance in the primary level is estimated to be merely 66 percent of enrolment.

### 3. Status of Elementary Education in Tamil Nadu

Tamil Nadu is geographically the 11th largest state in India with an area of 130,058 square kilometers accounting for 4% of the national area. It has a long coastline extending up to 1000 Kms. Climatically the state falls into a semi – humid and a semi – arid zone. For an education administration, there are 385 CD Blocks, 64 Educational Districts, 385 Block Resource Centres in CD Blocks, 27 Urban BRCs in Urban Areas, 4,088 Cluster Resource Centres, 43,133 Village Education Committees (They are now in forming School Management Committees across the Elementary Schools in Tamilnadu), 17,371 Revenue Villages and 13,230 Panchayaths. As per Census 2001, Tamil Nadu is one of the better off states in India in terms of high overall literacy rate of 73% and also a high female literacy rate of about 65%. Tamil Nadu has India's highest student enrolment rate in primary (up to Grade V) and upper primary level (up to Grade VIII) education.

The School education structure in Tamil Nadu has four levels namely Primary, Upper Primary, Secondary and Higher Secondary. At operational level considerable variations are found in the patterns of schooling across the different states of India, at the elementary level. Several states follow patterns in which elementary schooling consists of Seven Years, divided in to four years of primary followed by three years of upper primary. In Tamilnadu, elementary school is generally

divided into two parts with five years of primary schooling (Grades I – V), followed by three years of upper primary (VI – VIII).

## 4. Literacy in Tamil Nadu

Literacy is the key for socio economic progress and it is an important indicator for human development. The literacy rate of India grew to 74.04 percent in 2011 from 12 percent at the end of British period 1947. India currently has the largest illiterate population in the world and the country stand well below the world average literacy rate of 84%. The 2011 census shows that 2001 – 2011 decadal literacy growth of 9.2 percent, which is slower than the previous decade.

Tamil Nadu is one of the most literate states in India. The state performed reasonably in terms of literacy growth during the decade 2001 – 2011. According to 2011 Census, Literacy rate in Tamil Nadu has been upward trend and is 80.09 percent as per 2011 population census. Of that, male literacy stands at 86.77 percent while female literacy is at 73.14 percent. In 2011, literacy rate in Tamil Nadu stood at 73.45 percent of which male and female were 83.28 percent and 64.91 percent literate respectively. In actual numbers, total literates in Tamil Nadu stands at 51,837,507 of which males were 28,040,491 and females were 23,797,016. Some districts in Tamil Nadu have a higher literacy rate such as Kanyakumari (91.75%), Chennai (90.18%), Tuticorin (86.16%), The Nilgiris (85.20%) and Kancheepuram (84.49%). Dharmapuri is the District has the literacy rate of 64.71 percent and stood first from the bottom. The male literacy rate in Dharmapuri is 69.91 percent and the female literacy rate 60.03 percent. There are 13 Districts in Tamil Nadu have the female literacy rate below 70% namely Dharmapuri, Ariyallur, Villupuram, Krishnagiri, Erode, Salem, Thiruvannamalai, Perambalur, Namakkal, Karur, Dindigul, Pudukkottai, and Theni<sup>2</sup>. In 12 Districts of Tamilnadu, the gender gap is more than 20%.

According to 2001 census, the population of SCs and STs in Tamilnadu, there are 1,18,57,504 SCs and 6,51,321 STs are living in the state<sup>3</sup>.

### 4.1 SC & ST Literacy Rate

Category	Literacy Rate	
	Tamilnadu	Country's Average
SC Male	75.6%	73%
SC Female	58.7%	52.1%
SC Total	66.6%	62.8%

<sup>2</sup> <http://updateox.com/india/district-wise-male-female-literacy-rate-in-india-2011-census/>

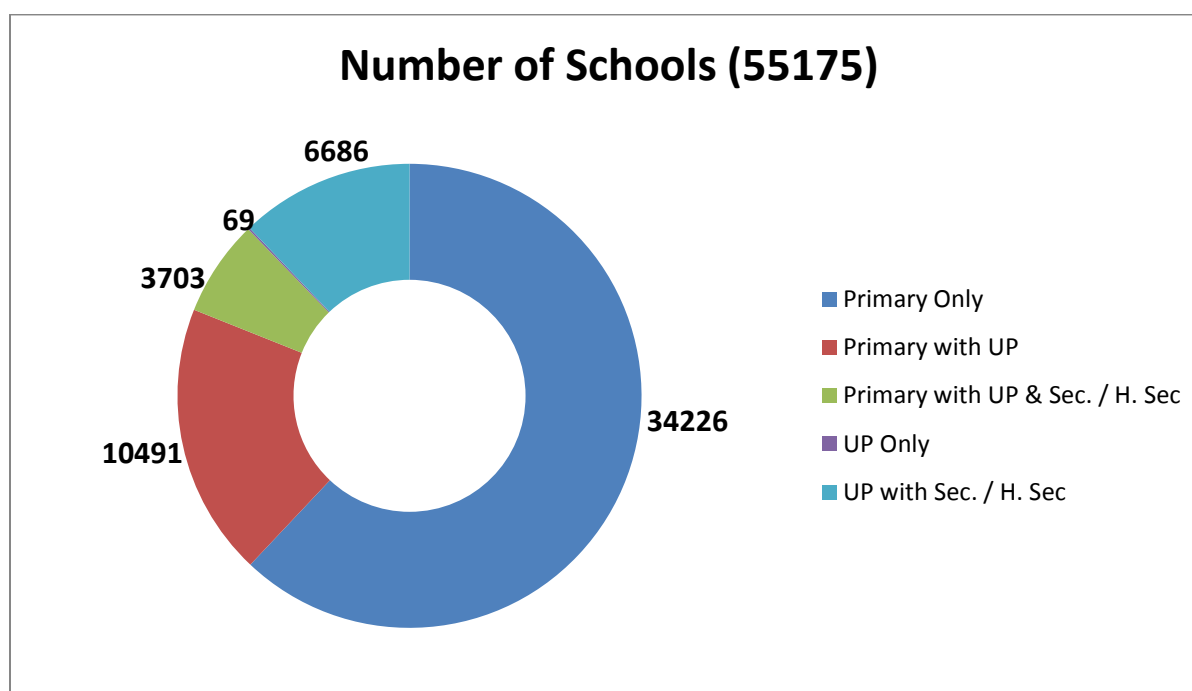
<sup>3</sup> <http://www.tn.gov.in/deptst/Areaandpopulation.pdf>



ST Male	55.8%	70.7%
ST Female	39.2%	52.1%
ST Total	48.8%	61.6%

Source: Gol, NSSO, Primary Data (2009 – 2010)

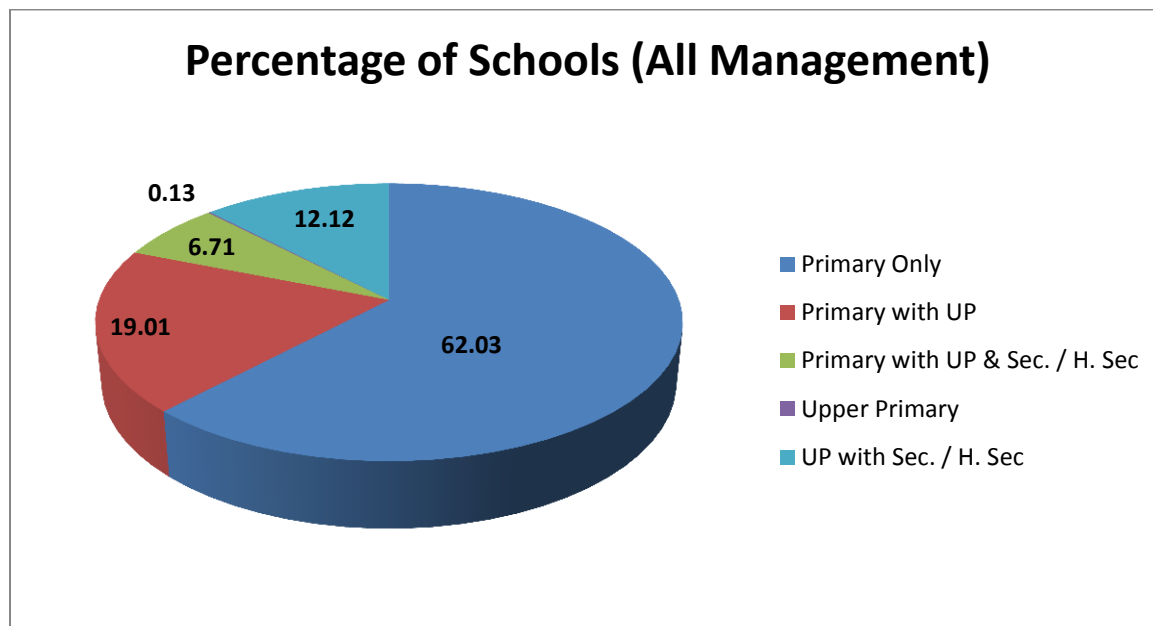
#### 4. Number of Schools<sup>4</sup>



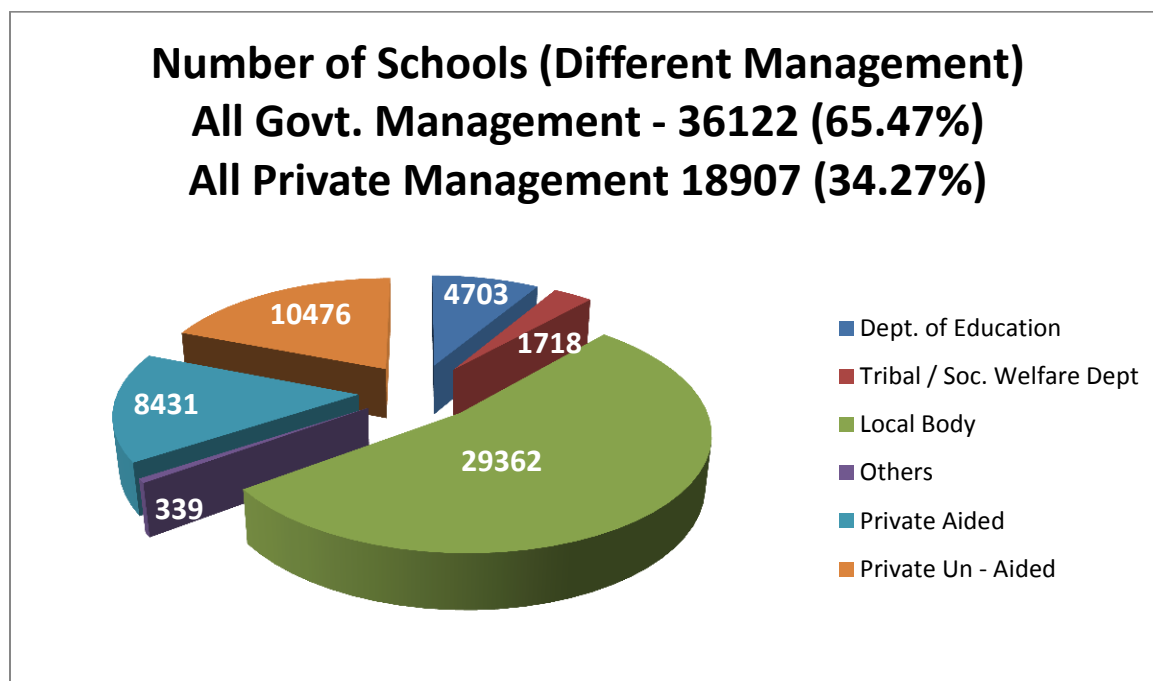
In Tamil Nadu, there is substantial growth in number of schools to address the accessibility of education for the vulnerable poor. Almost all the habitation covered education facilities with the Government frequently monitoring the needs of education facilities in each and every habitation across the state. The Government has been taking lot of initiative to address the issue, leading to positive results in terms accessibility and affordability. The government is the major provider in school education and private management is also contributing substantially to achieve the goal. As per the Performance Statistics of School Education – Tamil Nadu, during the previous academic year there were a total of 55667 schools including Primary, Upper Primary, High Schools and Higher Secondary Schools. In that more than 63% of the schools were run by the Government and the rest are private aided or private unaided schools. 13505795 students are studying in these schools in all categories i.e. Government, Private and Private Aided / Primary, Middle Schools, High School and Higher Secondary Schools. It shows the common man depending / preferring to send their ward to Government schools.

<sup>4</sup> Elementary Education in India, Progress toward UEE (Arun .C Mehta) - Analytical Tables 2010 - 2011

Percentage of Schools (All Management)<sup>5</sup>



Number of Schools by Management<sup>6</sup>



Enrolment in Primary and Upper Primary Classes 2011 – 2012<sup>7</sup>

<sup>5</sup> Elementary Education in India, Progress toward UEE (Arun .C Mehta) - Analytical Tables 2010 - 2011

<sup>6</sup> Elementary Education in India, Progress toward UEE (Arun .C Mehta) - Analytical Tables 2010 - 2011

<sup>7</sup> <http://www.tnschools.gov.in/images/stories/pdf/policy/statistics%20performance%20English%2020-04-12.pdf>

*Education Status Report- Tamil Nadu*

State / Country	Primary School	Upper Primary	Primary (All Govt. Management)	Primary (All Private Management)	Upper Primary (All Govt. Management)	Upper Primary (All Private Management)
Tamilnadu	6040051	3736201	2410068	3612093	1816157	1917200
India	137099984	61955154	91650493	41898099	37745355	22965970

**Gross Enrolment Ratio<sup>8</sup>**

State / Country	GER Primary			GER Upper Primary		
	2008 – 2009	2009 – 2010	2010 - 2011	2008 – 2009	2009 – 2010	2010 - 2011
Tamilnadu	118.52	119.56	118.25	117.35	119.56	120.57
India	115.31	115.63	118.62	73.74	75.80	81.15

**Net Enrolment Ratio<sup>9</sup>**

State / Country	NER Primary			NER Upper Primary		
	2008 – 2009	2009 – 2010	2010 - 2011	2008 – 2009	2009 – 2010	2010 - 2011
Tamilnadu	99.30	99.15	98.15	90.51	91.27	90.91
India	98.59	98.28	99.89	56.22	58.29	61.82

A report on status of elementary schools in the country, prepared by the National University of Educational Planning and Administration, has claimed that there has been an overall improvement in enrolment during 2010-11. According to the report Pondicherry and Lakshadweep continued to be the top two states with Punjab coming at the third place in the composite educational development index (EDI). Tamil Nadu was placed fourth and Kerala on the fifth position among the 35 states. The report, Elementary Education in India: Progress towards UEE, highlighted the increased inclination among parents to enroll in their wards in private schools. The report, Elementary Education in India: Progress towards UEE, highlighted the increased inclination among parents to enroll in their wards in private schools. The report said that while enrolment in Classes I-V in government schools declined in 2010-11 as compared to 2009-10, those in private schools at these levels increased.

Tamil Nadu has been one of the best performing states in India and especially Millennium Development Goals (MDGs) targets in Education are proposed to be achieved by 2015. The Net Enrolment Ratio (NER) for primary education in 2010 - 2011 has reached 98. 15 percent with all the districts in the state reached above 95 percent. Only a small gap in terms of out-of-school

<sup>8</sup> The Gross Enrollment Ratio (GER) is a statistical measure used in the education sector to determine the number of students enrolled in school at different grade levels (like elementary, middle and high school) and examine it to analyze the ratio of the number of students who live in that country to those who qualify for the particular grade level.

<sup>9</sup> The Net Enrolment Ratio (NER) is defined by the UNESCO Institute for Statistics as enrolment of the official age-group for a given level of education expressed as a percentage of the corresponding population.

children remains to be filled to achieve the target of universal elementary education. As per the statistics, enrolment is not an issue in Tamil Nadu and the Government trying to attract parents in different approaches including providing awareness to the public about the importance of education and how it helps to their ward for their future.

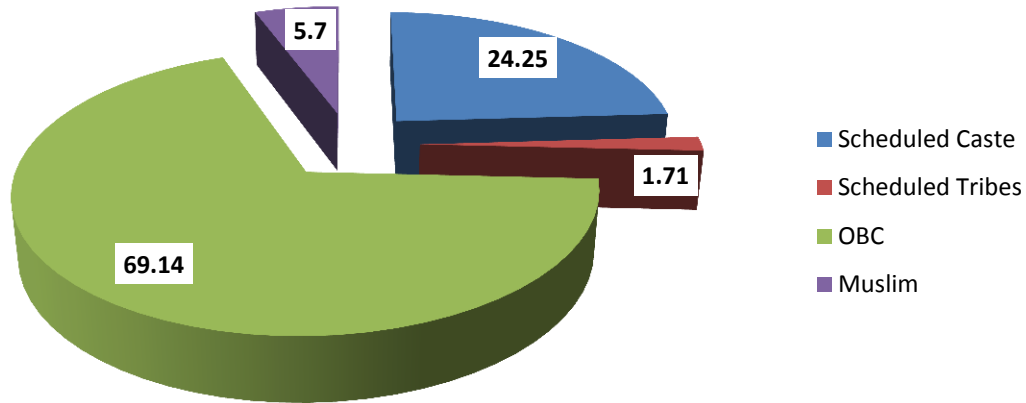
## 5. Enrolment

State	% Enrolment in All Govt. Management	Children With Special Needs		Girls Enrolment 2011 – 2012		Ratio of Girls to Boys Enrolment	
		Primary	Upper Primary	Primary	Upper Primary	Primary	Upper Primary
Tamilnadu	43.23	1.0	1.38	48.64	48.39	0.95	0.94
Kerala	25.71	3.18	4.0	49.07	48.58	0.96	0.94
Goa	25.63	0.59	0.84	48.20	46.92	0.93	0.88
Bihar	97.90	0.61	0.60	49.29	48.77	0.97	0.95
West Bengal	89.20	1.29	0.95	49.52	51.94	0.98	1.08
All States	65.01	0.87	0.83	48.35	48.63	0.94	0.95

Government is the major provider of Elementary Education in majority of the states in India. Poverty is one among the major reason for parents to stick their children in government elementary school. Education is no more affordable to the poor and most of the parents thinks that the private school imparting quality education and the one who has the capacity to afford that, sending their ward to Private Management schools. In Tamil Nadu close to 3/5 children are studying in private management schools.

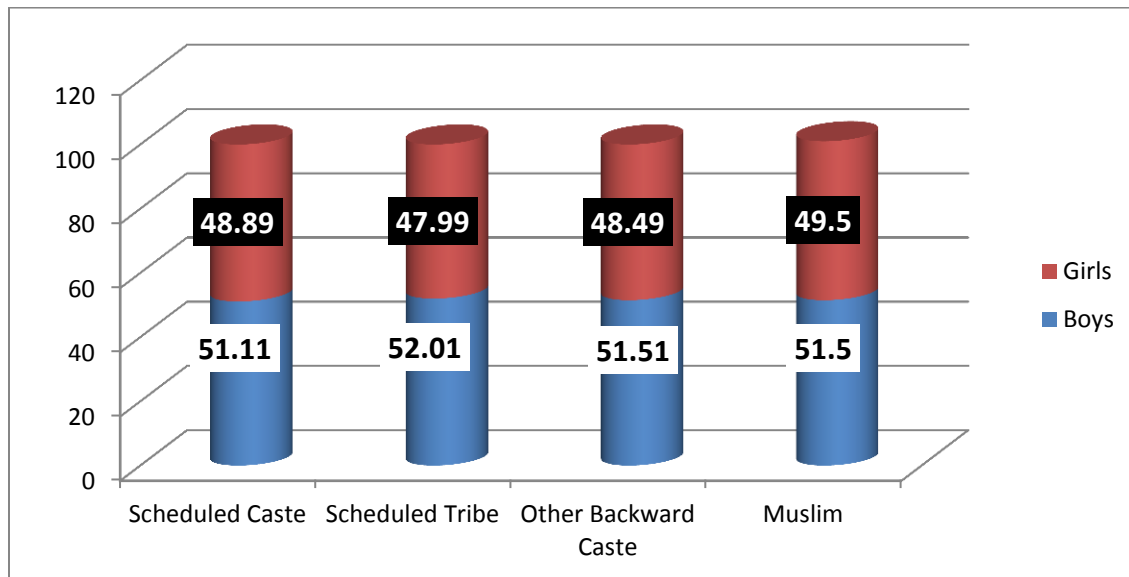
### 5.1 Enrolment Status of Disadvantaged Groups

### Status of Enrolment in Class I - VIII (All Class)



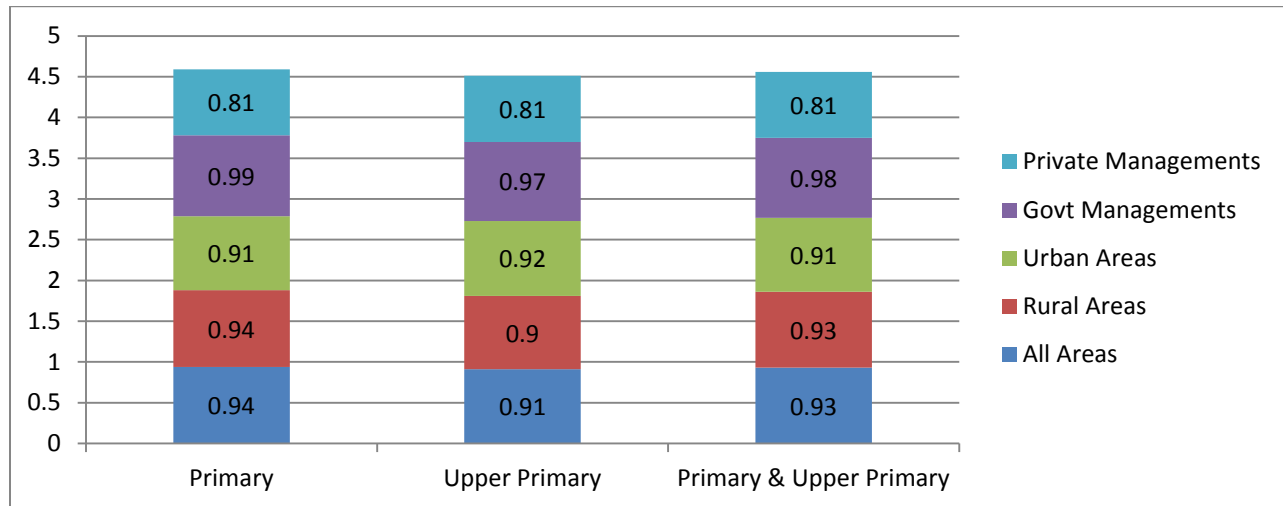
It is important that access and equity go together in order to make UEE a reality. Almost all programmes and plans aim at bridging gender and social gaps in enrolment, retention and learning achievement at the primary stage. Special interventions and strategies have been adopted to include girls, SC/ST children, working children, children with special needs, urban deprived children, children from minority groups, children living below the poverty line, migratory children and children in the hardest-to-reach groups. These are indeed children who have historically remained excluded from education and are at a high risk of dropping out even after enrolment if special attention is not paid.

### Enrolment Status of Disadvantaged Groups – Boys & Girls 2011 – 2012



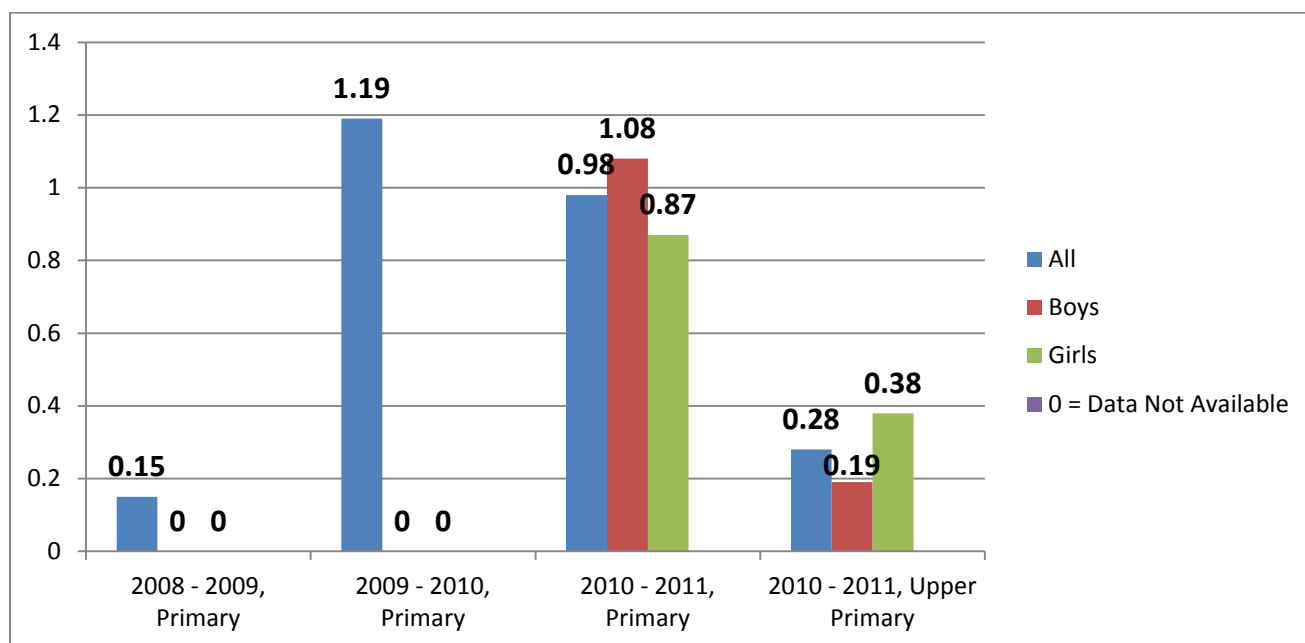
The above graph shows that the enrolment status of disadvantaged groups boys and girls. There is not much difference between the sex of the students in terms of enrolment.

### Gender Parity Index in Enrolment 2008 – 2009



The Gender Parity Index (GPI) and percentage of girls' enrolment in Primary and Upper Primary classes presented for the year 2008-09 reveal that there is consistent improvement in the GPI compare to the previous years. No significant difference is noticed in the GPI in Primary enrolment in rural areas (0.94) and in urban areas (0.91) which is quite similar to the situation in the previous year. The analysis presented above clearly indicates that boys outnumber girls both at the Primary and Upper Primary levels of education. Over a period of time, girls' share in Primary and Upper Primary classes has shown improvement. However, it is lower than the share of boys' enrolment.

### Average Drop outs



According to United Nations Children Fund (UNICEF), In India eight million children never have stepped inside a school and 80 million dropping out without completing basic schooling. There has been progress in implementation of the RTE Act in the past three years but children are still dropping out, not for labour, but because they are not learning anything in schools. India has made extraordinary progress over the past decade in increasing access to elementary education, now reaching 96% of school-age children. Having brought so many children into school, particularly those from the most vulnerable groups, it is logical to turn attention to retaining them through the elementary cycle. In Tamil Nadu Drop-out rate at the primary level is 1.08 and at upper primary is 0.19. The state is likely to meet the target of zero level at the elementary level.

### Completion Rate – 2010 - 2011<sup>10</sup>

Primary			Upper Primary		
All	SC	ST	All	SC	ST
97.36	96.84	92.08	93.35	90.67	89.74

The State-level Completion Rate (CR) of at primary level is at 97.36%. The State-level Completion Rate (CR) of ST is 92.08 % which is 4.76% lower than that of SC and 5.28% lower than the average. The State-Level Completion Rate at Upper Primary level is at 93.35%.

### Repetition Rate – 2010 - 2011<sup>11</sup>

<sup>10</sup> <http://www.ssa.tn.nic.in/statistics.htm>

<sup>11</sup> <http://www.ssa.tn.nic.in/statistics.htm>

Primary			Upper Primary		
All	SC	ST	All	SC	ST
1.65	2.25	6.59	4.85	7.34	8.28

The State-level Repetition Rate (RR) of All at primary level is at 1.65%. The State-level RR of SC is at 2.25%. The State-level RR of ST is at 6.59%. The State-Level Repetition Rate of all at Upper Primary Level is at 4.85.

**Transition Rate 2011 – 2012: -<sup>12</sup>**

Transition Rate from Primary to Upper Primary - All	98.20
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The Transition Rate for Primary to Upper Primary has been calculated based on the number of children who passed the V grade from Primary Section and the number of children who joined in VI grade in the Upper Primary Sections.

**Retention Rate 2011 - 2012<sup>13</sup>**

Retention at Primary Level	99 %
Retention at Elementary Level	98.21%

## 6. Education Development Index (EDI)

In India, DISE provides information on various schools based inputs and processes as well some indicators related to outcomes. Based on the DISE data, an effort has also been made by the National University of Educational Planning and Administration (NUEPA) and the Government of India (MHRD, Department of School Education and Literacy) to compute an Educational Development Index (EDI), separately for Primary and Upper Primary levels of education and also a composite index for the entire Elementary education for which the Government of India constituted a Working Group on EDI in 2005-06 of which NUEPA was also a member. It identified indicators and developed computation methodology. The basic purpose of computing an EDI is to know comparative status of a state vis-à-vis other states with regard to different aspects of Universalization.

**Education Development Index<sup>14</sup> 2011 – 2012, Tamilnadu**

<sup>12</sup> <http://ssa.nic.in/pabminutes-documents/Pab%20Minutes%202013-14/Tamil%20Nadu/Annexure-V%20-%20result%20frame%20work.pdf>

<sup>13</sup> <http://ssa.nic.in/pabminutes-documents/Pab%20Minutes%202013-14/Tamil%20Nadu/Annexure-V%20-%20result%20frame%20work.pdf>



Primary Level - All Schools: All Managements

Access		Infrastructure		Teacher		Outcome	
Index	Rank	Index	Rank	Index	Rank	Index	Rank
0.152	29	0.748	1	0.871	5	0.935	1

**Education Development Index 2011 – 2012, Tamilnadu**

Upper Primary Level - All Schools: All Managements

Access		Infrastructure		Teacher		Outcome	
Index	Rank	Index	Rank	Index	Rank	Index	Rank
0.269	31	0.802	4e	0.847	13	0.824	1

**Composite Education Development Index 2011 – 2012, Tamilnadu**

All Schools: All Managements

Primary Level		Upper Primary Level		Composite – Primary & Upper Primary	
Index	Rank	Index	Rank	Index	Rank
0.680	1	0.699	5	0.689	3

Composite Primary and Upper Primary education EDI amongst 35 states in India is concerned; the top five ranking states are Lakshadweep (0.716), Karnataka (0.693), Tamil Nadu (0.689), Pondicherry (0.675) and Daman & Diu (0.675).

**Alternative Educational Facilities in Tamilnadu**

Recent years have witnessed some positive developments with respect to girls' education in India. For instance, since the beginning of 1990s, progress in girls' enrolment has been faster than that of boys. In the 6-11 age group, this could possibly be explained by the fact that the GER for boys was already around or above 100% and was, therefore, in a stabilization phase. Despite positive trends in the enrolment of girls, however, gender disparity does not seem to have reduced significantly over the years. The National Programme for Education of Girls at Elementary Level (NPEGEL) is a focused intervention of Government of India, to reach the "Hardest to Reach" girls, especially those not in school. Launched in July 2003, it is an important component of SSA, which provides additional support for enhancing girl's education over and above the investments for girl's education through normal SSA interventions. The scheme is being implemented in the EBBs

<sup>14</sup> Components (Access, Infrastructure, Teachers & Outcomes) used for constructing EDI initially were pre-determined by the MHRD, Government of India. Overall 23 indicators in these Four Components.

where the level of rural female literacy is less than the national average and gender gap is above the national average; in blocks of districts which are not covered under EBBs but where at least 5 per cent of population is SC/ST and where SC/ST female literacy is below 10 per cent; and also in select urban slums. The programme provides for development of a “model school” in every cluster with more intense community mobilization and supervision of girls enrolment in schools. Gender sensitization of teachers, development of gender-sensitive learning materials, and provision of need-based incentives like escorts, stationery, workbooks and uniforms are some of the endeavors under the programme. About 3272 educationally backward blocks are covered under the Scheme in the 24 States including Tamilnadu. In Tamil Nadu there are 37 Blocks in 11 Districts declared as Educationally Backward Blocks by The Government of India. There are 61 Kasturba Gandhi Balika Vidyalaya in the state and 4162 Girls Student got an opportunity to continue their studies without any disturbances.

**Percentage of Single Teacher Schools in Major States (2009 – 2012)**

State	2009 – 2010	2010 – 2011	2011 - 2012	Total Number of Govt. Elementary Schools(2010 - 2011)
Tamilnadu	2.34	2.63	3.38	36575
Jharkhand	8.02	9.75	12.43	40343
Arunachal Pradesh	49.25	44.81	43.10	3950
Assam	12.13	14.98	15.37	42917
Madhya Pradesh	14.15	14.94	14.93	112078
Odisha	12.27	12.75	7.90	57179
All States (India)	9.33	8.86	8.31	1078407

**Average Number of Class Rooms in Major States & Student –Class Room Ratio (SCR) (2011 – 2012)**

State	Primary Schools	All Schools	Govt. Schools	Private Schools	SCR
Bihar	2.3	3.8	3.7	7.2	79
Assam	2.4	3.0	3.1	4.4	31
Jammu & Kashmir	2.4	4.6	3.2	10.7	15
Jharkhand	2.4	4.5	4.0	10.4	33
Karnataka	2.6	5.4	4.4	8.0	22
Tamilnadu	4.3	6.6	4.7	10.3	26

All States	3.3	4.7	3.8	7.9	30
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All the state have a single teacher and single classroom schools all of which further deteriorate the situation within the classroom. The above Two tables shows that the percentage of Single Teacher Schools in some of the states in India and the average number of class rooms in state wise and country's average. It shows Arunachal Pradesh condition is very pathetic in terms of single teacher schools but the student strength of 23.62% of the elementary schools is only 15 or less. Except Odisha and Tamil Nadu all the other state is above the national average. Comparing the data related to average number of class rooms and student – class room ratio, Tamil Nadu is performing remarkably well. Infrastructure still a major hindrance in providing education to the students in Bihar and have to do a lot in providing better infrastructure for a desirable outcome.

### Pupil – Teacher Ratio

State / All States	All Schools	All Govt. Schools	Primary Level	Upper Primary Level
Bihar	59	59	59	63
Uttar Pradesh	44	38	46	44
Jharkhand	40	42	41	42
Dadra & Nagar Haveli	40	36	38	43
Madhya Pradesh	34	38	33	34
Tamilnadu	29	28	27	33
All States	30	30	31	29S

Pupil – Teacher ratio is very much important in terms of better outcome. Individual attention for every student will lead a positive outcome in terms of child overall development. 30 is an ideal number for the pupil – teacher ratio and almost all the state stood very close to that number except very few. Most of the states gradually reducing the number in terms of Pupil – Teacher Ratio and trying to provide quality education to their child population. Tamil Nadu is also having favorable situation for the female teachers in terms of percentage distribution and more over the percentage is increasing gradually year by year (76.65% in the year 2009 – 2010, 77.43% in the year 2010 – 2011 and 78.08% in the year 2011 – 2012). Statistics also shows that 14.43% teachers are from Scheduled Castes and 0.98% is from Scheduled Tribes. DISE Statistics also shows that the average number of teachers in a School is 4.7. More than 80% of the teachers in Karnataka, Daman Diu, Gujarat and Tamil Nadu received in service training during the academic year of 2011 – 2012.

### Distance of Schools from Cluster Resource Centre by Category 2011 – 2012 (All Areas & Management)

Distance From CRC (KMs)	Primary Only	Primary with Upper Primary	Primary with UP & Sec. / H. Sec	Upper Primary Only	Upper Primary with Sec. / H Sec	All Schools
Less Than 1Kms	11.24 %	15.28%	19.58%	15.94%	21.06%	13.77%
1 to 5 Kms	58.92%	54.84%	70.56%	52.17%	49.88%	57.92%
More Than 5 Kms	29.84%	29.88%	9.86%	31.88%	29.06%	28.41%

Tamil Nadu has an impressive coverage of habitations in rural areas with schooling facilities at primary stage within one kilometer. In 2005, 99% of rural habitations had already been covered. Since the state runs the Sarva Shiksha Abhiyan (SSA or Universal Education Campaign) quite successfully, the goal of providing physical access (availability) of a primary school in almost every square kilometer is achieved by now.

#### Facilities Available in Elementary Schools in Tamilnadu

S No:	Facilities	Percentage
1	Boundary Wall	71.85
2	Drinking Water	100
3	Having Common Toilet Facility (Functional)	90.13
4	Girls Toilets (Functional)	91.29
5	Boys Toilet (Functional)	93.68
6	Having Electricity Connection	94.58
7	School Having Computer	30.15
8	Schools Having Ramps	58.81
9	Book Bank	90.79
10	Play Ground	76.66
11	Kitchen Shed	98.01
12	Furniture for Students	84.81
13	Furniture for Teachers	98.48
14	Conducting Regular Medical Check ups	88.79
15	Schools Having Pre-Primary Section	18.16
16	% of Residential School	1.35
17	Received Development Grant	78.46
18	Teaching & Learning Material (TLM)	64.01

Infrastructure in Elementary Schools across the country has impressively improved. Tamil Nadu is having remarkable achievements in terms of Elementary school infrastructure facilities. It

definitely helps the smooth shift to quality education once the Government completes their task in providing reasonable infrastructure across the state.

## 7. Educational Expenditure<sup>15</sup>

During the Eleventh Five-Year Plan the Government's (GOI and states) budget for SSA increased nearly 3-fold from 21,360 Crores in FY 2007-08 to 61,734 Crores in FY2011-12. In this period, the per student allocation has more than tripled from an India average of Rs. 1,598 in FY 2007 – 2008 to Rs. 4,746 in FY2011 – 2012. Allocations are keeping in pace but only 61 percent of allocation were spent in FY 2011 – 2012. Comparison between FY 2007 – 2008 and 2011 – 2012 the former spent 87 % of the total allocation and the later spent 62%. There are wide variations in per-student allocation across states. In Tamil Nadu per-student allocation is Rs. 4,475<sup>16</sup> in FY 2011 – 2012.

## 8. ASER 2012<sup>17</sup> and Tamil Nadu

### Reading

% Children by Class and Reading Level All Schools – 2012						
Standard	Not Even Letter	Letter	Word	Level – 1 (Std I Text)	Level 2 (Std II Text)	Total
I	56.6	29.6	9.9	3.0	0.8	100
II	24.8	31.6	31.6	9.1	2.9	100
III	10.8	19.6	39.5	21.9	8.2	100
IV	5.5	11.0	34.7	30.3	18.6	100
V	3.3	6.6	26.6	33.6	29.9	100
VI	2.5	3.8	16.2	30.9	46.6	100
VII	1.2	2.5	13.9	28.2	54.2	100
VIII	0.6	1.6	10.0	22.5	65.2	100
Total	12.6	12.8	22.7	23.0	29.0	100

### Reading and Comprehension in English

% Children by Class and Reading Level in English All Schools – 2012						
Standard	Not Even Capital Letter	Capital Letter	Small Word	Simple Words	Easy Sentences	Total
I	58.1	15.8	19.6	5.6	0.9	100
II	28.2	22.7	31.0	13.3	4.9	100

<sup>15</sup> [http://mospi.nic.in/mospi\\_new/upload/sel\\_socio\\_eco\\_stats\\_ind\\_2001\\_28oct11.pdf](http://mospi.nic.in/mospi_new/upload/sel_socio_eco_stats_ind_2001_28oct11.pdf)

<sup>16</sup> [http://www.academia.edu/2948921/Sarva\\_Shiksha\\_Abhiyan\\_SSA\\_2013-14](http://www.academia.edu/2948921/Sarva_Shiksha_Abhiyan_SSA_2013-14)

<sup>17</sup> The ASER study, facilitated by non-governmental organization Pratham, seeks to look at learning outcomes in children in the age group 6 to 14, by testing their ability in reading and arithmetic, using simple tests.

III	15.2	17.6	36.8	21.2	9.3	100
IV	8.3	11.8	32.0	29.3	18.7	100
V	5.2	9.8	27.9	33.1	24.0	100
VI	3.6	7.3	21.6	34.7	32.9	100
VII	3.2	5.5	18.9	33.0	39.5	100
VIII	2.1	4.1	16.9	30.8	46.2	100
Total	14.9	11.5	25.5	25.6	22.5	100

**% of Children by Class who can Comprehend English – All Schools 2012**

Standard	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I		
II	52.0	
III	55.7	72.0
IV	60.7	73.8
V	58.3	75.9
VI	64.1	77.0
VII	59.4	76.5
VIII	64.5	82.9
Total	59.9	77.0

Nationally, reading levels are estimated to have declined in many states in India. The all India figure for the proportion of children in class V able to read a class II level text has dropped from 53.7% in 2010 to 48.2% in 2011. Such declines, however, are not visible in the southern states. The unsatisfactory levels of basic reading ability suggested by ASER and other studies including PISA, point to an urgent need to focus on basic learning outcomes. The performance of Tamil Nadu figure is not satisfactory, but it is comparatively in a better position. Each state should define realistic, measurable outcomes in reading and understanding that can be understood by teachers and parents.

**Arithmetic**

**% Children by Class and Arithmetic Level All Schools – 2012**

Standard	Not Even 1 – 9	Recognize Numbers		Can Subtract	Can Divide	Total
		1 – 9	10 - 99			
I	46.1	33.8	17.9	1.9	0.3	100
II	16.7	29.1	47.6	5.7	0.9	100
III	7.5	16.7	58.5	16.1	1.3	100

IV	2.8	8.1	47.2	37.1	4.9	100
V	2.4	5.8	39.3	39.6	13.0	100
VI	1.5	2.8	30.4	43.7	21.6	100
VII	1.0	1.4	25.4	43.2	29.0	100
VIII	0.8	1.0	20.8	40.0	37.4	100
Total	9.4	11.8	35.7	29.2	13.9	100

Basic arithmetic levels estimated in ASER 2011 also show a decline. Nationally, the proportion of class III children able to solve a two-digit subtraction problem with borrowing has dropped from 36.3% in 2010 to 29.9% in 2011. Among children of class V, the ability to do a similar subtraction problem has dropped from 70.9% in 2010 to 61% in 2011. This decline is visible in almost every state; and very few states including Tamil Nadu show improvements in 2011.

Learning outcome still remains a challenge. According to the Programme for International Student Assessment (PISA) 2009 results, of the 74 countries tested, Tamil Nadu and Himachal Pradesh (the two Indian states that participated in the study) ranked 72nd and 73rd in both reading and mathematics. In fact 60 percent of students below level 1 for math and a majority of students were at the lowest level (Level 1 and Level 1b) for reading.

## 9. Conclusion

The performance of Tamil Nadu in the field of human development, especially in elementary education, has been notable throughout the last decade. It has already achieved the goal of universal access to elementary education, with 100 percent of habitations covered by a primary school within 1 km radius. It is also close to achieving the target of universal enrolment and retention, and can now concentrate on improving quality.

In general terms, while it seems that DPEP and SSA have been quite successful in enlarging the coverage of primary schools, however, it is the quality of teaching and learning in the rural public schools in the state that is in need of the most attention. ASER literacy survey, Tamil Nadu has one of the lowest percentages of out of school children and ranked 5th after Kerala, Goa, Himachal Pradesh and Pondicherry. Thus, Tamil Nadu does not have a problem of attracting children to school and retaining them. The drop-out rate in primary and upper primary schools in Tamil Nadu was also among the lowest in India. Rural areas of Tamil Nadu do not have any severe shortfall in terms of physical facilities and access of population to primary education is pretty good. The problem, however, is more in terms of improving the quality of services being provided in public schools. Tamil Nadu has already the physical infrastructure in place, it requires some additional effort to maintain and improve the existing infrastructure. Tamil Nadu is placed far better than the northern states like UP, MP and Rajasthan in terms of physical infrastructure or even the southern

states, such as Karnataka and Andhra Pradesh. This is not surprising because the state has been spending considerably higher amounts per capita than most states for the past several years. Tamil Nadu needs to pay greater attention to two key aspects: one, to get all the children from the poor families and special focus groups, such as girls and children from the SC and ST communities that are out of school into school and two, to strive much harder to attain and sustain higher levels of quality in their primary schools. The quality can achieve through a drastic changes in the learning methods and techniques, making classroom activities more experimental and enjoyable for the children, improved teacher training, and of course upgrading the school infrastructure.